

ACARA v9 Your Habitat Survey Week 5 SCIENCE Foundation AC9SFH01 explore the ways people make and use observations and questions to learn about the natural world AC9SFI01 pose questions and make predictions based on experiences AC9SFI02 engage in investigations safely and make observations using their senses AC9SFI03 represent observations in provided templates and identify patterns with guidance AC9SFI05 share questions, predictions, observations and ideas with others	Know Your Habitat This week, you will become real environmental scientists. You will get to know your Champion Animal even better then explore your school to see if it has what your animal needs to survive. You will learn new scientific words, read stories about animals that shape their habitats, and discover how creatures like beavers, wombats and bees change the world around them. You will draw a bird's eye view of your school, walk around the grounds like detectives, and look for clues such as food, water, shelter, breeding spaces, and safe pathways. You will score what you find, make a bar graph, and help your class calculate a full habitat score. You will also take part in a calm mindfulness activity by searching for camouflaged animals, then share your learning in a Dear World story. This lesson will help you understand what makes a healthy habitat and whether your school provides what your Champion Animal needs to survive. You will learn new scientific vocabulary, explore how different species shape their environments and use maps, fieldwork and data to investigate your surroundings like an environmental scientist. As you work, you will show your understanding by identifying key habitat features, recording and scoring evidence, creating clear graphs and explaining your decisions using what you have learned. By the end of the week, you will be able to describe how animals and habitats depend on each other and share your message with the world through your Dear World reflection. By the end of the week, you will complete your quiz, earn your certificate, and see your school in a brand new way, as a living habitat full of possibilities. Let us get started.	Teacher Notes - Begin the week by revisiting earlier learning about habitats, biodiversity, and the needs of each Champion Animal. Remind students how animals rely on food, water, shelter, breeding spaces, and safe pathways. Provide time for students to recall and share examples from previous discussions, activating prior knowledge. This helps them see how the new learning connects to what they already understand. Students will step into the role of young environmental scientists by carrying out a habitat survey of their school grounds. They will explore new scientific vocabulary, consider Steve Irwin's message, and learn how the return of the Eurasian Beaver helped restore wetlands across Britain. Use effective questioning to guide discussion about how animals change habitats and why certain species have a greater impact on the ecosystem than others. Encourage students to connect these ideas to their Champion Animals.. These activities deepen their understanding of how species and habitats depend on each other. Students will read about ecosystem engineers and keystone species, then continue Research Part 2 to strengthen their knowledge of their Champion Animal. They will develop mapping skills by drawing a bird's eye view of their school and use it during their outdoor survey to record and score habitat features. Back in class, they will create bar graphs, combine class data, and use a simple equation to calculate an overall habitat score. These steps build mathematical reasoning and scientific thinking. Provide scaffolds such as research frames, sentence starters and success criteria to support accuracy, especially when interpreting complex or unfamiliar information. Support students to develop mapping skills by modelling how to draw a simplified bird's-eye view of the school. Highlight spatial language (e.g., north, boundary, perimeter, natural feature, built feature) and explain how
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Year 1 AC9S1U01 identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs AC9S1I01 pose questions to explore observed simple patterns and relationships and make predictions based on experiences AC9S1I02 suggest and follow safe procedures to investigate questions and test predictions AC9S1I03 make and record observations, including informal measurements, using digital tools as appropriate AC9S1I04 sort and order data and information and represent patterns, including with provided tables and visual or physical models AC9S1I05 compare observations with predictions and others' observations, consider if		the map will be used during the outdoor survey. Encourage curiosity, independence, and careful observation throughout the fieldwork. Support accuracy in mapping and scoring, and guide students to justify their decisions with evidence. Model how to identify habitat features, record evidence and justify scoring decisions. Promote teamwork, curiosity and accuracy. Use the mindfulness activity to help them pause, notice seasonal changes, and connect calmly with the natural world. Consider adding: Scaffolds for students unfamiliar with the term birds eye view • Teacher explanation - birds eye view • Model on the board - draw a simple object - side view, front view and birds eye view • Use a physical demonstration - take photos to support vocabulary and point of view Optional: provide students with printed aerial maps of the school or a template of the school boundary with partially drawn elements. Teacher focus Ensure students understand the purpose of the learning sequence by activating prior knowledge about habitats, Champion Animals and the five habitat needs (food, water, shelter, breeding spaces, safe pathways). Model key vocabulary such as habitat survey, bird's-eye view, ecosystem engineer, and keystone species so students can use these terms confidently. Support students to make connections between previous lessons and this week's fieldwork by asking effective questions such as: What does your Champion Animal need to survive? How could our school help that? Which habitat features might be easiest or hardest to find?
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investigations were fair and identify further questions with guidance

AC9S1I06

write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary

Year 2

AC9S2I01

pose questions to explore observed simple patterns and relationships and make predictions based on experiences

AC9S2I02

suggest and follow safe procedures to investigate questions and test predictions

Provide scaffolds such as a worked example of a bird's-eye map, a demonstration of scoring evidence and sentence starters that help students justify decisions.

Observe and provide feedback on whether students can explain their thinking, identify habitat features accurately and use vocabulary correctly.

Check for understanding through quick assessments—turn and talk, exit slips, visual checks of mapping drafts, and short written predictions about what they expect to find outdoors.

Notice misconceptions such as confusing built and natural features/environments, misinterpreting bird's-eye view drawings or assuming all habitats must look wild.

Encourage curiosity and careful observation throughout the week and reinforce success criteria by listening for students who can identify habitat needs, record evidence clearly, justify their scores and make connections to how their Champion Animal depends on healthy environments.

Provide feedback that highlights the lesson focus and students' accurate use of vocabulary, thoughtful reasoning, and respectful scientific behaviour during fieldwork.

AC9S2I03

make and record observations, including informal measurements, using digital tools as appropriate

AC9S2I04

sort and order data and information and represent patterns, including with provided tables and visual or physical models

AC9S2I05

compare observations with predictions and others' observations, consider if investigations were fair and identify further questions with guidance

AC9S2I06

write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary

Year 3**AC9S3H01**

examine how people use data to develop scientific explanations

AC9S3H02 consider how people use scientific explanations to meet a need or solve a problem AC9S3I01 pose questions to explore observed patterns and relationships and make predictions based on observations AC9S3I02 use provided scaffolds to plan and conduct investigations to answer questions or test predictions, including identifying the elements of fair tests, and considering the safe use of materials and equipment AC9S3I03 follow procedures to make and record observations, including making formal measurements using familiar scaled instruments and using digital tools as appropriate AC9S3I04 construct and use representations, including tables, simple column graphs and visual or physical models, to organise data and information, show simple relationships and identify patterns AC9S3I05	Your Weekly Keywords This week, your new set of keywords will help you understand how to carry out a habitat survey with confidence and curiosity. Each word links to the places where living things make their homes and the clues we look for when studying an environment. Some of the words might feel unfamiliar at first, but each one will help you build a stronger scientific vocabulary and think more deeply about the relationships between animals, plants, and their surroundings. Your task is to match each keyword to its correct definition. You may need to do a little research to discover what each word means, so take your time and work carefully. Use books, digital tools, or class resources to guide you. As you work, talk with a partner about what you notice. Which words describe the different parts of a habitat? Which ones explain how scientists collect information? Which ones connect to what you already know about biodiversity and ecosystems? By the end of this task, you'll have a clearer understanding of how to look closely at the world around you and record what you find like a real environmental scientist.	Teacher Notes - Support students as they explore this week's vocabulary by modelling how to use context clues and trusted resources to discover meanings. Encourage students to make connections between familiar ideas, such as habitats and ecosystems, and new terminology linked to data collection and fieldwork. Model how to use context clues, diagrams, and prior knowledge to interpret each term. Demonstrate how similar words relate (e.g., vegetation - canopy; camouflage - safety; forage -food access). Draw on prior learning from earlier lessons, such as habitat, ecosystem, shelter, camouflage, and seasonal changes so students can make meaningful connections between what they already understand and new terminology linked to fieldwork and data collection. Guide students to work collaboratively, discussing their thinking and justifying their choices as they match each word to its definition. Encourage the use of sentence starters such as: I think this word means... because... or This connects to what we learned about... to help students verbalise their reasoning. Guide students to work collaboratively, discussing their thinking and justifying their choices as they match words to definitions. Observe their ability to identify patterns, spot relationships between concepts, and use scientific language with increasing accuracy. Encourage the use of sentence starters to structure explanations. Invite students to share examples from their local environment to bring the vocabulary to life. Check for understanding and encourage students to apply vocabulary to real locations by asking: Which of these features matter most for your Champion Animal—and why? How do you know the difference between 'canopy' and 'vegetation'?
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compare findings with those of others, consider if investigations were fair, identify questions for further investigation and draw conclusions AC9S3I06 write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate Year 4 AC9S4U01 explain the roles and interactions of consumers, producers and decomposers within a habitat and how food chains represent feeding relationships AC9S4H01 examine how people use data to develop scientific explanations AC9S4H02 consider how people use scientific explanations to meet a need or solve a problem		What would happen if a habitat lacked this feature? Which of last week's words does this remind you of? Where can we see evidence of canopy in our school? Can you find a place in our school where an animal could hide or blend in? What features help it stay hidden? Which colours, textures or patterns in our school grounds might help a small creature camouflage? Does our school provide places that stay cool, warm, shady or protected during different seasons? Teacher focus As you circulate, observe whether students can identify patterns across vocabulary (e.g., words related to shelter, climate, food access, behaviour and adaptation) and recognise how these concepts apply to real environments. Invite students to share examples from the school grounds or local environment to make the vocabulary concrete Observe whether students can accurately match terms to definitions, make connections between related words, and apply vocabulary when describing habitat features. Notice misconceptions such as confusing seasonality with weather, camouflage with colour alone, or scale (relative size) with measurement tools. Provide feedback and use scaffolds such as visuals, diagrams, matching cards and example images to support all learners. Encourage students to classify vocabulary into themes (e.g. shelter, climate, safety, food) to support accurate understanding and use of vocabulary. Reinforce success criteria by listening for students who can explain meanings clearly, use vocabulary appropriately, and apply terms to their mapping and scoring during fieldwork.
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AC9S4I01 pose questions to explore observed patterns and relationships and make predictions based on observations AC9S4I02 use provided scaffolds to plan and conduct investigations to answer questions or test predictions, including identifying the elements of fair tests, and considering the safe use of materials and equipment AC9S4I03 follow procedures to make and record observations, including making formal measurements using familiar scaled instruments and using digital tools as appropriate AC9S4I04 construct and use representations, including tables, simple column graphs and visual or physical models, to organise data and information, show simple relationships and identify patterns AC9S4I05 compare findings with those of others, consider if investigations were fair, identify questions for further investigation and draw conclusions	Quote of the Week - Steve Irwin “We do not own the planet Earth, we belong to it. And we must share it with our wildlife”. Steve Irwin This week’s quote reminds us that we are part of nature, not separate from it. Everything around us, from the tiniest insect to the tallest tree, shares the same home. As a class, spend some time talking about what Steve Irwin meant when he said these words. Think about who he was, the work he did, and why he cared so deeply about Australia’s wildlife. As you explore Steve Irwin’s message, think back to the other quotes you have studied in this course. Each one, for example, from Jane Goodall to David Attenborough shared a powerful idea about caring for our planet and the creatures we live alongside. Notice what these quotes have in common, how they are different, and how the words these changemakers chose were meant to inspire action. Let these ideas guide you as you create a message of your own. After your discussion, use the template to create your own original quote about caring for the places animals live. Think about what you believe, what you value, and how your words might inspire others to look after the natural world. Let your message be simple, strong, and full of heart.	Teacher Notes - Invite students to explore the meaning behind Steve Irwin’s words and why his words still influence conservation matters today. Provide a brief background about his life, values, and contribution to Australian wildlife protection. This builds context and deepens understanding. Discuss the idea that humans are part of the same living system as every plant and animal, and how this shapes our responsibilities when caring for the environment. Model how to analyse a quote by identifying powerful verbs, emotional language, values, and purpose. Use think-aloud strategies to unpack key phrases. Model how a short message can express a powerful idea, focusing on clarity, emotion, and purpose. Encourage students to reflect on their recent learning about habitats and the creatures that depend on them. Guide them to create their own quotes that show understanding, empathy, and a desire to protect the natural world. Provide feedback that celebrates thoughtful language choices and the ability to communicate big ideas in a clear and inspiring way. Optional: You may like to guide students in identifying opposite or contrasting values (e.g., care vs. neglect, responsibility vs. carelessness). This helps students recognise why Steve Irwin chose particular words and how values shape human actions toward the environment. Encourage students to reflect on which values create positive change and which behaviours can harm habitats. Suggest adding: You may wish to conclude this activity with a gallery walk. Display students’ quotes around the room and provide each student with five sticky notes. Ask them to read their peers’ work and select five quotes that
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AC9S4I06 write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate Year 5 AC9S5U01 examine how particular structural features and behaviours of living things enable their survival in specific habitats AC9S5H02 investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions AC9S5I01 pose investigable questions to identify patterns and test relationships and make reasoned predictions AC9S5I03 use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate AC9S5I04 construct and use appropriate representations, including tables, graphs and		resonate with them. On each sticky note, students record one positive value word (e.g., respect, care, courage, curiosity, stewardship) that the quote demonstrates. This supports students to: • identify environmental values embedded in language • recognise patterns across quotes • celebrate diverse perspectives • practise constructive peer feedback • deepen their understanding of how wording can inspire action • This also creates a powerful visual record of class values connected to environmental responsibility Optional task: Values behind the words. Ask students to brainstorm 'value' words and list these on the board. For example: respect, care, responsibility, empathy, curiosity, protection, action, courage, kindness, patience, perseverance etc. Display Steve Irwin's and previous quotes on the board. Students sort the words under each quote. Circle values that are shared and highlight values that are unique to the quote. After discussion, ask students to complete the sentence for themselves: 'The value that means the most to me is...' Teacher focus Ensure students understand who Steve Irwin was and why his message matters, especially in an Australian context. Model how to unpack a quote by identifying key words, tone, intention, and emotional impact.
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visual or physical models, to organise and process data and information and describe patterns, trends and relationships AC9S5I05 compare methods and findings with those of others, recognise possible sources of error, pose questions for further investigation and select evidence to draw reasoned conclusions AC9S5I06 write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate Year 6 AC9S6U01 investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions AC9S6H02 investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions AC9S6I01		Model and provide feedback that is meaningful and supports students to refine their thinking, use accurate vocabulary and justify their ideas. Support students to compare this quote with previous changemaker messages (e.g. Goodall, Greta and Attenborough) and identify shared themes. Provide scaffolds such as: value-word lists, comparison charts and sentence starters such as A common idea is... This quote reminds me of... Observe whether students can explain the meaning in their own words, identify key themes, and link the quote to their own beliefs or Champion Animal. Check for understanding by asking: What responsibility do humans have according to this quote? How does this message connect to habitats we've been studying? Which quote inspires you most—and why? Notice misconceptions, such as interpreting the message as humans being separate from nature rather than part of it. Encourage creativity and empathy as students develop their own quotes.
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pose investigable questions to identify patterns and test relationships and make reasoned predictions AC9S6I03 use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate AC9S6I04 construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships AC9S6I05 compare methods and findings with those of others, recognise possible sources of error, pose questions for further investigation and select evidence to draw reasoned conclusions AC9S6I06 write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate 2. HASS Foundation — Geography	Rewilding the World - Story of the Week - The Return of the Eurasian Beaver This week, read the story on the task card opposite about the return of the Eurasian Beaver in Britain. You will learn how beavers once shaped the land, how they were hunted and disappeared, and how scientists and people worked together to bring them back. As you read, notice how the beavers' actions changed their habitat, slowing water, creating new wetlands, and making homes for many other plants and animals. Think about how one species can have a big impact on the environment around it. Also think about how one animal can help many others and how the land changed when the beavers returned. Then reflect on what this story can teach you about protecting your own Champion Animal. Then consider how this story can guide your actions for your own Champion Animal. Even small steps can help nature recover when people work together.	Teacher Notes - Begin by revisiting the idea of rewilding and how people can help restore balance to an environment by supporting key species. You may wish to reintroduce examples from previous lessons: the reintroduction of wolves to Yellowstone National Park and the story about St Lucia parrots. Introduce the Eurasian Beaver story, highlighting how the return of one animal helped bring back wetlands, increase biodiversity, and strengthen whole ecosystems. Emphasising: how the beavers' behaviour changed the landscape. How slowing the water helped wetlands form. How wetlands created food, shelter and safe spaces for many species. How humans worked together to support the beavers' return Encourage discussion about the power of natural engineering and how beaver activity creates habitats for many other species. Guide students to notice the role that community cooperation played, including how concerns were addressed and how people worked together to find solutions. Prompt reflection with questions such as: How did the beavers change the landscape Why did so many animals benefit from the new wetlands How did communities and conservation teams solve challenges What lessons can we apply to our own Champion Animal projects Provide feedback that aligns to lesson focus and values empathy, curiosity, teamwork, and critical thinking. Emphasise that rewilding often begins with people recognising the importance of a single species and taking small, thoughtful actions to support positive change in the natural world. Teacher focus
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AC9HSFK03 the features of familiar places they belong to, why some places are special and how places can be looked after Foundation — HASS Skills AC9HSFS01 pose questions about familiar objects, people, places and events AC9HSFS03 share a perspective on information, such as stories about significant events and special places AC9HSFS04 draw conclusions in response to questions AC9HSFS05 share narratives and observations, using sources and terms about the past and places Year 1 — Geography AC9HS1K03 the natural, managed and constructed features of local places, and their location AC9HS1K04 - Optional		Observe whether students can: • describe how the beavers' actions changed their habitat • identify how water, plants, animals, and land depend on each other • make clear links to previous learning (habitats, Champion Animals, biodiversity) • explain how one species' return can help many others and make connections with previous investigations (for example wolves and parrots) • use vocabulary such as habitat, biodiversity, wetlands, food, shelter, and connections correctly • draw comparisons to earlier rewilding examples Watch for misconceptions such as thinking beavers 'meant' to help other animals or that rewilding happens quickly
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how places change and how they can be cared for by different groups including First Nations Australians	Comprehension – Shifters and Shapers of Ecosystems	Teacher Notes - This comprehension task supports students in developing deeper reading through literal, inferential, and applied questioning. Before reading, reinforce that literal questions focus on what the text states directly, inferential questions explore what the author suggests or hints at, and applied questions encourage students to connect the information to real-world contexts and their own observations.
Year 1 — HASS Skills	This week, you will read an information text about ecosystem engineers and keystone species, animals that play an important role in shaping and supporting the environments they live in.	
AC9HS1S01 develop questions about objects, people, places and events in the past and present	As you read, focus on how these creatures change their habitats or help to balance ecosystems in ways that help other species survive. Notice how digging, grazing, spreading seeds, moving nutrients, building shelters and predation can transform entire ecosystems.	The term predation is used in this comprehension text. Introduce this vocabulary explicitly before reading by explaining that predation refers to one animal hunting or catching another animal for food. Emphasise that it is a natural ecological process that helps keep ecosystems balanced. A simple explanation may be helpful
AC9HS1S03 interpret information and data from observations and provided sources	This text will help you understand the kind of information you will need when you carry out your own habitat survey. It will show how animals influence soil, water, plant growth, and the balance of life in an area. Read each question carefully, as you will answer comprehension questions afterwards that move from simple recall to deeper critical thinking.	Predation means when one animal hunts another animal for food. It is a natural part of ecosystems because it helps keep populations balanced.
AC9HS1S04 discuss perspectives related to objects, people, places and events	As you work, take notes on key examples that explain how ecosystem engineers and keystone species keep environments healthy. Think about how these ideas connect to your Champion Animal and how your own observations outdoors can help you understand the relationships that exist within your local habitat.	Guide students to use evidence from the text to support their ideas. Encourage them to notice how each ecosystem engineer or keystone species influences the wider environment and why these roles are important for ecosystem balance.
AC9HS1S05 draw conclusions and make proposals	If you would like to create your very own examples of keystone species and ecosystem engineers, then use the template to create your very own list and find out just how amazing all creatures are to us and every other organism.	Support students to identify patterns and cause-and-effect relationships, such as:
AC9HS1S06 develop narratives and share observations using sources, and subject-specific terms		what happens to soil when digging animals disappear. how seed spreaders change plant growth. how hunting behaviours can balance animal populations.
Year 2 — HASS Skills		Prompt students to make links to: their upcoming habitat survey, the needs of their Champion Animal and previous learning about habitats, interdependence, and biodiversity
AC9HS2S01 develop questions about objects, people, places and events in the past and present		Use questions such as:

AC9HS2S04 discuss perspectives related to objects, people, places and events AC9HS2S05 draw conclusions and make proposals AC9HS2S06 develop narratives and share observations using sources, and subject-specific terms Year 3 — Civics and Citizenship AC9HS3K07 why people participate within communities and how students can actively participate and contribute to communities Year 3 — HASS Skills AC9HS3S01 develop questions to guide investigations about people, events, places and issues AC9HS3S03 interpret information and data in different formats AC9HS3S04		How did this animal's behaviour change the habitat? What would happen if this species disappeared? How is this similar to something we have seen in our school environment?" How might this example help us understand our Champion Animal?" Prompt students to think about how the information links to their upcoming habitat survey and to their Champion Animal research. Support them in recognising patterns, relationships, and cause and effect within ecosystems. Provide feedback that values careful reasoning, curiosity, and thoughtful connections between the text and real environmental challenges. Extension - for those students who wish to conduct their own research, we have provided a template for ~~your~~ students to research their own engineers and keystone species. Students can see if they can find species from their local or regional area. They- can revisit the Atlas of Living Australia for a list of locally occurring species. Technology/Digital extension: Students create a Scratch, Stop Motion video, Canva animation or digital information strip that models the chain reaction of environmental change that would occur if a local species disappeared. This task helps students apply systems thinking and demonstrate their understanding of interdependence within an ecosystem. Teacher focus Observe whether students can identify how different animals change their habitats and explain these changes in their own words. Check students' understanding of new vocabulary (e.g., predation) and look for correct use during discussion and written responses. Listen for students justifying their ideas using evidence from the text, especially when answering inferential and applied questions.
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analyse information and data, and identify perspectives AC9HS3S05 draw conclusions based on analysis of information AC9HS3S06 propose actions or responses to an issue or challenge that consider possible effects of actions AC9HS3S07 present descriptions and explanations, using ideas in sources and relevant subject-specific terms Year 4 — HASS Skills AC9HS4S01 develop questions to guide investigations about people, events, places and issues AC9HS4S03 interpret information and data in different formats AC9HS4S04 analyse information and data, and identify perspectives		Notice whether students can make clear cause-and-effect connections (for example, If this species disappears, then...). Prompt students to link the reading to their upcoming habitat survey and their Champion Animal research. Identify misconceptions such as thinking all species shape environments in the same way, or that changes happen quickly.. Encourage students to share examples from nature they observe at school or in local environments. Provide feedback that affirms student contributions and guides them to describe their observations using accurate vocabulary and relevant habitat features. Support students who need help by modelling how to find key information, annotate the text, or organise notes. Extend students who show strong understanding by asking them to create their own examples of species that influence ecosystems, using the template provided.
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AC9HS4S05 draw conclusions based on analysis of information AC9HS4S06 propose actions or responses to an issue or challenge that consider possible effects of actions AC9HS4S07 present descriptions and explanations, using ideas in sources and relevant subject-specific terms Year 5 — Geography AC9HS5K04 the influence of people, including First Nations Australians and people in other countries, on the characteristics of a place Year 5 — Civics and Citizenship AC9HS5K07 how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal Year 5 — HASS Skills AC9HS5S01	Record Your Answers – How Far Can You Go? After reading the information about ecosystem engineers and keystone species, you will answer twelve comprehension questions that become more challenging as you move through the levels. You will begin with Level 1 questions that ask for simple facts and work your way toward Level 4 questions that invite you to think deeply, make connections, and apply your understanding to real environments. Write your answers in full sentences and use evidence from the text to support your ideas. Take your time and read each question carefully before responding. If you find a question challenging, pause and think. That moment shows your understanding is growing and that you are ready to explore new ideas about how animals shape ecosystems, support biodiversity, and influence the places where they live.	Teacher Notes - Let students know that the comprehension task is organised into four stages that become more challenging as they go. The aim is for them to move from basic recall toward interpreting ideas and applying them to real ecological situations. Before students begin, briefly revisit the three types of questions they may encounter: Literal – what the text says directly Inferential – what the author suggests or hints at Applied – how the information connects to real environments and their own observations Encourage students to work steadily through each level and to respond in full sentences that draw directly on the information in the text about ecosystem engineers. Take a moment to demonstrate how a reader can pause, look back at a section, and gather clues to form a thoughtful answer. This simple modelling helps students see how strong readers make sense of complex ideas. Give them quiet time to read, reflect, and write so that they can focus without distraction. Invite students to highlight important words, keep short notes in the margin, and use clear openings to structure their responses, such as ‘This text explains... This means that... and ...An example of this is.... When everyone has completed the task, ask them to note the level they reached and to name one area/aspect of their comprehension they want to develop further. As you circulate, pay attention to how students reason through tricky/challenging ideas, how they select and use evidence, the clarity of their writing, and the perseverance they show when ideas feel challenging. This will help you guide their growth throughout the unit. Teacher focus Ensure students understand how the four levels of
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develop questions to investigate people, events, developments, places and systems AC9HS5S02 locate, collect and organise information and data from primary and secondary sources in a range of formats AC9HS5S03 evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships AC9HS5S05 develop evidence-based conclusions AC9HS5S06 propose actions or responses to issues or challenges and use criteria to assess the possible effects AC9HS5S07 present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions Year 6 — HASS Skills AC9HS6S01		questions build from simple recall to deeper thinking and application. Model how to return to the text, underline key information, and turn it into a full-sentence answer with correct punctuation. Observe whether students can answer questions using their own words and support their ideas with details from the text. Check for understanding by asking a few students to explain how they worked out an answer, not just what the answer was. Notice misconceptions, such as students guessing without using the text, copying whole sentences without understanding, or mixing up examples. Provide beneficial feedback that supports students to clarify their thinking, use evidence from the text, and express ideas in their own words. Encourage perseverance by praising students who keep trying, reread sections, or improve an answer after revisiting the text.
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develop questions to investigate people, events, developments, places and systems AC9HS6S02 locate, collect and organise information and data from primary and secondary sources in a range of formats AC9HS6S03 evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships AC9HS6S05 develop evidence-based conclusions AC9HS6S07 present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions 3. ENGLISH Foundation AC9EFLY02 interact in informal and structured situations by listening while others speak and using features of voice including volume levels	Researching Your Champion Animal - Part 2 This week, you will continue the research you started last week so that you can become a true expert on your Champion Animal. Look at the task card opposite. You will see new questions that help you explore how your animal lives, the challenges it faces, and how it gets along with other living things in its habitat. To answer these questions, you will need to research carefully. Use books, trusted websites, or talk to someone who knows a lot about animals. Try to use at least three different sources so your information is clear and correct. Remember that this is Part 2 of your research. You are building on what you learned last week so you can know almost everything there is to know about the animal you have chosen. Make sure you look at the modelled example about the Striped Possum. It will show you exactly what your work should look like and how to set out your ideas. This research will help you create your champion animal resource, which comes later this week. Make sure you gather as much information as possible. Take your time, stay curious, and enjoy discovering even more about the animal you are protecting.	Teacher Notes - For Part 2, the focus is on deepening research and refining information about each student's Champion Animal. Begin by revisiting last week's research (Part 1). Ask students to quickly summarise what they already know about their animal's basic needs (food, water, shelter, habitat, appearance). Encourage students to keep building their knowledge of their Champion Animal by using a range of reliable sources. They can read books, explore trusted websites, or speak with someone who knows a lot about animals. Remind them that checking facts in more than one place helps them make sure their information is correct and that AI assisted results can be incorrect. Part 2 focuses on understanding the challenges the animal faces and the ways it survives in its habitat: Students explore: - the challenges or threats their animal faces - how it interacts with other living things in its habitat - how human actions affect its survival - what actions might support its long-term future Students will use this knowledge later when they think about how people can help keep the species safe and healthy. Their findings will become part of the class book, so clear, careful research is important. <i>NB - Teachers may wish to collate all of the children's research together and upload the entire booklet to Dear World for the world to read and maybe order a copy for the school library.</i> Guide students to look closely at any pictures they use. Encourage them to pay attention to details such as
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AC9EFLY05 use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently AC9EFLY06 create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly Year 1 AC9E1LY02 use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions AC9E1LY05 use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures		patterns, colours, teeth, beaks, claws, or any features that help identify the animal. These details will support their drawings and written explanations. Allow students to work together by sharing ideas, comparing facts, and explaining where their information came from. Highlight that good researchers ask questions, double check their findings, and record their notes in an organised way. Support students as they take notes, reminding them that their research will be used to teach others about their animal. Praise teamwork, accuracy, and growing confidence as they work through this stage of their Champion Animal journey. Teacher focus Before students begin researching, revisit Part 1 and prompt students to discuss what they already know about their champion animal and what they still need to find out. Clarify the learning intention and success criteria ensuring students understand: 1. They need to identify reliable information from at least 3 sources. 2. They can record notes in their own words and organise the content under clear headings. 3. Can identify the specific needs, behaviours, relationships and threats related to their chosen champion animal. Observe whether students can locate and use reliable sources, and whether they check facts across more than one source. Support students by modelling how to skim text, distinguish between a fact and an opinion and how to use labelled diagrams and images accurately to share detailed content. Ensure students are identifying specific information about how their animal survives, the challenges it faces, and
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AC9E1LY06 create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words Year 2 AC9E2LY02 use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions AC9E2LY05 use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning AC9E2LY06 create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words		how it interacts with its habitat. Support students by circulating and prompting: For example- What heading does this information belong under? And how do you know this detail is accurate? And how does this behavior help your animal survive? Listen for students explaining where information came from and why they believe it is accurate. If needed, provide students with pre-prepared structured templates with headings and sentence starters, such as This matters because... or This feature helps my champion animals by.. Notice whether students can describe observable features correctly when examining images or diagrams. To further consolidate learning, invite students to verbally share and summarise: The biggest challenge my animal faces is... and The most interesting thing I learned today was...Provide feedback that builds on student responses, guiding them to clarify their thinking and use appropriate vocabulary.
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Year 3 AC9E3LY02 use interaction skills to contribute to conversations and discussions to share information and ideas AC9E3LY05 use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features AC9E3LY06 plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words Year 4 AC9E4LY02 listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information	Creating Your Champion Animal Resource Now that you are an expert in your Champion Animal, it is time to create a resource that teaches others what you know. Start by spinning the class wheel. If the idea you land on doesn't excite you, spin again until you choose one you are truly keen to make. You will have five days to create your resource, working in class and at home. Make sure it clearly shows how your animal lives, what it needs, and why it matters. It should be something others can read, watch, or explore to learn from your work. Next week, you will present your creation to the class and take part in a fun game of habitat bingo! More to come next week! In a few weeks' time we will ask you to decide what you want to do with it next. You might donate it to another school, to a younger class, give it to a younger child, share it with your family, or send it to a community that could benefit. Create something you are proud of, something that teaches and inspires others about your Champion Animal.	Teacher Notes - Encourage students to view this task as a moment of genuine choice and ownership. The wheel gives each student a fair starting point, but the freedom to spin again helps them select a resource idea that feels exciting and meaningful to them. This supports agency and ensures students begin their project with enthusiasm rather than obligation. Guide students to think about the purpose behind what they are making. Their resource is not simply a classroom activity. It is a teaching tool designed to clearly communicate key information about their Champion Animal. Remind students to refer back to their research (Part 1 & Part 2) Support them in checking the accuracy of their facts and the clarity of their message so that someone unfamiliar with the species could learn from their work independently. Model examples of high-quality resources by analysing the features that make them effective: clear organisation, correct facts, labelled diagrams, accurate vocabulary, and a strong message. Prompt students to consider how a younger audience or someone unfamiliar with their animal might understand their work. Provide a wide range of materials digital and physical and encourage experimentation. Celebrate diverse approaches and remind students that each creation should look different, reflecting their personal understanding, style, and strengths. This reinforces individuality and creativity. The finished piece will be showcased next week when each student does a presentation on their champion animal. Invite students to think beyond the classroom. Their completed resource may be shared with younger classes, showcased in the school hall or donated to another school, taken home to teach a sibling, or even contributed to a community that could benefit from their learning. This helps students understand the real impact their work can have on others.
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AC9E4LY05 use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts AC9E4LY06 plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation Year 5 AC9E5LY02 use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea AC9E5LY05 use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas		Throughout the process, acknowledge independence, thoughtful decision making, collaboration, and pride in craftsmanship. Emphasise that choice and responsibility go together. A resource is most powerful when it is both imaginative and informative, showing the depth of knowledge each student has gained about their Champion Animal. Teacher focus Model and share examples of strong versus simple examples. Discuss features of effective communication (layout, labels, key facts and headings) Observe if students are selecting resource types suited to their strengths and interests and are they planning ideas and organising content logically. Use targeted questions to guide thinking and decisions such as: How does this feature help someone understand your animal? Which information is essential and which is extra? Where did this fact come from? Is it confirmed in more than one source? Review students' work and provide mini conferencing - checking for understanding and talking through project plans. Provide feedback that is specific and actionable, supporting students to refine their ideas and strengthen their plans. Provide templates, sentence starters and guided research checklists for students needing additional support. Encourage creativity and innovation by encouraging layered design features, such as QR codes, linked video or infographics - students can also add a quote or an ecological message to their presentations.
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AC9E5LY06

plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation

Year 6**AC9E6LY02**

use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions

AC9E6LY05

use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources

AC9E6LY06

plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex

Mapping Your School from Above

In this activity, you will imagine that you are a bird flying high above your school. Using gridded paper, a sharp pencil, and a ruler, you will draw a map that shows your school buildings, playgrounds, gardens, paths, and any surrounding areas.

If it is available, you may choose to look at Google Maps or use the fire evacuation chart on the wall. These can help you see the layout clearly and check that your shapes and positions are correct.

Start by looking carefully at the shapes of the buildings and the way the different spaces connect. Use the grid to help you estimate distances and keep your lines straight. Try to draw each section in the correct place so that your map looks as close as possible to the real view from above.

Take your time and work neatly. This map will be used in the next activity when you conduct your habitat survey, so accuracy is very important. The more precise your map is, the easier it will be to record the living things you find around your school.

Teacher notes - Support students as they learn to imagine their school from a bird's eye perspective. Begin by inviting them to close their eyes for a moment and picture what the school might look like from above. This simple visualisation helps them understand that maps are drawings of real places seen from a different point of view.

Explain how the grid on the paper acts as a guide. It helps with estimating distances, keeping proportions steady, and placing each part of the school in the correct position. Model how to count squares, compare sizes, and use simple grid references to describe where objects sit on the map.

Encourage students to use their rulers carefully to draw straight, accurate lines. Demonstrate drawing with a ruler to create clean, accurate lines. Highlight that this map becomes a scientific tool they will use in the habitat survey, so clarity and accuracy matter. This supports fine motor control and strengthens their confidence with measurement. Remind them that neatness and patience are important because their map will be used in the next activity to complete the habitat survey.

Invite students to check their work against resources such as Google Maps or the school evacuation chart if available. This step helps them see the value of accuracy and teaches them to compare sources when working with real information.

Celebrate careful work, steady hands, thoughtful estimation, and growing confidence with spatial awareness. Reinforce that creating a clear and accurate map will help them move smoothly into the next part of their project, where they will explore the living things found around their school.

Teacher focus

Activate prior knowledge by asking students to explain : what does bird's-eye view mean. Use quick sketches to show front versus side versus bird's-eye view and

sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features

MATHEMATICS

Foundation

AC9MFSP02

describe the position and location of themselves and objects in relation to other people and objects within a familiar space

AC9MFST01

collect, sort and compare data represented by objects and images in response to given investigative questions that relate to familiar situations

Year 1

AC9M1ST01

acquire and record data for categorical variables in various ways including using digital tools, objects, images, drawings, lists, tally marks and symbols

AC9M1ST02

represent collected data for a categorical variable using one-to-one displays and digital tools where appropriate; compare the data using frequencies and discuss the findings

provide feedback that supports students to clarify their understanding and use appropriate vocabulary.

Observe whether students can identify building shapes, boundaries and scale as they use the grid paper. Are students using tools such as rulers to produce effective straight lines and can they adjust placement and proportions and size when something looks inaccurate,

Assess students' understanding by using show me boards to produce quick small aerial drawings of their bedroom or the classroom.

Address misconceptions if students are using 3D shapes, features that are too large or too small, and drawings ignoring scale and placing buildings based on memory instead of aerial logic.

Year 2 AC9M2ST01 acquire data for categorical variables through surveys, observation, experiment and using digital tools; sort data into relevant categories and display data using lists and tables Year 3 AC9M3ST01 acquire data for categorical and discrete numerical variables to address a question of interest or purpose by observing, collecting and accessing data sets; record the data using appropriate methods including frequency tables and spreadsheets AC9M3ST03 conduct guided statistical investigations involving the collection, representation and interpretation of data for categorical and discrete numerical variables with respect to questions of interest Year 4 AC9M4ST03 conduct statistical investigations, collecting data through survey responses and other methods; record and display data using digital tools; interpret the data and communicate the results	Habitat Survey - Exploring Your School Habitat Now that you have created your map, it is time to begin your habitat survey. Before you walk around, read the information in the example and observe how Gavin has done the survey for his Champion Animal, the ringtail possum. Add a coloured key to indicate: • Food • Water • Shelter • Breeding sites • Connectivity You will then walk around your school grounds and look for the parts of the environment that could support your own Champion Animal. Use your gridded map as your guide and mark any features that might help your animal live, grow, and stay safe. As you explore, look for important things such as food sources, water, shelter, safe places for breeding, and pathways that allow animals to move from one area to another. These features help animals survive and keep the habitat healthy. Try to be as observant as a detective and think like your champion animal. Look closely at plants, soil, water, shade, and open spaces. Think about all the things you have learned so far. Each time you find a useful habitat feature, mark it clearly on your map. This evidence will help you in the next activity when you give your school habitat a numerical score based on your findings. Take your time, move safely, and enjoy noticing the living world that surrounds your school every day. Your careful observations will help you understand whether your Champion Animal could survive here and what the habitat might need to improve.	Teacher Notes - Introduce the habitat survey as a chance for students to discover the natural features that already exist around their school. Model how to add a key to the map and how to use it consistently when marking evidence.. Have them add a key to the map indicating food, water, shelter, breeding sites and connectivity. Explain that their goal is to observe like young scientists, paying attention to details they may not have noticed before. Encourage them to slow down, look closely, and enjoy finding things that connect to the needs of their Champion Animal. Guide students to use their maps as tools for recording evidence. Model how to match what they see in the environment with a point on the grid so that their markings are clear and accurate. Remind them that careful identification matters, because the information they collect will be used in the next step when they give the habitat a score. Support students in identifying what counts as evidence and simple habitat features such as water sources, shaded areas, open spaces, nesting spots, and food-producing plants. You can also model using tools such as iNaturalist to help immediately identify plants and consider if these have been mentioned as a food source for the species. Encourage them to ask questions such as What could live here? and what might this area be used for? These questions build curiosity and help students think like real environmental detectives. Celebrate students who notice small but important details. Reinforce that discovery comes from looking closely, thinking deeply, and being open to finding surprises. If their animal is arboreal - observe how it might travel across the school without coming to the ground. If it is terrestrial, look at how connectivity provides refuge as they move about. Emphasise that their observations will help them understand the strengths and weaknesses of their school habitat and guide future decisions about
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Year 5 AC9M5ST03 plan and conduct statistical investigations by posing questions or identifying a problem and collecting relevant data; choose appropriate displays and interpret the data; communicate findings within the context of the investigation The habitat survey is an authentic statistical investigation: students gather evidence, score five habitat variables, graph their results, combine class data and interpret the resulting habitat score. Year 6 AC9M6ST03 plan and conduct statistical investigations by posing and refining questions or identifying a problem and collecting relevant data; analyse and interpret the data and communicate findings within the context of the investigation 5. DESIGN AND TECHNOLOGIES Foundation AC9TDEFP01 generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose Year 1		protecting their Champion Animals. Teacher focus Before going outside ask students to define - food, water, shelter, breeding, connectivity in relation to their chosen animal/species. During the field work observe that students are matching observations to correct grid coordinates, identifying relevant habitat features and are using vocabulary accurately. Model and provide feedback that supports students to accurately observe and describe habitat features using appropriate vocabulary. Provide students with the opportunity to photograph one useful habitat feature and annotate it with labels or a short explanation, then display these as a visual record to reinforce learning and connections to their Champion Animal.. Assess learning by providing an exit ticket: One future I found today that is important for habitat health is... Risk assessment: https://www.canva.com/design/DAHCwOFwBSc/vOSlxE7zyjEVolrCRc_R7w/view?utm_content=DAHCwOFwBSc&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview
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AC9TDE2P01 generate and communicate design ideas through describing, drawing or modelling, including using digital tools AC9TDE2P02 use materials, components, tools, equipment and techniques to safely make designed solutions AC9TDE2P04 sequence steps for making designed solutions cooperatively Year 2 AC9TDE2P01 generate and communicate design ideas through describing, drawing or modelling, including using digital tools AC9TDE2P02 use materials, components, tools, equipment and techniques to safely make designed solutions Year 3 AC9TDE4P01 explore needs or opportunities for designing, and test materials, components, tools,	Giving Your School a Habitat Score Now that you have completed your habitat survey, it is time to give your school a numerical score. This score will show how well your school can support your Champion Animal. You will look at the five important parts of a habitat identified during the survey. • Food • Water • Shelter • Breeding sites • Connectivity For each part, you will give your school a score out of three. Use the score guide on the task card opposite. For example, if you found several places where your animal could drink water, consider how suitable the access is to the water for your champion animal. It may be hard to get to or not reliable so, even though you have water you might only give it a score of 1 or 2. If it is perfect it would get a score of 3. If you found no water at all, you would score a 0. You will need to put your critical thinking hat on and consider it from the animal's point of view. For example: A puddle that dries up quickly might only score a 1, while a regularly available water source—accessible and safe—might score a 2 or 3. If no water is available at all, the score would be 0. Once you have scored each of the five areas, add the numbers together to get your final habitat score. The highest possible score is 15. This total will help you understand how suitable your school environment is for your Champion Animal and where improvements might be needed.	Teacher Notes - Guide students to see the scoring activity as more than simply adding numbers. This task is an opportunity for them to think critically about what their observations actually mean for the survival of their Champion Animal. Encourage students to look back at their maps, recall their fieldwork, and use real evidence to justify the score they choose for each part of the habitat. Support students in thinking deeply about the quality and availability of each feature and why a habitat feature is helpful or unhelpful. Ask questions such as What does this area provide, How would my animal use this, and Is this feature strong enough to support the species. These questions help students consider the quality of the habitat rather than counting features without reflection. Ask reflective questions such as: What evidence supports this score? Would your animal be able to use this feature safely? Is this feature available year-round or only sometimes? How would a low score in this area affect your animal's survival? Remind students that scoring requires honesty and accuracy. A high score should only be given when the environment truly meets the needs of their animal. A low score is not a failure but important information that helps students understand what the habitat is missing. Encourage students to talk through their decisions with a partner. This builds reasoning skills and helps them explain their thinking clearly. Invite them to notice patterns, compare sections of the school, and discuss which areas would need improvement if their Champion Animal were to survive there. Celebrate thoughtful reflection, evidence based scoring, and open discussion. This is a key moment in helping students see themselves as young scientists who observe, interpret, and make decisions based on what
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equipment and processes needed to create designed solutions AC9TDE4P02 generate and communicate design ideas and decisions using appropriate attributions, technical terms and graphical representation techniques, including using digital tools AC9TDE4P03 select and use materials, components, tools, equipment and techniques to safely make designed solutions AC9TDE4P05 sequence steps to individually and collaboratively make designed solutions Year 4 AC9TDE4P01 explore needs or opportunities for designing, and test materials, components, tools, equipment and processes needed to create designed solutions AC9TDE4P02 generate and communicate design ideas and decisions using appropriate attributions, technical terms and graphical representation techniques, including using digital tools		they find in the real world. Allow time for students to share their findings with others, and begin to realise the differing requirements of the species being championed by the class as a whole. Identify common and unique requirements and allow ideas to flow as students begin to consider how the area could be improved. This will help them in assessing their habitat in the following task. Teacher focus Before scoring begins, ensure students can explain what each category (food, water, shelter, breeding, connectivity) means for their specific animal. Observe if students can refer back to their survey map when justifying scores and provide evidence-based reasoning instead of guessing as well as recognising limitations such as quantity and accessibility. Provide opportunities for discussion and model and provide feedback, supporting students to identify the weakest scoring area, propose improvement opportunities, and consider seasonal impacts. Identify misconceptions: • scoring generously to make the school look good • adding numbers without explaining reasoning • Scoring food sources that may not be seasonally available when the species is present (e.g. scoring flowers blooming during Winter that will not be available when a certain butterfly is active in Spring). Extend students who are ready by prompting them to: explain which category has the biggest impact on survival and predict how changes to one category might affect the overall score.
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AC9TDE4P03

select and use materials, components, tools, equipment and techniques to safely make designed solutions

AC9TDE4P05

sequence steps to individually and collaboratively make designed solutions

Year 5**AC9TDE6P01**

investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions

AC9TDE6P02

generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools

AC9TDE6P03

select and use suitable materials, components, tools, equipment and techniques to safely make designed solutions

AC9TDE6P05

develop project plans that include consideration of resources to individually and collaboratively make designed solutions	Turning Your Data into a Class Score	Teacher Notes - Support students as they bring their individual habitat scores together to create one shared class data set. Explain that scientists often compare results from many observers to build a clearer picture of an environment. This helps students understand the value of teamwork, accuracy, and collective thinking.
Year 6	Now that you have scored your school habitat, your first job is to create a bar graph that clearly shows your results. Use the task card to set up five bars for food, water, shelter, breeding sites, and connectivity. This will help you see which parts of the habitat are strong and which ones still need work.	Guide the class through the process of combining scores and using the equation to calculate the total class habitat score. Emphasise that every student's data matters and contributes to the final result.
AC9TDE6P01	After that, use your notes to write the positives and negatives you found for each habitat feature. Think about what helps your Champion Animal survive and what makes life harder for it.	Once the class percentage is calculated, prompt careful reflection. Encourage students to notice patterns, compare results, and offer reasons for why certain habitat features scored higher or lower. Use open questions such as What do you notice, What might this mean, and Why do you think this happened to help them dig deeper.
investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions	When your individual work is complete, you will help the class create one big tally chart. Everyone will share their scores, and you will record each one in the correct row:	Promote respectful discussion and remind students that multiple explanations may be possible. Celebrate moments when students connect their bar graphs, field notes, and tally chart findings. These links show growing scientific thinking.
AC9TDE6P02	• Food • Water • Shelter • Breeding • Connectivity	Reinforce that thoughtful collaboration and clear reasoning help the class understand the strengths and weaknesses of their school habitat and guide future steps in improving it for their Champion Animals.
generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools	Once the tally is finished, follow these steps:	Teacher focus
AC9TDE6P03	Step 1: Work out the highest possible score $\text{Number of students} \times 15 = \text{Total possible score}$	Check that students understand that 15 is the maximum score for one student, can they explain how their individual scores were decided (evidence based) and know that a bar graph is used to compare categories
select and use suitable materials, components, tools, equipment and techniques to safely make designed solutions	Step 2: Add all the class scores together to find the total points achieved	Observe whether students can correctly label their graphs, identify at least one positive and one negative criteria for each habitat feature and apply the correct vocabulary in their explanations.
AC9TDE6P05	Step 3: Turn it into a percentage $\text{Total achieved} \div \text{Total possible} = \text{Class habitat score}$	Support students to record scores accurately and ensure that the outlined steps are followed correctly.
develop project plans that include consideration of resources to individually and collaboratively make designed solutions	This tells you how well your whole school habitat supports the Champion Animals chosen in your class.	
6. DIGITAL TECHNOLOGIES	After calculating the percentage, stop and think. Ask yourself:	
Year 1	• Which parts of the habitat scored the highest • Which parts scored the lowest	

AC9TDI2P04 use the basic features of common digital tools to create, locate and communicate content AC9TDI2P05 use the basic features of common digital tools to share content and collaborate demonstrating agreed behaviours, guided by trusted adults Year 2 AC9TDI2P04 use the basic features of common digital tools to create, locate and communicate content AC9TDI2P05 use the basic features of common digital tools to share content and collaborate demonstrating agreed behaviours, guided by trusted adults Year 3 AC9TDI4P06 use the core features of common digital tools to create, locate and communicate content, following agreed conventions	• Why do you think this is happening Use this reflection to help you understand the strengths and weaknesses of your school habitat. This will guide your ideas for improving the environment in the next steps of your Rewild Your World project.	During discussion, check whether students can clearly articulate their reasoning and explain their findings? For example, what does the final result tell them about their school habitat? Provide beneficial feedback and time for small groups to discuss and share their responses: For example One habitat feature our class data shows is strong is... because... One habitat feature that needs improvement is... because...
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AC9TDI4P07 use the core features of common digital tools to share content, plan tasks, and collaborate, following agreed behaviours, supported by trusted adults Year 4	Weekly Mindfulness – Camouflage This week, you will spend quiet time outdoors looking for animals that are hiding in plain sight. Many creatures use camouflage to blend into their surroundings so they can stay safe from predators or sneak up on their prey. Walk slowly through your school grounds or garden and look very carefully at leaves, branches, bark and rocks. Some creatures / animals will be so well hidden that you may need to crouch down or look twice before you spot them. Look carefully at bark or in leaves. You may like to use a magnifying glass if you have one.	Teacher Notes - This mindfulness activity invites students to slow down and notice how animals hide within their surroundings. Encourage them to step outside quietly, breathe calmly, and allow their senses to guide their observations. Remind them that camouflage often works so well that creatures will not stand out, so patience and careful looking are essential.
AC9TDI4P06 use the core features of common digital tools to create, locate and communicate content, following agreed conventions AC9TDI4P07	Bring your sketchbook or task card and choose one or two camouflaged creatures or hidden features to observe closely. Use your pencil to draw what you see and focus on the tiny details that help the animal stay hidden. Look at the colours, patterns, shapes, and textures that allow it to blend into the background.	Guide students to focus on subtle details such as colour blending, repeating patterns, shadows, textures, and small movements in leaves, bark, soil, and branches. Prompt gentle questions such as <i>What helps this creature stay hidden</i> or <i>Why might this pattern protect it</i>. These simple prompts help students build awareness of how animals depend on their environment for safety.
use the core features of common digital tools to share content, plan tasks, and collaborate, following agreed behaviours, supported by trusted adults Year 5 AC9TDI6P07	After drawing, try writing a short rhyme or simple poetic line about your discovery. You might create something like <i>I sit on the bark, so quiet and still, Blending with patterns until danger is nil.</i> Let your rhyme show how the animal disappears into its world.	Model this calm and attentive behaviour by joining the activity yourself. Sketch alongside the students and write a short rhyme or reflective line to show that mindfulness and creative expression are for everyone. This helps create a peaceful and focused atmosphere outdoors.
select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions AC9TDI6P08	Take this time to slow down, breathe calmly, and enjoy noticing how clever animals are at hiding themselves. This is your chance to pause, observe, and appreciate the secret world of camouflage all around you.	When giving feedback, value stillness, curiosity, and observation over perfect drawings. Celebrate students who notice tiny details that others may miss and those who express their ideas through simple rhymes or descriptive sentences.
select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours		Teacher focus: Check that students understand the concept of camouflage using simple examples. Remind students of expected behaviours: quiet movement, respect for living things, no touching or disturbing habitats.

Year 6

AC9TDI6P07

select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions

AC9TDI6P08

select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours

Students use digital tools for research and resource creation and add a reflective entry to their digital résumé. The lesson explicitly asks them to organise their thoughts, choose layouts and use headings, images, icons and colour to communicate their reflection.

8. VISUAL ARTS

Foundation

AC9AVAFD01

use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas

AC9AV AFC01

create arts works that communicate ideas

Clarify the learning intention

Observe whether students can identify at least one example of camouflage or a hidden feature in nature. Record small details in drawings (patterns, colour, texture, shape) and describe how and why something is camouflaged.

Year 1 AC9AVA2D01 experiment and play with visual conventions, visual arts processes and materials AC9AVA2C01 use visual conventions, visual arts processes and materials to create artworks Year 2 AC9AVA2D01 experiment and play with visual conventions, visual arts processes and materials AC9AVA2C01 use visual conventions, visual arts processes and materials to create artworks Year 3 AC9AVA4D01 experiment with a range of ways to use visual conventions, visual arts processes and materials AC9AVA4C01 use visual conventions, visual arts processes and materials to create artworks that	Your Digital Résumé – Experience 5 This week, you will add your fifth experience to your digital résumé by reflecting on your habitat survey. Think about what it felt like to walk around your school grounds with careful eyes, searching for the things your Champion Animal would need to survive. You might reflect on using your map, spotting important habitat features, or working like a real scientist to collect and record your data. You could write about discovering something you had never noticed before, or how it felt to score your habitat and think about what your school environment does well and what it still needs. You might also reflect on working with your classmates to calculate the class score and seeing how everyone’s findings came together. Each reflection helps show how much you are growing as a thoughtful observer and a protector of the natural world. By adding your ideas to your digital résumé, you are showing how your curiosity, responsibility, and problem solving continue to develop as you move further into your Rewild Your World journey.	Teacher Notes - Encourage students to use their digital résumé as a place for real reflection, not just a list of what they have done. Guide them to think about how completing the habitat survey has changed the way they see their school grounds and the animals that might live there. Help them recognise how this experience has strengthened their curiosity, confidence, and understanding of the natural world. Support students in using digital tools to present their reflections clearly. Show them how to organise their thoughts, choose a layout, and personalise their page so it truly represents their voice. Remind them that their writing should show what they felt, what they learned, and how they have grown. Use prompts such as: What surprised me today? What did I notice that I had never seen before? How did collecting data help me understand habitats differently? What did I learn about my Champion Animal's needs? Model how to structure a reflective paragraph using feelings, learning, and growth. Show students how to personalise their page using layout tools, headings, images, icons or colour choices so their résumé feels like their voice. Provide feedback that values honest thinking, careful language, and developing digital skills. Help students see that their résumé is a record of their journey and the person they are becoming, not just a collection of tasks they have completed.
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communicate ideas, perspectives and/or meaning Year 4 AC9AVA4D01 experiment with a range of ways to use visual conventions, visual arts processes and materials AC9AVA4C01 use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning Year 5 AC9AVA6D01 experiment with, document and reflect on ways to use a range of visual conventions, visual arts processes, and materials AC9AVA6C01 use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives and/or meaning Year 6 AC9AVA6D01		Teacher focus Check that students understand what reflection means and how it differs from retelling events. Provide sentence starters such as: At first I thought...Something I noticed today was...This made me realise...I now understand that... Ensure students have access to their field notes, maps and bar graphs to support accurate reflection. Observe whether students can describe a personal insight or change in perspective and identify a skill they used (e.g., observation, data collection, collaboration)
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experiment with, document and reflect on ways to use a range of visual conventions, visual arts processes, and materials

AC9AVA6C01

use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives and/or meaning

CROSS-CURRICULUM PRIORITIES

- Sustainability
- Aboriginal and Torres Strait Islander Histories and Cultures

GENERAL CAPABILITIES

- Literacy
- Numeracy
- Digital Literacy
- Critical and Creative Thinking
- Personal and Social capability
- Ethical Understanding
- Intercultural Understanding

Share Your Thoughts on Dear World

This week, you will write a Dear World story based on your habitat survey. Think about what it felt like to explore your school grounds with your map, spot important habitat features, and score each part of the environment. You might write about something surprising you noticed or a moment when you felt like a real scientist.

Reflect on the values you used, such as curiosity, responsibility, and teamwork, and how they helped you understand your Champion Animal's needs.

When you are ready, log in to the Dear World Library and upload your story. You can add photos of your map or graph to bring it to life. Use your words to inspire others to care for habitats and protect the animals that depend on them.

Teacher Notes - This week, students will write and share a Dear World story based on their habitat survey. Encourage them to think about what stood out, such as mapping the school, spotting habitat features, or scoring each part of the environment. Help them notice how these moments deepened their understanding of their Champion Animal.

Invite students to reflect on the values they used, including curiosity, responsibility, teamwork, and careful observation, and how these helped shape their view of their school habitat.

Support them in writing a short story that shows their learning and personal growth. When finished, they can upload their reflection to the Dear World Library with photos of their map or graph.

Celebrate stories that show thoughtful reflection and care for nature. Remind students that their voices can inspire others to protect the places where animals live.

Teacher focus

Clarify the learning intention and check that students understand the purpose of a Dear World message: to communicate learning and values in a heartfelt, inspirational way.

Revisit values used during the activities especially when reviewing the quote, researching the champion animals and during the mindfulness task.

Ask students to share their messages with a partner and listen for clarity, sincerity and the evidence of learning.

Provide students with a template and model: moment - learning - value - message to the world.

Week 5 Quiz and Certificate

At the end of this week, you will complete a short quiz to reflect on everything you have learned about habitats and how well they support different animals. Throughout the week, you have mapped your school grounds, carefully observed different spaces, and scored each area based on how suitable it is for your Champion Animal.

Along the way, you have also been developing something very important: perspective. You have practised looking at your environment not just as a student, but through the eyes of another living being. You have asked yourself, What would this space feel like if I were my animal? Would I feel safe? Would I find food, shelter, and water here? This ability to step into another point of view is a powerful skill that will stay with you far beyond this project.

The quiz is simply a moment to pause and think about how your understanding has grown. It is not just about remembering facts, but about recognising the connections between animals, plants, habitats, and the choices we make as humans.

Once you have completed the quiz, you will receive your Week 5 certificate. This certificate celebrates your expanding knowledge, your curiosity, and your increasing ability to see the world from different perspectives.

There are ten certificates to collect across your Rewild Your World journey. By the end of the course, your full set will represent not just what you have learned, but who you are becoming: a thoughtful, observant, and caring guardian of the natural world we all share.

Teacher Notes - Explain that the habitat survey quiz can be completed by following the online link provided. Students may complete it either in class or at home. Encourage them to talk through their ideas with a partner before submitting their answers, as sharing thinking helps build understanding.

Remind students that the certificate for this week is awarded to each person individually, so everyone needs to complete their own quiz. Emphasise that this is not a test. It is a chance for students to reflect on what they have learned, review the key ideas from the week, and celebrate how much their knowledge has grown.

As students work, observe their independence, digital confidence, and willingness to collaborate. Look for signs of perseverance, thoughtful answers, and increasing accuracy. These moments show their growing understanding of habitats, the needs of animals, and the importance of caring for the natural world.

Teacher focus

Review key vocabulary students will encounter and provide quick revision questions such as:

What makes a habitat healthy?

How did you decide your habitat scores?

Why does connectivity matter?

Observe and support students when they are reading and answering the quiz questions. Check that they are drawing on the knowledge gained during the lesson sequence and are applying key vocabulary accurately and confidently.

Allow time or pair discussion and encourage students to reflect on one question they found easy and one that stretched their thinking.

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