

Bunyaville Environmental Education Centre



Empowering people to care for Country – a sustainable world for all.

Primary Programs 2025



Bunyaville Environmental Education Centre
Bunyaville Conservation Park
Off Old Northern Road
Everton Hills 4035
Phone: (07) 3353 4356

www.bunyavilleeec.eq.edu.au



Bunyaville Environmental Education Centre

Wunya educators,

Here at Bunyaville Environmental Education Centre we enrich student learning through targeted teaching of key knowledge and skills, creating a connection with nature, and empowering students to care for Country.

We deliver full and half day programs that align with the Australian Curriculum and have a sustainability focus. Programs link directly to the Australian Curriculum through many of the subjects particularly Science, HASS (Geography) and the cross-curricular priorities of Sustainability and Aboriginal and Torres Strait Islander Histories and Cultures.

Our excellent teachers strengthen students' connection to their learning by using powerful pedagogies within our natural setting, the Bunyaville Conservation Park. We learn in and respond to our place, student learning is experiential and hands-on, and it is age-appropriate.

We look forward to seeing you here at Bunyaville Environmental Education Centre for an amazing experience for all of your staff and students.

Kind regards,



Ollie Narbey
Principal Bunyaville Environmental Education Centre



Primary Excursions

At Bunyaville Environmental Education Centre

All programs link to the cross-curriculum priority of Sustainability

NEW & IMPROVED

Junior Wildlife Scientist Adventure - formerly known as *Bush Play Adventure*

Prep

Full day for 2 classes

Available Term 2, 3 & 4

Curriculum Focus: *Connection to Country - Nature play, Age-appropriate pedagogies*

Curriculum Links: *Science, HASS (Geography), English*

Aim: For students to understand the needs of living things, why some places are special and, how to care for places and those within them. For students to connect with the natural world. Context: Train to become wildlife scientists, responsible pet ownership and its relationship to the sustainability of native wildlife (koalas).

Overview of day

Students are invited to Bunyaville Environmental Education Centre by Koala Blue to train as wildlife scientists. Being a story-based program, the day is filled with surprise guests and situations that arise to take the children on a journey all the while learning essential age-appropriate skills.

Hooked in to the story the students then train in the 'Wildlife Scientist Training Grounds'. Here the students have access to hands-on, self-directed play opportunities to foster their creativity, critical thinking, and social skills, through imaginative play, sensory experiences and structured activities (age appropriate, nature-based play). Students then go on an Earth walk led by the Bunyaville EEC Scientists (teachers) where they try and find and learn about koalas, as well as connecting with the natural wonders of the forest along the way. The day culminates at the Centre where they solve the problem of their missing koala before heading back to school.



The Bunyaville Easter Bilby Adventure

Prep – Year 1

Prep - Half day for up to 2 classes (AM or PM Sessions available)

Year 1 - Full day for up to 2 classes

Available Term 1 only

Prep Curriculum Focus: Needs of living things, care of special places, endangered animals

Prep Curriculum Links: Science, HASS (Geography), English

Year 1 Curriculum Focus: Endangered animals, habitats, needs of living things

Year 1 Curriculum Links: Science, HASS (Geography), English

Aim: For students to develop an understanding of the needs of the endangered bilby and other Australian animals. Through story and hands-on experiences in a real-world environment, students create a deep connection to the bilby and identify values and actions for caring for the environment.

Overview of day

The Bunyaville Easter Bilby Adventure is a highly engaging story-based program. Learning comes alive as students are first immersed into a desert scene at Bunyaville EEC where the story begins. The students are invited to take part in a bilby burrow experience where the problem they have to solve becomes evident. The story pulls them into the forest where they actively participate in hands-on activities guiding exploration, connection, problem solving and care for the environment. The adventure concludes back at the Centre with a special encounter from a forest friend and students gaining an understanding of advocating for endangered animals and the environment.



Going Bush

Prep – Year 1

Full Day for up to 2 classes

Available Term 2, 3 & 4

Curriculum Focus: *Scientific inquiry using the senses*

Curriculum Links: *Science, HASS (Geography), English*



Aim: For students to develop an understanding of, and use their senses to explore and observe the many wonders of a forest environment. For students to identify the places where animals live and what their needs are. For students to explore a special place, the forest, and to understand how and why they care for it.

Overview of day

Firstly, students are introduced to senses by helping Twiggy and Roo regain theirs. Students will participate in an Earthwalk and a sensory trail.

- **Earthwalk:** Students embark on an exploration of the wonders of the natural environment to consider whether the forest is a special place and how it can be cared for. Using their senses, students are encouraged to investigate connections between living things in the forest, identify what animals and plants need to survive, and to discover the types of homes of living things.
- **Sensory trail:** While blindfolded students experience life using their other senses. They walk around a sensory trail experiencing life from a different perspective and investigating the world around them in a different way. Students do part of the trail in bare feet.

The day culminates in a reflection activity bringing all the learning together.

Watery Ways

Year 2 (ACv8.4) or Year 4 (ACv9)

Full day for up to 2 classes

Curriculum Focus: *Understanding the water cycle, catchments, water conservation in a real-life, natural context*

Curriculum Links: *Science, HASS, Sustainability cross-curricular priority*

Aim: For students to demonstrate an understanding of the water cycle, the concept of a catchment, water as one of our most precious natural resources and how they can actively conserve water.

Overview of day

Students are invited to join the magical mystery tour of a wayward water droplet called Whizzy at Bunyaville Environmental Education where they participate in two main activities to enhance their classroom learning:

- **Catchment Capers:** Students explore the water cycle, the journey water takes in our catchments, the landforms and features associated with catchments, catchment care and water conservation appliances and personal choices through interaction with a replica catchment and a 'water education station'.

- **Water Trail:** Bunyaville EEC teachers lead students on an Earthwalk through a real catchment in Bunyaville Conservation Park to identify evidence of real trails left by water. As well as experiencing where the water cycle actually takes place, students experience the real-life scale and landform components of a catchment.

A concluding activity emphasises the need to conserve the vital and precious resource of water.



Camping on Country

Year 2 - 4

Full day for up to 3 classes

Curriculum Focus: Understanding and enacting Aboriginal and Torres Strait Islander perspectives on taking care of Country

Curriculum Links: Cross-curriculum priority of Aboriginal and Torres Strait Islander Histories and Cultures, Cross-curriculum priority of Sustainability, Science, HASS (Geography), English, General Capabilities – personal and social

Aim

Within the context of students 'going camping' for a day, students learn sustainable practices by understanding how Aboriginal and Torres Strait Islander people care for Country.

Overview of day

Students come to Bunyaville Conservation Park picnic area for a cultural day camp experience following an invitation to attend a Bush Guardian Course. They undertake a variety of activities throughout the day to learn about sustainability and how Aboriginal and Torres Strait Islander people care for Country.



Activities may include:

- working co-operatively in groups to 'erect a tent' after exploring what Indigenous shelters may have looked like in the area
- make and learn about 'Johnny Cakes'
- learn about and play Indigenous Games
- explore the wonder of a natural environment on a 'forest walk' and understand how Aboriginal and Torres Strait Islander cultures care for country—where ever that may be

Throughout the day students work on their team work, problem solving, and communication skills as well as strengthening their connection to themselves, others and place.

Inspirational Science

Year 3

Full Day for up to 3 classes

Curriculum Focus: Working scientifically and understanding how the activities and actions of human impact on the natural world

Curriculum Links: Science, HASS, Cross Curriculum Priority of Sustainability



Aim: To provide students with opportunities to work scientifically and to investigate the living and non-living world in a natural place.

Overview of day

Students are immersed in the world of secret agents, being invited to the Bunyaville forest by the Director of the Earth Intelligence Agency (EIA), Special Agent X, via a video transmission to search for Agent Claw who has gone missing. Students are also asked to complete Agent Claw's mission to identify living, non-living and once-living things in the Bunyaville Conservation Park and to investigate the increased human activity in this natural environment. During their Bunyaville experience, students participate in two activities Tracks, Scats and Traces (TST) and Leaf Litter Search (LLS) which are taught by the classroom teacher and an Earthwalk led by a Bunyaville EEC teacher.

Here Today Gone Tomorrow

Year 4 (ACv8.4) or Year 5 (ACv9)

Full day for up to 3 classes

Curriculum Focus: Understanding natural processes such as erosion, how this impacts the environment and how we can take action to reduce its impact

Curriculum Links: Science, HASS (Geography)

Aim: To enhance students' understanding of how erosion occurs, by providing them with a real-life opportunity to explore erosion resulting from the action of natural processes and human activity in Bunyaville Conservation Park.

Overview of day

During your Bunyaville experience, students participate in activities that enable them to apply the knowledge they have gained in the classroom to identify where and why erosion is occurring within the park, to offer solutions to the park's erosion problems and to take practical action in controlling erosion within the Bunyaville Conservation Park picnic area. Students rotate around the three activities; Earthwalk, Investigating Earth's Strata and Bushcare over the course of the day.



Bunyaville Challenge

Years 5 – 6

Day 1: Full day Incursion for up to 2 classes

Day 2: Full day at Bunyaville Environmental Education Centre for 2 classes

(For 1 day only leadership excursion options, please contact the Centre)

Curriculum Focus: Leadership and teamwork skills

Curriculum Links: HPE, Personal and Social capability (General Capabilities)

Aim: For students to identify their own character strengths and team work skills. Students develop personal and social skills to support themselves and others: Communication, Co-operation, Problem Solving, Resilience.

Overview of 2-day program

Over the two days, students undertake activities to support their understanding of their own personal strengths as well as developing teamwork skills. During Day 1 students start to understand these attributes through activities at their own school. They build on this during Day 2 by putting it in to practice when they complete student-led activities along a bush course and through team building activities in the Bunyaville Conservation Park picnic area.

Overview of Day 1 – at your school

There are two parts to the day. One part is in your classroom where students participate in a *Know Your Strengths* session to discover their personal strength and preferred learning styles. They also engage in group activities to identify qualities of a good team member such as communication, co-operation, problem solving and resilience. The other part is where Bunyaville teachers work with your students around your oval/outdoor space to practise their teamwork skills while learning the GPS navigation system they will use on Day 2.

Overview of Day 2 – at Bunyaville Conservation Park picnic area

Students arrive at Bunyaville Conservation Park picnic area and are asked to figure out the code to the treasure chest by collecting numbers at the completion of each activity throughout the day. The students are reminded of the four strengths (communication, problem solving, resilience, cooperation) as they will need these and teamwork to solve each activity.

The students then undertake two sessions:

- **Forest adventure:** Students navigate around the forest tracks completing activities based on the four strengths and team work. Students lead the walk with adults acting as 'safety' supervisors only.
- **Team building activities:** In the picnic area, students undertake group activities that test and develop the four strengths and team work skills.

The program culminates when all students come together to work out the code to the treasure chest and open to it to reveal its contents.



Primary Incursions

At your school or a natural environment nearby
All programs link to the cross-curriculum priority of Sustainability

My Patch (HASS)

Year 1 and Year 3
2 hours for 1 class

Curriculum Focus: HASS inquiry
Curriculum Links: HASS (Geography)



Aim: For students to explore and understand the importance of special natural places within their school grounds, and to understand how they can be cared for.

Overview of the program

Through the story *My Patch* and using real-life examples from Bunyaville Conservation Park, students apply HASS inquiry skills to explore the features of places and how they can be represented. Students are invited to explore special places within their school grounds or in a natural area close to the school. They identify features of ‘their patch’, how it is used, how people are connected to places and how special places can be cared for. Students apply their geographical knowledge and skills to a real-life situation and have opportunities to record, represent and communicate their observations (including construction of a pictorial map or drawing a field sketch) during the field investigation.

My Patch (Science)

Year 1 and Year 3
2 hours for 1 class

Curriculum Focus: Scientific inquiry
Curriculum Links: Science



Aim: For students to investigate the plants and animals within the natural habitats of their school grounds.

Overview of the program

Through the story *My Patch*, and using real-life examples from Bunyaville Conservation Park, students apply science inquiry skills to explore animal and plant habitats. Students are invited to conduct their own field study, investigating plants and animals living in the school grounds or a natural place nearby. During the field investigation, students have opportunities to record and communicate their observations through application of their science inquiry skills.

At the beginning of the program, students will develop an inquiry question and predictions for a scientific field investigation. Using their senses, students will collaboratively make observations and collect data about animals, plants and habitats in their schoolgrounds. They will then be provided with an opportunity to reflect on the outcomes of their investigation and consider whether their predictions were similar to their observations.

Nature Journaling

Year 2 – 6

2 hours for 1 class

Curriculum Focus: *Fostering a strong sense of wellbeing and developing student's connection with self and nature*

Curriculum Links: *Art, HPE, Science, Maths, HASS (Geography), English and General Capabilities*



Aim: For students to create a deeper connection with nature and to enable students to investigate the environment around them through art.

Overview of day

This incursion program introduces students to nature journaling. By recording their observations in their nature journals, students will express themselves visually while developing their connection with the natural world. Throughout the session, students will practise drawing different shapes, colours, textures, objects, plants etc. that they see in their environment.

Students will participate in 'Dadirri', an Indigenous mindfulness activity to slow them down and work on their attentiveness and inner/outer focus. This will also help the students relax and focus, fostering their wellbeing. They will then be guided through activities using magnifying loupes and different nature journaling techniques to represent their ideas. A number of natural resources will be provided by the Bunyaville EEC teacher for further stimulus (if required). At the end, students will be given an opportunity to share their work with the group.

Here Today Gone Tomorrow

Year 4 (ACv8.4) or Year 5 (ACv9)

2 hours for up to 2 classes

Curriculum Focus: *Explore natural processes and human activity that cause weathering and erosion in a local area of the Earth's surface*

Curriculum Links: *Science, HASS (Geography)*

Aim: For students to gain an understanding of how erosion occurs (natural and human activity), identifying it in their school's grounds and problem solving how to reduce it.

Overview of the program

Students undertake activities in their school grounds to enhance their understanding of how erosion occurs both naturally and through human impact in their school grounds. During the incursion, students participate in two activities that enable them to apply the knowledge they have gained in the classroom to identify where and why erosion is occurring within their school grounds, and to consider and offer solutions to the erosion problems encountered.



Indigenous Games

Prep – Year 12

1 hour for 1 class



Curriculum Focus: *Appreciation of Aboriginal and Torres Strait Islander Histories and Culture by learning about and playing Aboriginal and Torres Strait Islander games*

Curriculum Links: *Cross-curriculum priority of Aboriginal & Torres Strait Islander Histories and Cultures, HPE, Personal & Social capability (General Capabilities)*

Aim: Appreciate, respect and celebrate Aboriginal & Torres Strait Islander cultures and ways to stay healthy through physical activity playing traditional Aboriginal and Torres Strait Islander games.

Overview of the program

The Bunyaville teachers begin with an Acknowledgement of Country, then share an Australian Indigenous language map to help students understand that our First Nations Peoples live in all corners of Australia. The role of games in developing skills and why children play these games is also discussed.

Students are split into groups and rotated around several games. In each game they learn about:

- the name of the game and any Aboriginal or Torres Strait Islander language/s used in the game
- where the game comes from
- how the game is played and
- the skills they are learning from the games

The games selected are not only fun but they are also examples of how games are used to teach young people important life skills such as hunting, safety, navigation and how to work together for the benefit of the community.

Teachers can choose these or alternative Indigenous games in future lessons by visiting www.sportaus.gov.au/yulunga.

Mindfulness

Prep – Year 12

1 hour for 1 class

Curriculum Focus: *Fostering a strong sense of wellbeing and developing student's connection with self and nature*

Curriculum Links: *Wellbeing, General Capabilities (Personal & Social), Cross-curriculum priorities of Aboriginal and Torres Strait Islander Histories and Cultures*

Aim: For students to learn about and try mindfulness strategies within, and connecting with the natural world. This can help them become calm in times of stress, focus on learning and can lead to feeling happier. The attentiveness of mindfulness is also a key skill needed in inquiry processes.

Overview of day

Your students will gain a deeper connection with the environment and themselves by undertaking different nature connected mindfulness activities such as rainbow chips, ochre art, nature journaling or string weaving. Students will also participate in 'Dadirri', an Indigenous mindfulness activity to slow them down and work on their attentiveness and inner/outer focus.