LS9 - Rewild Your World - Maker's Week (Primary School) ACARA		
ACARA v9 **Week 9 - Maker's Week** **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 **AC9SFI03** represent observations in provided templates and identify patterns with guidance **AC9SFI05** share questions, predictions, observations and ideas with others	**Biodiversity Boosters Maker's Week** This week is a very exciting moment in your Rewild Your World journey. Over the past weeks, you have explored habitats, studied your Champion Animal and learned how living things depend on healthy ecosystems to survive. You have observed your school grounds, investigated biodiversity and begun thinking about how small changes can help support wildlife. Now it is time to take action. During Biodiversity Boosters Maker's Week you will work together to build and install habitat projects that can help animals and insects in your local environment. These projects might provide shelter, protection or places for wildlife to rest and raise their young. You will work in teams, use tools and materials you have gathered and carefully follow your plans as you create these habitat essentials. As you build, think about the animals that may one day use the structures you are making. Every thoughtful decision you make can help improve the habitat around your school. By the end of the week you will not only have learned more about biodiversity but you will have taken action to create real spaces that support wildlife in your community. .	**Teacher Notes** - Begin by having the students reflect on their achievements, encouraging them to discuss what they remember creating and how those accomplishments made them feel. This introduction marks an important transition in the programme from learning about habitats to actively improving them. Up until this point students have explored ecological ideas such as biodiversity, ecosystems and the needs of their Champion Animal. This week gives them the opportunity to apply that knowledge through practical action. Begin by helping students reflect on the journey they have taken so far. Invite them to recall the investigations, discussions and observations that have shaped their understanding of habitats. This reflection helps students recognise that the practical work they are about to begin is built upon the knowledge they have already developed. Explain that this week focuses on building habitat structures that may support wildlife. Emphasise the importance of careful planning, teamwork and safe use of tools and materials. Encourage students to think about where their structures should be placed and which animals may benefit from them. Throughout the week guide students to observe the environment around them and consider how small actions can support biodiversity. The aim is to help students understand that environmental stewardship involves both knowledge and responsible action. This introduction sets the tone for a week of collaborative work, creativity and practical conservation. **Teacher focus**

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 **AC9S1I03** make and record observations, including informal measurements, using digital tools as appropriate **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		• Revisit the learning focus, highlighting that students are now applying their understanding of biodiversity to design and build structures that support living things. • Prompt students to reflect on their learning journey so far, recalling how their understanding of habitats, ecosystems and their Champion Animal has developed. • Check for understanding by listening for accurate use of vocabulary and clear explanations of how their design supports living things and links to prior learning. • Model how to connect prior learning to action, explaining how knowledge of animal needs informs decisions about what to build and where to place it. • Observe how students work collaboratively, noting how they follow plans, share responsibilities and make thoughtful decisions about materials and placement. • Prompt students to explain their thinking using examples (e.g. This structure provides shelter, so it may help protect small animals or insects). • Provide opportunities for students to connect their designs to specific animals and habitat needs, encouraging them to consider how their structures may support biodiversity over time. • Address misconceptions as they arise, such as the belief that any structure will support wildlife, or that building alone is enough without considering placement and purpose. • Provide feedback that values teamwork.

AC9S2I03 make and record observations, including informal measurements, using digital tools as appropriate **AC9S2I06** write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary **Year 3** **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 **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**	**Your Weekly Keywords** This week, your new keywords will help you understand how animals find shelter, safety and food in a habitat. During Biodiversity Boosters Maker's Week you will be building homes for wildlife such as bird boxes, insect hotels and possum dreys. These structures are not just craft projects. They are habitat structures that can support living things in your school environment. Some of this week's words describe the different kinds of shelters animals use in nature. Others explain how habitats support biodiversity by providing food, protection and places to raise young. As you build and install your wildlife projects, these words will help you understand the important role that shelter plays in a healthy ecosystem. First, read all of the keywords carefully. Then read the definitions. Think about which word matches each meaning. Talk with a partner and explain your thinking. Try using the word in a sentence connected to nature. As you work, ask yourself: What kind of shelter does this word describe How might an animal use this shelter How will the structure we build help wildlife survive By the end of this task, you will understand that building habitat is one of the ways people can help support biodiversity. Even small changes in a landscape can create new opportunities for animals and insects to live, feed and raise their young.	**Teacher Notes -** This activity introduces vocabulary that will support the practical work students will undertake during Biodiversity Boosters Maker's Week. The purpose is not simply to memorise words but to help students understand how language connects to ecological ideas such as advocacy, shelter, biodiversity and habitat support. Begin by introducing the keywords and reading them aloud together. Encourage students to listen for familiar parts of the words and to think about what they might mean before reading the definitions. Invite students to share their initial ideas and predictions. This helps activate prior knowledge and encourages curiosity. Guide students to discuss the meanings with a partner. Ask them to match the keywords with the definitions and then use each word in a sentence related to wildlife or habitats. Provide opportunities for students to share their sentences and compare how vocabulary is used in context, discussing how word choice supports meaning. Encourage them to think about how the word connects to the projects they will build later in the week. The aim is to help students see that vocabulary is not separate from the work they are about to do. These words will help them think more clearly about the habitats they are creating and the animals they are hoping to support. **Teacher focus** ● Highlight that students are building their understanding of vocabulary related to shelter, habitat and biodiversity. ● Model how to read a keyword and connect it to prior learning, encouraging students to identify familiar parts of words and predict meanings before reading definitions. ● Observe how students discuss and match keywords to definitions, noting their ability to

<table>
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<td rowspan="2">AC9S4U01

explain the roles and interactions of consumers, producers and decomposers within a habitat and how food chains represent feeding relationships

AC9S4H02

consider how people use scientific explanations to meet a need or solve a problem

AC9S4I01

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

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

AC9S5H01</td>
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<td>explain meanings in their own words and make connections to habitats and wildlife.
● Prompt students to explain how each word connects to the structures they will build, using examples (e.g. Building an insect hotel shows stewardship because it helps support living things).
● Revisit previous vocabulary, supporting students to connect meaning and use, and apply this vocabulary when describing habitats and supporting living things in their writing.
● Provide opportunities for students to use vocabulary in context through discussion and sentence building, encouraging them to link words to real-world habitat examples.
● Check for understanding by listening for accurate use of vocabulary from previous lessons and clear explanations of how shelter supports living things.</td>
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<td>Quote of the Week – Spencer Hitchen

“I keep standing up for nature because I want future generations of humans and wildlife to be able to experience what I see today. I don’t want to lose our threatened species like the glossies from our skies. We can all make a difference and create change - and change can begin in our own backyards”
Spencer Hitchen

This week’s quote reminds us that our voices and actions matter, and that by leading by example we can raise awareness and make people think.</td>
<td>Teacher Notes -“I keep standing up for nature because I want future generations of humans and wildlife to be able to experience what I see today. I don’t want to lose our threatened species like the glossies from our skies. We can all make a difference and create change - and change can begin in our own backyards”

Spencer Hitchen

This quote invites students to think about the idea that people can influence positive change by speaking up and acting for things they care about despite their age. The goal of this activity is to help students reflect on the role</td>
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examine why advances in science are often the result of collaboration or build on the work of others **AC9S5H02** investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions **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 **AC9S6H01** examine why advances in science are often the result of collaboration or build on the work of others **AC9S6H02**	Spencer Hitchen is a 14 year old conservationist with a passion for glossy black cockatoos. He has been advocating to protect their habitat since he was 8 years old. His journey began with curiosity, spending time watching and exploring nature. This led to understanding, as he learned about the glossy black cockatoo, and how it depends on specific habitat to survive. When he discovered that their local habitat was under threat from development, he moved to action, speaking up, raising awareness, and encouraging others to protect the environment. As you start Biodiversity Boosters Maker's Week, think about how your actions can help wildlife. When you build a bird box, an insect hotel or another wildlife home, you are making a choice to help animals in your local habitat. One small action might not seem very big at first, but as Spencer discovered, his passion for the environment has led to a bigger movement, inspiring others and raising awareness far beyond his backyard. Talk with your class about what this quote means. Why is it important to use your voice? How can young people help protect nature in their own community? After your discussion, write your own short quote about how people can help nature and protect wildlife. Keep your message clear, positive and hopeful.	individuals can play in protecting the environment and supporting biodiversity. Spencer Hitchen took a stand for glossy black cockatoos and uses his passion for photography and public speaking to raise awareness. Begin by reading the quote aloud to the class. Give students a moment to think quietly before inviting them to share what they believe the quote means. Encourage multiple interpretations and remind students that thoughtful discussion often leads to deeper understanding. Use think-alouds to model how the quote connects to vocabulary explored in the previous lesson, prompting students to consider ideas such as stewardship, awareness and communication. For example Stewardship: “I can see stewardship in this quote because Spencer is talking about protecting nature for the future. He’s not just thinking about now — he’s taking responsibility for what happens next.” Awareness: “This part makes me think about awareness. He’s raising awareness by speaking up and helping others understand why these animals need protection.” Communicate: “I can see how he is communicating his message clearly. He’s using his voice to explain why this matters and encourage others to think about it too.” Guide the conversation toward the idea that positive change often begins when people care enough to take action. Help students connect this idea to the work they are doing in the Rewild Your World programme. Building habitats, observing nature and sharing their learning are all ways students can contribute to environmental

investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions **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** **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		stewardship. Ask students to consider how young people can influence their communities through their ideas, creativity and actions. Encourage them to reflect on moments when they have spoken up for something important. Remind them that advocacy can take many forms: physically creating habitat, protecting existing habitats through campaigning, raising money for a cause to support conservation action or sharing knowledge with others to raise awareness. After the discussion, invite students to write a short quote of their own about caring for nature, protecting wildlife or making a difference. The aim is to help students recognise that their voices and actions matter. **Teacher focus** ● Model how to interpret the quote, encouraging students to explain what it means and how it connects to their own experiences and learning. ● Observe how students respond to the quote, noting their ability to explain ideas, share different perspectives and make connections to their work in building habitats. ● Prompt students to explain how actions such as building habitat structures, raising awareness and sharing knowledge can contribute to supporting biodiversity over time. ● Provide opportunities for students to connect the quote to their own actions during Biodiversity Boosters Maker's Week, encouraging them to consider how their work may influence others and support living things. ● Check for understanding by listening for thoughtful explanations, use of appropriate vocabulary and connections between individual action and environmental impact. ● Address misconceptions as they arise, such as the belief that individual actions alone are enough to solve complex environmental problems, or that young people cannot influence change.

AC9HSFS04 draw conclusions in response to questions **AC9HSFS05** share narratives and observations, using sources and terms about the past and places **Year 1 — Geography** **AC9HS1K04 - Optional** how places change and how they can be cared for by different groups including First Nations Australians **Year 1 — HASS Skills** **AC9HS1S01** develop questions about objects, people, places and events in the past and present **AC9HS1S04** discuss perspectives related to objects, people, places and events **AC9HS1S05** draw conclusions and make proposals		• Provide feedback that values thoughtful reflection, clear communication and the ability to connect ideas about advocacy to real-world environmental action. • Encourage peer discussion where appropriate so students can share and build on each other's ideas.
	Rewilding the World – Story of the Week – The Dazzling Dancing Spider This week you will read a true story about one of the most surprising discoveries in the Australian bush. Read the story carefully and imagine the moment when biologist Jürgen Otto was walking through bushland near Sydney. Look closely at how the forest floor is full of tiny creatures living among the leaves and grasses. Many of these animals are so small that people often walk past them without noticing. As you read, notice how the peacock spider lived quietly in this hidden world for many years. Scientists knew very little about these spiders until Otto began observing them more closely. Pay attention to what happened when he finally photographed and filmed the spider's incredible courtship dance. The tiny spider lifted colourful flaps on its body and performed a remarkable display to attract a female. After the videos were shared online, people around the world became fascinated by these tiny dancers. Photographers, nature lovers and citizen scientists began searching for peacock spiders across Australia, helping scientists discover many new species.	**Teacher Notes -** Introduce this story as a real example of how curiosity and careful observation can lead to important discoveries in nature. Explain that for many years peacock spiders lived quietly in Australia without most people knowing they existed. Guide students to notice the structure of the story. It begins with a scientist walking through bushland, noticing something small and unusual, then slowly discovering more through patient observation. Highlight how the story moves from curiosity, to discovery, to global interest and scientific research. Provide opportunities for students to consider how they would feel in this situation, supporting them to connect with the role of the scientist through empathy and perspective-taking. Encourage students to recognise the role of observation and perseverance in science. Jürgen Otto did not discover everything in one day. It took years of careful watching, photographing and sharing his findings. Use questions such as: • Why were peacock spiders difficult for people to notice? • What helped scientists learn more about these spiders? • How did sharing the videos lead to more discoveries? • Why did citizen scientists become important in this

Students develop an authentic proposal to the school principal for a future habitat excursion. **AC9HS1S06** develop narratives and share observations using sources, and subject-specific terms **Year 2 — Geography** **AC9HS2K04** the interconnections of First Nations Australians to a local Country/Place **Year 2 — HASS Skills** **AC9HS2S01** develop questions about objects, people, places and events in the past and present **AC9HS2S04** discuss perspectives related to objects, people, places and events **AC9HS2S05** draw conclusions and make proposals **AC9HS2S06**	As you finish reading, think about what this story teaches us about curiosity and careful observation in nature. Be ready to share one surprising thing you learned and why even the smallest creatures can help us understand the natural world.	story? Support students to understand that many peacock spider species live in very small habitats. Protecting these places also protects many other tiny animals living in the leaf litter. Look for students noticing connections between curiosity, observation and scientific discovery. Praise careful thinking and thoughtful questions rather than quick answers. Optional Task: Students can create a simple timeline to map the sequence of events in the discovery, showing how curiosity and observation led to scientific understanding and further discoveries. **Teacher focus** ● Revisit the learning focus and highlight that students are exploring how curiosity and careful observation lead to scientific discovery. ● Model how to identify key ideas in the text, including how the discovery began, how knowledge developed over time and how others contributed to further discoveries. ● Observe how students respond to the text, noting their ability to recall key details, explain ideas and make connections between observation and discovery. ● Prompt students to explain cause-and-effect relationships using examples from the text (e.g. Because the videos were shared, more people became interested and new species were discovered). ● Provide opportunities for students to connect the story to their own learning, particularly their observations of the school habitat and the importance of noticing small details. ● Check for understanding by listening for clear explanations of how observation, curiosity and

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** analyse information and data, and identify perspectives **AC9HS3S05** draw conclusions based on analysis of information **AC9HS3S06**		persistence support scientific discovery. ● Address misconceptions such as the belief that scientific discoveries happen quickly or that only large or obvious animals are important in ecosystems.
	Comprehension – Understanding Feral Animals This week you will read an information text about feral animals and how they affect ecosystems and native wildlife. As you read, look carefully at what a feral animal is and how it is different from a native animal. Notice how some animals are introduced by people into places where they did not originally live. Think about how this can change the balance of an ecosystem. Pay attention to the ways feral animals can affect the environment. Notice how they may hunt native animals, damage habitats, spread disease or compete with native species for food and shelter. Consider why many native plants and animals have no natural protection against these introduced species. You will also see that some animals can be threatened in their natural home but become very common in another country where they were introduced. Think about why a new environment with fewer predators or more food might allow these animals to thrive. Work your way through the 12 comprehension questions and see how far you can progress through the levels. Try to make it all the way to the end. The answer card is in the next part of	**Teacher Notes -** This comprehension activity helps students understand what feral animals are and how introduced species can affect ecosystems and native wildlife. It also encourages students to think about balance in nature and how human actions can change environments. Before reading, briefly explain that feral animals are species that have been introduced to a place where they did not originally live and now live in the wild. Clarify unfamiliar vocabulary such as native introduced ecosystems and predators. Remind students that animals can behave differently depending on the environment they live in. As students work through the text, focus on helping them recognise the differences between native and introduced environments. Encourage them to notice how the same animal can have a balanced role in one ecosystem but cause problems in another. Prompt students to distinguish between animals in their natural environment and those introduced to new environments, using effective questions to explore how roles can change. Effective questions: ● *What is a feral animal?* ● *How is a feral animal different from a native animal?* ● *How is a feral animal different from an*

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 — Geography** **AC9HS4K05** the importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent **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	this learning sequence.	*introduced animal?* ● *What happens when a feral animal enters a new ecosystem?* ● *How might feral animals affect native species?* ● *Why might native animals struggle to survive when a new predator is introduced?* Text related questions: ● What does the text tell us about this animal? ● Where did you find that information? ● What evidence shows this animal is feral? Look for • Accurate recall of what a feral animal is • Understanding of the difference between native and introduced species • Ability to explain how ecosystems can be affected by predators competition or habitat damage • Cause and effect thinking about why species become pests in new environments • Connections between human actions and environmental change Some students may begin to show deeper thinking about the responsibility people have when introducing species to new places. Others may demonstrate growing systems thinking by recognising how food webs habitats and predators all work together. Reinforce that managing feral animals is an important part of protecting biodiversity. Help students understand that protecting habitats and caring for ecosystems are ways people can support native wildlife. Encourage students to explain their thinking clearly rather than giving very short or incomplete answers. The goal is to build understanding of ecosystems balance, responsibility and long term environmental care. **Teacher focus**

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 - Optional** 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**		● Model how to identify key information in the text, including what makes an animal feral, how introduced species differ from native species, and how these changes can disrupt ecosystem balance. ● Observe how students respond to literal and inferential questions, noting how they explain the effects of feral animals on habitats, food sources and native species. ● Prompt students to explain cause-and-effect relationships using examples from the text (e.g. When an introduced predator enters a new environment, native animals may have no protection against it). ● Check for understanding by listening for accurate use of vocabulary such as native, introduced, feral, predator and ecosystem, and clear explanations of how these ideas are connected. ● Address misconceptions as they arise, such as the belief that all introduced animals are feral, that feral animals are always harmful in every context, or that species become pests for one reason only. ● Provide feedback that values clear reasoning, accurate vocabulary and the ability to explain how human actions can influence ecosystems over time.
	Record Your Answers – How Far Will You Stretch Your Thinking? Now that you have read the text you will answer twelve comprehension questions. The questions are organised into	**Teacher Notes -** Explain to students that the levels are designed to stretch their thinking rather than sort or compare ability. Moving to higher levels does not mean working faster. It means thinking more deeply about the ideas in the text.

AC9HS5S01 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**	levels and each level asks you to think a little more deeply. You will begin with Level 1 questions. These focus on finding clear facts from the text. As you move through the levels you will be asked to explain ideas in your own words, make connections and apply your understanding to real animals habitats and ecosystems. Write your answers in full sentences. Use information from the text to support your thinking. Read each question carefully before you begin and take a moment to think about what the question is really asking. If a question feels challenging, slow down rather than rush. That feeling means your brain is stretching. The deeper questions help you understand not only what happens in ecosystems but also why it happens and how living things are connected. Extension Activity - In this activity, you will research one feral animal and explore how it lives in two different places. Look at where the animal lives naturally and a place where it has been introduced by people. As you research, find out what the animal eats, what hunts it, its role in the ecosystem and how people manage it. Use what you discover to complete the blank table below and compare how the same animal behaves in each place. Click the Extension activity button below to start your feral animal research.	Before students begin, model how to answer one question using a full sentence and information from the text. Show students how to return to the text to find supporting evidence rather than relying only on memory. As students work look for: • Careful reading of each question • Use of full sentences rather than short fragments • Evidence taken from the text • Clear explanations rather than copied phrases • Willingness to pause and rethink when unsure Notice students who begin to explain cause and effect or who make connections between different ideas in the text. This shows growing comprehension and developing systems thinking. Support students who feel stuck by guiding them back to key words in the question. Encourage them to underline important terms and think about what the question is really asking. Praise persistence and thoughtful effort. The goal is not speed or perfection but growing confidence in reasoning, explaining ideas and applying understanding to real world environmental challenges. **Extension activity on feral animals** - In this activity students research a single animal and compare how it lives in two different environments. One location should be the animal's natural range and the other a place where the species has been introduced by humans. Students use independent research to find information about the animal's diet, natural predators, ecological role and how people manage the species in each location. They then record their findings in the comparison table provided.

AC9HS6S 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 **AC9HS6S06** propose actions or responses to issues or challenges and use criteria to assess the possible effects **AC9HS6S07** present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions **ENGLISH**		The purpose of the task is to help students understand that ecosystems are balanced systems. When a species lives in its natural habitat it is usually kept in balance by predators, food availability and environmental conditions. When the same species is introduced elsewhere those controls may not exist, which can lead to environmental problems. This activity builds research skills while helping students develop a deeper understanding of invasive species and ecosystem balance. **Optional extension Task** ● Research your local environment to find out if there are any introduced or feral species in your area. Identify how these species impact native plants, animals or habitats. ● Research the impact of pet animals such as cats and dogs on native wildlife. Consider how human responsibility can influence these impacts (cause and effects) **Teacher focus** ● Revisit the learning focus and ensure that students are using comprehension and research to understand how ecosystems function and how species behave in different environments, including feral animals. ● Model how to answer a question using a full sentence and evidence from the text, demonstrating how to return to the text to find key information. ● Observe how students respond to different levels of questioning, noting their ability to move from recalling facts to explaining ideas and applying their understanding. ● Prompt students to explain cause-and-effect relationships using examples from the text (e.g. When a species is introduced to a new environment, it may not have natural predators). ● Provide opportunities for students to connect ideas from the text to their prior learning about habitats, biodiversity and human impact.

Foundation **AC9EFLY02** interact in informal and structured situations by listening while others speak and using features of voice including volume levels **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 **AC9EFLY07** create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume **Year 1** **AC9E1LY02**		• Check for understanding by listening for accurate use of vocabulary and clear explanations that show how ecosystems can change. • Address misconceptions as they arise, such as the belief that all introduced species are harmful, that feral animals behave the same in all environments, or that ecosystem changes happen for one reason only. • Provide opportunities for students to investigate their local environment, identifying introduced or feral species and explaining their impact on native ecosystems.
	Planning Your Wild Project This week you will begin creating a Wild Project to support wildlife in your school habitat. In Week 6 you explored the Wild Projects booklet and found projects that could help your Champion Animal. The booklet includes ideas such as bird boxes, insect hotels, possum dreys and other shelters that provide animals with safety, protection and places to rest or raise their young. Now it is time to choose the project your team would like to build. Think carefully about your Champion Animal and which project would help it most in the habitat around your school. Some animals need hiding places, others need nesting spaces, and some benefit from shelter close to food. Work with your classmates and discuss which project you would like to create. Once you have decided, you will move to	**Teacher Notes -**This stage introduces the major practical component of the week. It is important for teachers to understand that these Wild Projects are not designed to be completed in a single lesson. The intention is for students to work on their projects across the entire week, allowing time for planning, collaboration, construction and installation. Begin by giving students time to explore the Wild Projects booklet and discuss which projects may best support their Champion Animal and the habitat within the school grounds. Encourage thoughtful selection rather than quick decisions. Students should consider the needs of wildlife, the available space and the resources required. Students should work in collaborative teams and support

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 **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	the next stage which is planning your project. During this stage you will check whether you have the tools, materials and resources needed to build it. If you discover that you do not have what you need, you can return to this booklet and choose another Wild Project that your team can successfully create.	one another throughout the building process. While each student will ultimately contribute to a different Wild Project, the goal is that everyone in the class participates in helping their peers. This shared effort helps develop teamwork, problem-solving and collective responsibility. Model how to select and plan a project by thinking aloud (e.g. *Our Champion Animal needs shelter, so I am thinking about which project would best support this. I also need to check if we have the materials and space to build it successfully.*) Some projects may require additional materials that have not yet been collected. Allow students time during the week to gather these items. In some cases students may wish to bring materials from home, work on certain components outside of school, or invite parents or carers to assist with construction. By the end of the week the aim is for a variety of habitat structures to be installed within the school grounds, with every student having contributed to the creation of multiple Wild Projects. This collaborative approach helps students experience how community effort can support biodiversity. Prompt students to explain and justify their decisions using questions such as: ● *What problem are you trying to solve for your animal?* ● *Who is your project for?* ● *How will this structure help your animal survive?* ● *Why is this project a good choice for your habitat?* ● *Do you have the materials and space to build*

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 **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		*this?* • *What might you need to change if something doesn't work?* **Optional:** Prompt students to connect their thinking to the design process or the Engineering Design Process using questions such as: • *What is the problem you are trying to solve?* • *What solution have you chosen?* • *How will you plan to build it?* **Risk assessment:** https://www.canva.com/design/DAHCwOFwBSc/WtUlodOg6XJzLCX4VrQnEA/edit?utm_content=DAHCwOFwBSc&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton **Accreditation** - If your school is seeking JGIA bronze level accreditation, please send six images of your habitat being installed by clicking the button below and send your images to JGIA as evidence. **Teacher focus** • Revisit the design process of the Engineering Design Process (EDP) to identify the problem, select solutions and plan how they will create their project to support their Champion Animal and local habitat. • Revisit the design process (EDP), prompting students to explicitly explain the problem they are solving, who their project is for and how their design will meet these needs. • Model how to select a suitable project by considering animal needs, available space and resources.

<table>
<tr>
<td rowspan="2">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

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,</td>
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Observe how students work collaboratively to make decisions, noting their ability to justify their choices and consider different options.
Prompt students to explain their thinking using examples (e.g. This project will provide shelter, so it may help protect small animals or insects).
Provide opportunities for students to evaluate their chosen project against success criteria, including suitability, feasibility and impact on the habitat.
Check for understanding by listening for clear explanations of how their project supports living things and links to prior learning.
Address misconceptions such as the belief that all projects are suitable for all animals, or that selection does not need to consider materials, space or purpose.
Provide timely feedback about thoughtful planning, collaboration and decision-making, reinforcing that successful projects are based on careful thinking and preparation.

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<td>Plan Before You Build – Let’s Get Prepared

Before you begin building your Wild Project, your team needs to plan carefully. Scientists, engineers and designers always plan their ideas before they start making something. Planning helps you think clearly about what you want to build and how it will help wildlife.

Use this booklet to guide your thinking step by step. First, sketch and design your Wild Project so everyone in your team can see what it will look like. Try drawing it from different angles so your idea is clear.

Next, think about the tools and materials you will need. Draw and label them in the spaces provided. Look at the equipment your class has already collected and decide if you need anything else.</td>
<td>Teacher Notes - This activity introduces students to the idea that good projects begin with careful planning. Before students start building their Wild Projects, guide them through the booklet so they understand that scientists, engineers and designers all plan their work before they create something.

Encourage students to work collaboratively in small teams. The goal of this stage is to slow students down and help them think through their ideas before construction begins.

Support students to:

• sketch their design clearly so others can understand their idea
• identify the tools and materials they will need</td>
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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 **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**	Then write your **build method**. This means explaining the steps your team will follow to build the project, check that it is strong and safe, and decide where it will be installed. Finally, think about how you will know if your project is successful. What signs will show that animals are using it? What problems might happen and how could you prevent them? Work together, take your time and complete every section before you begin building. Careful planning will help your Wild Project succeed and give wildlife a safe place to live.	• write simple step by step instructions for building their project • think about where the structure will be installed in the habitat • predict what animals might use it and how they will know if it is working ● allocate roles within their team to support collaboration and shared responsibility ● communicate their ideas clearly and listen to others when making decisions ● reflect on their plan and make adjustments before building See resources here - https://education.nsw.gov.au/teaching-and-learning/curriculum/stem/stem-curriculum-resources/engineering-design-jiggler-challenge Prompt students to think about safety, stability and suitability for wildlife. Ask questions such as: What animal might use this structure Where would be the best place to install it How will you make sure it is strong and safe What signs will show that animals are using it Remind students that planning carefully now will make the building process much easier later. The focus of this activity is thoughtful preparation rather than speed. Teacher focus ● Revisit the design process (EDP), supporting students to identify the problem, plan a solution and explain how their project will meet the needs of their chosen animal. ● Model how to plan a project using the booklet, thinking aloud as you sketch a design, identify

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 sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features **4. MATHEMATICS** **Year 1** **AC9M1M02**		tools and materials, and outline a simple build method. ● Observe how students work collaboratively to plan their project, noting their ability to explain their ideas clearly, justify their choices and consider the needs of wildlife. ● Prompt students to explain their thinking using questions such as: *What problem are you trying to solve? Who is your project for? What materials and tools will you need? How will you make sure your project is safe and strong? Where will this structure be installed, and why? How will you know if your project is successful?* ● Provide opportunities for students to sketch, label and discuss their ideas, supporting them to communicate their thinking clearly before construction begins. ● Support students to allocate roles within their team, communicate effectively and reflect on their plan, making adjustments where needed before building. ● Check for understanding by listening for accurate use of vocabulary and clear explanations of how the project will support living things. ● Address misconceptions such as the belief that planning is not necessary, that any design will work, or that success only means finishing the build. SAFETY NOTE: All installations that require specialised tools and safety equipment are to be conducted by a skilled adult.

measure the length of shapes and objects using informal units, recognising that units need to be uniform and used end-to-end **Year 2** **AC9M2M01** measure and compare objects based on length, capacity and mass using appropriate uniform informal units and smaller units for accuracy when necessary **Year 3** **AC9M3M02** measure and compare objects using familiar metric units of length, mass and capacity, and instruments with labelled markings **AC9M3SP01** make, compare and classify objects, identifying key features and explaining why these features make them suited to their uses **Year 4** **AC9M4M01** interpret unmarked and partial units when measuring and comparing attributes of length, mass, capacity, duration and	**Planning Our Habitat Excursion** Next term your class will visit another natural habitat to learn about animals, plants and how nature works together. Before the trip can happen, your group will help plan the excursion. Work with your group to think about a natural place not too far from your school. It could be a forest, a river, a wetland, a national park, mountains, or another place where plants and animals live. Your goal is to choose a habitat that will help your class learn more about wildlife and biodiversity while allowing you to compare the habitat you are creating with one that is already working successfully elsewhere. You may discover useful ideas that could help your habitat develop further and improve. Use the Habitat Excursion Planning Card to organise your ideas. Talk together and fill in each section of the card. Think about: • the habitat you would like to visit • animals or plants you might see there • what your class could learn in this environment • how your class could travel there • any risks that might exist and how everyone could stay safe Once your group has completed the planning card, you will use your ideas to submit your proposal to the school principal. In your application you will ask for permission for the class to visit the habitat. Your application should explain clearly why this is a good place for the class to visit and what students could learn from	**Teacher Notes -** This activity helps students practise research, communication and planning while thinking about how scientists and environmental educators study natural habitats. Students should work in small collaborative groups to select a natural area close to their school. Encourage them to choose environments where biodiversity can be observed, such as forests, wetlands, rivers, mountains or protected parks. Using the Habitat Excursion Planning Card, students organise their thinking before making their proposal. The card guides them to consider the location they would like to visit, wildlife that may be present, what the class could learn, how the class might travel there, the associated costs and any possible risks that should be considered. Support students to think carefully about why their chosen habitat would be valuable for learning about ecosystems and wildlife. Their ideas should show clear reasoning about what students might observe, investigate or discover during the visit. Once the planning card is complete, students develop a short proposal to the school principal requesting permission for the excursion. Encourage them to use their notes from the planning card to explain their ideas clearly. A strong proposal should include all the areas covered in the Habitat Excursion Planning Card.

temperature, using scaled and digital instruments and appropriate units **AC9M4M02** recognise ways of measuring and approximating the perimeter and area of shapes and enclosed spaces, using appropriate formal and informal units **Year 5** **AC9M5M01** choose appropriate metric units when measuring the length, mass and capacity of objects; use smaller units or a combination of units to obtain a more accurate measure **AC9M5M02** solve practical problems involving the perimeter and area of regular and irregular shapes using appropriate metric units **Year 6** **AC9M6M01** convert between common metric units of length, mass and capacity; choose and use decimal representations of metric measurements relevant to the context of a problem	the experience. Work together as a team and try to make your proposal clear, organised and convincing.	You may want to consider activities that could be done at the excursion site which would help highlight key differences between the school location and the intact ecosystem such as: ● a biodiversity survey (Note: in Week 10 we will undertake a biodiversity survey of the school site either manually or digitally with iNaturalist) ● invertebrate survey (as per week 4) ● sketching details of plants and habitats ● a habitat survey (for their champion animal) ● an experience with a First Nations person about caring for Country ● a tour with an environmental educator The purpose of this activity is not to organise an actual excursion immediately, but to help students experience the real planning process involved in organising environmental investigations and outdoor learning. **Optional**: Provide opportunities for students to use digital tools to research habitats, compare environments, and present and communicate their findings clearly with the class. **Teacher focus** ● Emphasise the learning focus and ensure that students are planning a real-world investigation to explore and compare habitats. ● Revisit the design process (EDP), supporting students to identify the problem (where can we learn about a functioning habitat), plan a solution and justify their proposal. ● Model how to use the Habitat Excursion Planning Card, thinking aloud to demonstrate how to select a suitable location, consider learning opportunities and identify risks. ● Observe how students work collaboratively, noting their ability to share ideas, justify their choices and consider multiple factors such as location, safety and learning value. ● Prompt students to explain their thinking using

AC9M6M02 establish the formula for the area of a rectangle and use it to solve practical problems **AC9M6N09** use mathematical modelling to solve practical problems, involving rational numbers and percentages, including in financial contexts; formulate the problems, choosing operations and efficient calculation strategies, and using digital tools where appropriate; interpret and communicate solutions in terms of the situation, justifying the choices made **5. DESIGN AND TECHNOLOGIES** **Foundation** **AC9TDEFK01** explore how familiar products, services and environments are designed by people **AC9TDEFP01** generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose **Year 1** **AC9TDE2K01**		questions such as: Why is this habitat a good choice for our learning? What might we observe or investigate there? How is this habitat similar to or different from our school habitat? What risks might exist and how can we manage them? How will this excursion help improve our own habitat? ● Provide opportunities for students to organise their ideas using the planning card and communicate their thinking clearly when developing their proposal. ● Support students to allocate roles within their team, communicate effectively and refine their proposal through discussion and feedback. ● Check for understanding by listening for clear reasoning, use of appropriate vocabulary and strong connections between the chosen habitat and learning goals. ● Encourage students to use digital tools where appropriate to research locations, gather information and support the development of their proposal.

identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability **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 **AC9TDE2P03** evaluate the success of design ideas and solutions based on personal preferences and including sustainability **AC9TDE2P04** sequence steps for making designed solutions cooperatively **Year 2** **AC9TDE2K01** identify how familiar products, services and environments are designed and produced by	**Weekly Mindfulness – Getting to Know a Plant** This week you will spend time quietly observing a plant that your Champion Animal may depend on. Find a calm place near your habitat area and choose one plant to study closely. Move slowly and take your time. The goal of this activity is to notice details that are easy to miss when we rush. Look carefully at the plant. Notice the shape of the leaves, the colour, the size and the way it grows. If it is safe to do so, gently touch the plant and think about how it feels. As you observe, think about questions like these. • What shape are the leaves • What colours can you see • Does the plant have a smell • What does the surface feel like • How might animals or insects use this plant Draw the plant carefully in your nature diary. Around your drawing, write words or short descriptions about what you notice. Think about the texture, the smell, the shape and how this plant may help animals survive. By slowing down and paying attention, you are learning how plants support life in a habitat.	**Teacher Notes -** This mindfulness activity encourages students to slow their pace and observe the natural world with care and attention. The focus is not artistic perfection but developing the habit of close observation. Invite students to find a quiet space near the habitat area and choose a single plant to study. Encourage them to take their time noticing details such as leaf shape, texture, colour and structure. Students should draw the plant in their nature diary and surround the drawing with descriptive words that reflect their observations. These may include sensory details such as texture, smell, colour and form. Guide students to think about how the plant might support their Champion Animal. For example, it may provide food, shelter, nesting materials or protection for prey such as insects and small animals. The purpose of this activity is to strengthen observational skills while helping students recognise the relationship between plants and animals within a habitat. Quiet reflection and careful noticing are key outcomes of this task. Optional task: Optional: Reflect on how your mindful observation helped you understand the Quote of the Week. What did you notice when you slowed down? How did this connect to caring for nature? **Teacher focus** ● Model how to observe a plant closely, using a think-aloud to describe what you notice (e.g. I can see the leaves are narrow and smooth, which might help water run off).

people to meet personal or local community needs and sustainability **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 **AC9TDE2P03** evaluate the success of design ideas and solutions based on personal preferences and including sustainability **AC9TDE2P04** sequence steps for making designed solutions cooperatively **Year 3** **AC9TDE4K01** examine design and technologies occupations and factors including sustainability that impact on the design of products, services and environments to meet community needs		• Observe how students engage in the activity, noting their ability to slow down, notice detail and describe what they see using appropriate vocabulary. • Prompt students to explain their observations using questions such as: What do you notice about this plant? What details might others miss? How might this plant support animals or insects? • Provide opportunities for students to draw and label their observations, supporting them to communicate their thinking clearly through words and images.
	Your Digital Résumé – Experience 9 This week you will add your ninth experience to your digital résumé by reflecting on Biodiversity Boosters Maker's Week and the Wild Projects you helped create. Think about the moment your class moved from planning habitats to building real structures that could support wildlife. You worked with your classmates to choose projects, gather materials and build habitat shelters that animals may one day use. Reflect on the role you played in your team. What did you help build? What tools or materials did you use? Did you help solve a problem, organise materials or support a classmate while building? You might also think about the planning process. How did completing your planning document help your team prepare before you started building? What did you predict might happen once your Wild Project is installed? Consider how these habitat structures may support	**Teacher Notes -** This reflection invites students to think about how their learning has moved from investigation and planning into real world action. Throughout this week students have collaborated to design, plan and build habitat structures that may support wildlife within the school environment. The résumé entry allows them to recognise the practical and collaborative skills they have developed during this process. Encourage students to reflect on the role they played within their team. Some students may have focused on construction, others on organising materials, problem solving or supporting their classmates. All contributions are valuable and students should be encouraged to recognise the importance of teamwork. Students may also reflect on the planning process that took place before building began. Completing the planning document helped them consider materials, tools, methodology and predictions about how wildlife might use the structures they created. Guide students to think about how their Wild Projects may support biodiversity in the school habitat. This may include providing shelter, nesting spaces or protection for

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 **AC9TDE4P03** select and use materials, components, tools, equipment and techniques to safely make designed solutions **AC9TDE4P04** use given or co-developed design criteria including sustainability to evaluate design ideas and solutions **AC9TDE4P05** sequence steps to individually and collaboratively make designed solutions **Year 4** **AC9TDE4K01**	biodiversity in your school environment. Which animals might benefit from the shelters you created? Your reflection should show how you worked collaboratively, used practical skills and helped improve a habitat for wildlife. By adding this experience to your digital résumé, you are showing that you can turn ideas into real action that helps the natural world.	insects, birds or small mammals. The aim of the résumé reflection is to help students recognise that meaningful environmental action involves planning, collaboration and responsibility. Through this experience students begin to see themselves as capable contributors to positive environmental change. **Teacher focus** ● Revisit the learning focus and ensure that students are using their knowledge and experiences to reflect on their planning, building and the impact of their design. ● Model how to describe what happened and also include information explaining roles, actions and impact (e.g. I helped build the insect hotel, which may provide shelter for insects and support biodiversity). ● Observe how students reflect on their experience, noting their ability to describe their role, explain their thinking and connect their actions to real-world outcomes. ● Prompt students to explain how their planning and building supported living things, using examples from their Wild Project. ● Provide opportunities for students to connect their practical actions to the quote and also bigger ideas such as biodiversity, sustainability and shared responsibility. ● Support students to reflect on the design process (EDP), considering how they planned, built and adjusted their ideas. ● Check for understanding by listening for clear explanations, use of appropriate vocabulary and connections between actions, teamwork and environmental impact. ● Prompt students to consider their audience, ensuring their message clearly explains what they did, what they learned and why it matters.

examine design and technologies occupations and factors including sustainability that impact on the design of products, services and environments to meet community needs **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 **AC9TDE4P03** select and use materials, components, tools, equipment and techniques to safely make designed solutions **AC9TDE4P04** use given or co-developed design criteria including sustainability to evaluate design ideas and solutions **AC9TDE4P05**	**Dear World – Share Your Wild Project Story** This week you will share your experience of Biodiversity Boosters Maker's Week on the Dear World platform. Think about the Wild Project you helped create. What did your team decide to build and why did you choose that project? How did it help support your Champion Animal or other wildlife in your school habitat? Reflect on the role you played during the week. Did you help gather materials, measure pieces, use tools, assemble parts or help install the structure? What challenges did your team face and how did you solve them together? You might also think about the planning stage. How did completing your planning document help your team prepare before building? What predictions did you make about which animals might use your Wild Project? Now imagine the future. What animals or insects might discover the shelter you created? How might your project help them find protection, rest or a place to raise their young? Write your story describing what happened during the week and what you hope will happen next. When you are ready, log in to the Dear World Library and upload your story. You may include photos of your Wild Project to show how your class is helping support biodiversity. Your story will be shared with students and teachers around the world, showing how young people can take action to help	**Teacher Notes -** This activity encourages students to reflect on their experience of Biodiversity Boosters Maker's Week and share their learning with a global audience through the Dear World platform. Guide students to think beyond simply describing what they built. Encourage them to reflect on the process of collaboration, planning and construction that took place during the week. Students should consider the role they played within their team and how their efforts contributed to the success of the project. Prompt students to explain why their Wild Project was chosen and how it may support wildlife within the school habitat. This helps reinforce the ecological purpose behind the activity rather than focusing only on the building process. Encourage students to include their predictions about how animals or insects may interact with the structures they created. Imagining the future of the habitat helps strengthen their understanding of biodiversity and habitat support. Where possible, invite students to include photographs of the building process or the completed installations. Visual documentation helps make their stories more engaging and allows others to see the transformation taking place. The aim of this activity is to strengthen student voice, reflection and communication while sharing practical conservation efforts with the wider global learning community. **Teacher focus**

sequence steps to individually and collaboratively make designed solutions **Year 5** **AC9TDE6K01** explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments **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 **AC9TDE6P04**	wildlife. .	• Model how to explain actions, roles and impact (e.g. We built a bird box to provide shelter, which may help birds find a safe place to nest). • Observe how students share their experiences, noting their ability to describe their role, explain their thinking and connect their actions to supporting living things. • Prompt students to explain why their project was chosen and how it supports wildlife, using examples from their planning and building process. • Provide opportunities for students to connect their practical actions to bigger ideas such as biodiversity, sustainability and shared responsibility. • Support students to reflect on the design process (EDP), considering how they planned, built and solved problems during the project. • Check for understanding by listening for clear explanations, use of appropriate vocabulary and connections between actions, teamwork and environmental impact. • Provide timely feedback acknowledging thoughtful reflection, clear communication and the ability to explain impact. Encourage peer feedback and discussion where appropriate so students can share and strengthen their ideas. • Prompt students to consider their audience, ensuring their message clearly explains what they did, what they learned and why it matters.
	Week 9 Quiz and Certificate At the end of this week, you will complete a short quiz to	**Teacher Notes -** Present the quiz as an opportunity for students to recognise how their understanding and

negotiate design criteria including sustainability to evaluate design ideas, processes and solutions **AC9TDE6P05** develop project plans that include consideration of resources to individually and collaboratively make designed solutions **Year 6** **AC9TDE6K01** explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments **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**	reflect on what you have learned about determination. During Biodiversity Boosters Maker's Week you worked on projects that required patience, teamwork and persistence. Building habitat structures takes time, careful planning and the willingness to keep going even when something becomes challenging. The questions in this quiz will help you think about what determination means and how it helped you complete your Wild Project. You will reflect on how your team solved problems, worked together and continued improving your project throughout the week. Think about moments when your team had to adjust your plans, gather new materials or try a different approach. These are all examples of determination in action. Take your time and read each question carefully. Think about your experiences during the week and how you showed perseverance while helping create habitat structures for wildlife. When you finish the quiz, you will receive your Week 9 certificate. Each certificate you earn shows that you are not only learning about the natural world but also developing important life skills such as determination, collaboration and responsibility for the environment.	perseverance have grown during Biodiversity Boosters Maker's Week. Emphasise that the purpose of the quiz is reflection rather than achieving a perfect score. Before students begin, briefly revisit the key experiences from the week. These may include selecting a Wild Project, planning before building, working collaboratively in teams and continuing with their project even when challenges appear. Remind students that determination often shows itself when something becomes difficult. Building wildlife structures may have required adjusting plans, finding new materials, helping a teammate or trying a different approach when something did not work the first time. Encourage students to pause and think before answering. Invite them to connect the questions to their own experiences during the week and explain their reasoning where appropriate. As students complete the quiz, notice: • Their understanding of what determination looks like in real situations • Their ability to reflect on teamwork and collaboration • How they describe problem solving and persistence • Their growing confidence discussing their own learning After the quiz, acknowledge thoughtful effort and careful reflection before presenting certificates. Reinforce that determination, patience and teamwork are important qualities when working to improve habitats and support wildlife. **Teacher focus** ● Revisit the learning focus and ensure that students are using their experiences from Biodiversity Boosters Maker's Week to reflect on determination, teamwork and problem solving. ● Briefly revisit key moments from the week, including selecting a Wild Project, planning

select and use suitable materials, components, tools, equipment and techniques to safely make designed solutions **AC9TDE6P04** negotiate design criteria including sustainability to evaluate design ideas, processes and solutions **AC9TDE6P05** develop project plans that include consideration of resources to individually and collaboratively make designed solutions **6. DIGITAL TECHNOLOGIES** **Year 1** **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**		before building, working collaboratively and adjusting ideas when challenges arose. ● Model how to connect a quiz question to a real experience from the week, thinking aloud about how determination was shown through planning, problem solving or persistence. ● Observe how students respond to the quiz questions, noting their ability to reflect on challenges, explain how they worked through them and connect their experiences to the idea of determination. ● Prompt students to explain their thinking using examples from the week (e.g. We had to change our plan when we realised we were missing materials, so we worked together to find another solution). ● Provide opportunities for students to discuss moments when they showed persistence, teamwork and flexibility while building their Wild Projects. ● Check for understanding by listening for clear explanations of what determination looked like in practice and how it supported the success of the project. ● Address misconceptions as they arise, such as the belief that determination means working alone, never changing a plan, or finishing quickly without reflection.

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 **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** **AC9TDI4P06** use the core features of common digital tools to create, locate and communicate content, following agreed conventions		

AC9TDI4P07 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** 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 **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 **8. VISUAL ARTS** **Foundation** **AC9AVAFD01** use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas **AC9AVAFC01** create arts works that communicate ideas **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 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** 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 **9. 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		