Bunyaville Environmental Education Centre

Igniting passion for the planet and inspiring action for a sustainable tomorrow

Primary Programs 2027

Bunyaville Environmental Education Centre
Bunyaville Conservation Park
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Queensland Government

Bunyaville Environmental Education Centre

Galang nguruindhau teachers,

We are excited to welcome you to our special place, nestled in the forest of Bunyaville Conservation Park in Brisbane's north-west.

At Bunyaville Environmental Education Centre, our programs spark curiosity, have high engagement, and provide opportunities where your students can experience a sense of wonder and awe. These high-impact programs not only enhance student learning but also support and enrich your unit planning and teaching.

Through targeted teaching of key knowledge and skills, our excellent educators strengthen students' connections to learning. Learning is hands-on, age-appropriate, and guided by powerful pedagogies that draw on the unique features of our natural setting. We teach in, and respond to our place – Bunyaville, helping students form meaningful connections with nature and empowering them to care for Country.

We deliver both full-day and half-day programs that align with the Australian Curriculum and are underpinned by a strong sustainability focus. Our programs connect directly to the Australian Curriculum learning areas particularly Science and HASS (Geography), as well as the cross-curricular priorities of Sustainability and Aboriginal and Torres Strait Islander Histories and Cultures. We also provide opportunities to develop the whole child, teaching the general capabilities and providing opportunities to develop self through outdoor learning.

All our programs connect the students to their learning and to the environment.

We look forward to sharing an inspiring and enriching experience with you and your students here at Bunyaville Environmental Education Centre.

Kind regards,

Ollie Narbey
Principal Bunyaville Environmental Education Centre

Prep and Year 1

Junior Wildlife Scientist Adventure

Through drama, hands on play and connection with nature, students investigate koalas and their habitat.

Students will be able to:

- understand why this place is special (with the focus on koala habitat) and how to care for it.
- understand the needs of living things.
- observe external features of plants and animals.
- undertake scientific inquiry through understanding and using their senses.

Overview of day

Students are invited to the Bunyaville Environmental Education Centre's Wildlife Scientist Training Ground by Koala Blue to undertake their training to become wildlife scientists.

On arrival, they are hooked into the story and eager to see Koala Blue who appears to be missing. Hoping to see him soon, the students go and train in the Wildlife Scientist Training Grounds where they undertake age appropriate, nature play activities that develop creativity, critical thinking, inquiry and social skills. Finding out that Koala Blue is missing in the forest, students go on an Earthwalk led by the Bunyaville EEC Scientists (teachers). While they try to find Koala Blue, they learn about koalas and their habitat 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 thanks to a helpful forest friend.

P.S. Don't let the students know the koala goes missing yet. It will all be revealed on the day.

*Web page: **Junior Wildlife Scientist Adventure***

PREP & YEAR 1
Up to 2 classes/day

Full day program
9.15am – 2.00pm

Curriculum Links

- Science
- HASS (Geography)
- English
- Sustainability

High Impact Pedagogies

- Real-life forest context
- Nature play
- Age-appropriate pedagogies
- Student led
- Story and drama

Prep and Year 1

Bush Celebration

Students understand the importance of trees and forest habitats by exploring the forest, using their senses in a sensory trail and by helping the forest friends.

Students will be able to:

- understand why trees and forests are special and how to care for them.
- understand the needs of living things and how the habitat in which plants and animals live supports this.
- undertake scientific inquiry through understanding, developing and using their senses.
- observe external features of plants and animals.

Overview of day

Students are invited by a forest friend, Gurrar, to come and join them at their Bush Celebration at their special place (Bunyaville Environmental Education Centre). The students participate in the fun Bush Celebration activities throughout the day all the while learning about the plants, animals and place, why they are so important, and their needs.

On arrival students meet a special forest friend and learn about the day's Bush Celebration activities. Starting with the sensory activity, with and without blindfolds, and with and without shoes, students experience life using all their senses. Whilst exploring their senses they investigate what trees need to survive and what trees give to us. Students then play the 'Where's Gurrar?' game (Earthwalk) which leads them to explore 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 how important trees are. The day concludes with the students working out ways to help trees and prevent habitat loss.

*Web page: **Bush Celebration***

PREP & YEAR 1
Up to 2 classes /day

Full day program
9.15am – 2.00pm

Curriculum Links

- Science
- HASS (Geography)
- Aboriginal and Torres Strait Islander Histories and Cultures
- Sustainability

High Impact Pedagogies

- Real-life forest context
- Inquiry based learning
- Story and drama
- Experiential sensory trail

Year 2 (v8.4) & Year 4 (v9)

Watery Ways

Students investigate the water cycle, catchments and water conservation using a large scale model of a catchment, a water conservation station and by exploring the catchment in a real-life context (Bunyaville Conservation Park).

Students will be able to:

- see the water cycle in action in a real-life context.
- identify what a catchment is.
- recognise how important the forest is in a catchment and the water cycle.
- understand the importance of water to all and how to conserve water.

Overview of day
Students are invited to Bunyaville Environmental Education to explore the water in a real-life context, the forest. The students participate in a variety of activities that hone their inquiry skills.

Three main activities:
Catchment Capers: In the large scale water catchment replica, students explore the water cycle, the journey water takes in our catchments, and the landforms and features associated with catchments.

Water Education Station: Students undertake scientific experiments to discover the effect of household water saving devices and water saving choices they can make.

Water Trail: Bunyaville EEC teachers lead students on an Earthwalk through a real catchment in Bunyaville Conservation Park to identify evidence of trails left by water and the water cycle in action. Students experience the real-life scale of a catchment and the landform components within it.

*Web page: **Watery Ways***

YEAR 2 (v8.4) & YEAR 4 (v9)
Up to 2 classes /day

Full day program
9.15am – 2.15pm

Curriculum Links

- Science (Earth & Space)
- HASS (Geography)
- Sustainability

High Impact Pedagogies

- Real-life forest context
- Hands on investigations
- Inquiry based learning
- Large scale water catchment model
- Interactive Water Conservation Station

Year 2 – Year 6

Camping on Country

Students are invited to come camping for the day and learn about how Aboriginal and Torres Strait Islander peoples take care of Country sustainably and have done for thousands of years.

Students will be able to:

- have a better understanding of Aboriginal and Torres Strait Islander ways of living on Country.
- identify ways they can care for Country and be sustainable at home, school or in their local community.
- practise collaboration, problem solving and communication skills while working in teams.

Overview of day
Students are invited to have a fun day camping at Bunyaville Conservation Park participating in activities that also teach them about how Aboriginal and Torres Strait Islander people care for Country and are sustainable. Students undertake 3 main activities:

Shelter building: Students work co-operatively in groups to build a shelter out of reusable materials after exploring what Aboriginal shelters may have looked like in the area. Students practise personal and social skills such as problem solving, communication, collaboration and teamwork.

Indigenous Games: Students learn about games played by Aboriginal and Torres Strait Islander people across Australia. They learn how, where and why they were played before having a go themselves.

Walk on Country: Led by Bunyaville teachers, students walk on Country and learn about how Aboriginal and Torres Strait Islander people worked with and cared for Country sustainably.

Throughout the day students strengthen their connection to themselves, others and place. The day culminates in students being empowered to live sustainably in their community.

*Web page: **Camping on Country***

YEAR 2 – YEAR 6
Up to 3 classes /day

Full day program
9.15am – 2.15pm

Curriculum Links

- HASS (Geography)
- Aboriginal and Torres Strait Islander Histories and Cultures
- Sustainability
- Personal and Social capabilities

High Impact Pedagogies

- Real-life forest context
- Hands on
- Problem solving, collaboration, communication
- Authentic resources

Year 3

Inspirational Science

Students are invited to train as 'Earth Systems Investigation Agents' in one day. They learn about living, non-living and once-living things, Earth systems, and their role in maintaining biodiversity.

Students will be able to:

- identify and describe living, non-living and once living things.
- explore forest cycles and make connections between these and living, once living and non living things.
- undertake guided scientific research to investigate how living, once living and non-living things affect soil health and biodiversity
- propose actions to maintain or improve an ecosystem

Overview of day

Students visit Bunyaville Conservation Park to train as 'Earth Systems Investigation Unit' agents, responsible for protecting the systems that support life on Earth and maintain biodiversity. Throughout the day, the elusive Agent Claw sets missions that build the knowledge and skills students need to protect Earth systems and biodiversity in their communities—their ultimate job as full agents.

The missions:

Know your surroundings: Students undertake an earthwalk to identify living, non-living and once-living things, and find evidence of forest cycles and connections.

Connections: Students investigate forest connections and explore what happens to biodiversity when these connections fail or break down.

Forest Cycle Investigation: Students collaborate to recreate the forest cycle and learn how it supports biodiversity.

Biodiversity Investigation: Students investigate and compare biodiversity in the leaf litter of disturbed and forested areas.

The day culminates with students sharing how they can support biodiversity in their communities and discovering Agent Claw's identity.

Web page: ***Inspirational Science***

YEAR 3
Up to 2 classes /day

Full day program
9.15am – 2.15pm

Curriculum Links

- Science
- Sustainability

High Impact Pedagogies

- Real-life forest context
- Hands on
- Scientific Inquiry
- Drama

Year 4 (v8.4) & Year 5 (v9)

Here Today Gone Tomorrow

Students investigate erosion, weathering, how this impacts the environment and how we can take action to reduce its impact.

Students will be able to:

- identify types of weathering caused by mechanical, chemical and biological means.
- explore what causes erosion and identify it in the natural environment.
- undertake scientific experiments to assess the health of the creek to see if it is impacted by erosion.
- take action to reduce the impact of erosion.

Overview of day

Students start the day by learning about what erosion and weathering is and their different types. Bunyaville teachers then lead the students through the forest to identify erosion/weathering in nature and explore it further. Throughout the Earthwalk, students undertake a variety of experiments to enhance their learning of erosion and weathering.

Students are shown the impact of erosion on an entire catchment and how erosion here has an impact down to the ocean. Understanding this, students undertake scientific investigations to assess the health of the creek. They test the abiotic (e.g. pH, turbidity) and biotic factors (macroinvertebrate types) of the creek. Is it healthy? Is erosion impacting it?

The final activity allows students to consolidate their learning and take action to prevent erosion in the Bunyaville Conservation Park - they plant trees.

*Web page: **Here Today, Gone Tomorrow***

YEAR 4 (v8.4) & YEAR 5 (v9)
Up to 2 classes /day

Full day program
9.15am – 2.15pm

Curriculum Links

- Science
- HASS (Geography)
- Sustainability

High Impact Pedagogies

- Real-life forest context
- Hands on
- Scientific Inquiry

Year 4 – Year 6

Bunyaville Challenge – Leadership Program

Students practise the skills required to be a leader through team building activities that focus on the skills of communication, co-operation, problem solving and resilience.

Students will be able to:

- identify their own character strengths and areas for development.
- practise communicating and cooperating effectively.
- participate in problem solving and challenging activities to develop these skills and resilience.

Overview of day

Students arrive at Bunyaville Conservation Park picnic area and are introduced to the four strengths of: communication, problem solving, resilience and cooperation. They are asked to use these to help complete the activities during the day and to ultimately figure out the code to the treasure chest.

The students then undertake two team building sessions:

Session 1: Forest adventure: With adults acting as 'safety' supervisors only, students work as a team to navigate around the forest tracks completing group activities based on the four strengths.

Session 2: Picnic area team building activities

Build a shelter - Students work together to build a shelter with limited materials provided. Working together and with a time limit, the students need to build a shelter that can withstand the rain.

Water carrier – Students work together to build a water carrier in order to transport water from a container on one side to a container on the other. Whose design is the sturdiest and who can take the most water to the other side?

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.

*Web page: **Bunyaville Challenge***

YEAR 4 - YEAR 6
Up to 60 students/day

Full day program
9.15am – 2.15pm

Curriculum Links

- Personal and Social capabilities
- HPE
- Sustainability

High Impact Pedagogies

- Real-life forest context
- Hands on
- Problem solving, collaboration, communication

Year 1

My Patch Geography - Incursion

Through exploration of their own school grounds, students learn about managed, constructed and natural features, the importance of their special natural places and how they can care for them.

Students will be able to:

- identify managed, constructed and natural features of their school.
- observe the plants and animals in their natural spaces.
- understand how their school is special and how to care for it.

Overview of day

Through the story *My Patch,* and using examples from local areas, students apply 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 investigation of their patch. Students finish with a deeper understanding of their patch and how to care for it.

Web page: ***My Patch - Geography - Incursion***

YEAR 1
2 hours for 1 class
Up to 2 classes per day

Curriculum Links

- HASS (Geography)
- Sustainability

High Impact Pedagogies

- Real-life context of your school grounds
- Hands on
- Inquiry

Year 1

My Patch Science - Incursion

Students undertake scientific inquiry of the plants and animals within the natural habitats of their school grounds.

Students will be able to:

- identify plants and animals in their 'patch'.
- practise scientific inquiry techniques.

Overview of day

Through the story *My Patch*, and using examples from Bunyaville Conservation Park, students apply science inquiry skills to explore animal and plant habitats.

Students are invited to conduct their own investigation into the plants and animals living in the school grounds or a natural place nearby. During the investigation, students have opportunities to record and communicate their observations applying their science inquiry skills.

At the beginning of the program, students will develop an inquiry question and predictions for the scientific investigation of their grounds. 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, considering whether their predictions were similar to their observations and how and why to care for their patch.

*Web page: **My Patch - Science - Incursion***

YEAR 1
2 hours for 1 class
Up to 2 classes per day

Curriculum Links

- Science
- Sustainability

High Impact Pedagogies

- Real-life context of your school grounds
- Inquiry
- Hands on

Year 4 (v8.4) & Year 5 (v9)

Here Today Gone Tomorrow - Incursion

Students gain an understanding of how erosion occurs (natural and human activity), identifying it in their school grounds and problem solving how to reduce it.

Students will be able to:

- identify types of weathering caused by mechanical, chemical and biological means.
- explore what causes erosion and identify it in the natural environment.
- take action to reduce the impact of erosion.

Overview of day

Students undertake activities in their school grounds to enhance their understanding of how erosion occurs both naturally and through human impact.

During the incursion, students participate in two activities that apply their classroom knowledge to identify where and why erosion occurs in their school grounds, and develop solutions to address it.

Earthwalk: Students explore their school grounds investigating erosion and looking for evidence of it.

Take Action: Students undertake scientific experiments to explore erosion in the wider catchment (mountains to ocean), how it occurs and how to take action to prevent it.

*Web page: **Here Today Gone Tomorrow - Incursion***

YEAR 4 (v8.4) & YEAR 5 (v9)
2 hours for 3 classes max.
Up to 6 classes per day

Curriculum Links

- Science
- HASS (Geography)
- Sustainability

High Impact Pedagogies

- Real-life context of your school grounds
- Hands on
- Scientific Inquiry

Prep – Year 6

Indigenous Games - Incursion

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

Students will be able to:

- understand Aboriginal and Torres Strait Islander games and why they play them.
- develop teamwork skills.
- undertake physical activity by playing the games.

Overview of day

The Bunyaville teachers begin with an Acknowledgement of Country and an introduction to who, where and why games were played in all Aboriginal and Torres Strait Islander Countries across Australia.

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.

N.B. The Indigenous games played during this session are sourced from the Yulunga Games book or www.sportaus.gov.au/yulunga.

Web page: ***Indigenous Games - Incursion***

PREP – YEAR 6
45 mins - 1 hour for each class
Up to 5 classes per day

Curriculum Links

- Aboriginal and Torres Strait Islander Histories and Cultures
- HPE
- Personal and Social capabilities
- Sustainability

High Impact Pedagogies

- Hands on
- Problem solving, collaboration, communication
- Authentic resources

Year 2 – Year 6

Nature Journaling - Incursion

Students participate in nature journaling enabling them to investigate the environment around them through art and develop a deeper connection with nature.

Students will be able to:

- understand nature journaling techniques.
- develop a deeper understanding of the natural environment.
- participate in a wellbeing activity.

Overview of day

This 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.

*Web page: **Nature Journalling - Incursion***

This incursion reflects the Outdoor Learning curriculum connection:
"Experiences in natural environments promote personal growth and development, and health and wellbeing. Students experience the deep personal impact of immersion in nature, including how connection to Country/Place by First Nations Australians is a critical element of their identity. This includes the role of natural environments in providing a balance to modern, technologically intense living and in supporting physical, social, emotional, mental and spiritual wellbeing."

YEAR 2 – YEAR 6
2 hours for each class
Up to 2 classes per day

Curriculum Links

- Art
- HPE
- Science
- HASS (Geography)
- Sustainability

High Impact Pedagogies

- Set in the natural areas of your school
- Inquiry
- Hands on