LS3 - Rewild Your World - What is habitat Connectivity? PRIMARY VCAA		
VCAA **Primary School** **Week 3 - What is Habitat Connectivity?** **Science** Foundation- Level 2 VC2S2U02 plants and animals have basic needs, including air, water, food and shelter; the places where they live meet those needs VC2S2H02 science is used by people in their daily lives, including asking questions and using patterns from observations of the world around them to make scientific predictions VC2S2I06 observations, findings and ideas can be shared with others by using everyday and some scientific vocabulary Levels 3–4 VC2S4U03	**Intro – What is Habitat Connectivity?** Welcome to Week 3 of *Rewild Your World!* This week, you will be learning about habitat *connectivity* and how every part of nature is linked together. From bustling insects that pollinate flowers to birds that spread seeds, every living thing helps keep our planet healthy and full of life. Animals need to move around their habitat to find food, water, shelter, and mates. When habitats are broken up by roads or cleared land, it becomes harder or even dangerous for them to travel, breed and live. You will explore how things like roads, fences and cities can make life difficult for animals, and how we can help by creating corridors or safe pathways that connect habitats again. These links help animals move freely and keep ecosystems balanced. Through stories, activities and reflection, you will start to see the world as one big web of life, where every living thing has an important job and how their lives connect in ways that means that they rely on each other. This week, you will begin to think like a nature protector, someone who helps living things stay connected so our planet can thrive.	**Teacher Notes** Before introducing new ideas, revisit learning from the previous lesson sequence on biodiversity. ● Prompt students to recall the meaning of biodiversity and why it is important. ● Clarify any misconceptions to ensure students have a consolidated understanding before moving on. To activate prior knowledge and make connections to new content, invite students to complete a quick reflective task: ● Students trace their hand on paper. ● On each finger, they write someone or something they feel connected to. ● In the palm, they write their own definition of *connectivity*. As a class, share and discuss ideas about connection and the different layers of connection in our lives. Display students' 'connection hands' on tables and initiate a gallery walk providing time for students to view peers' connections. Pause and discuss similarities and highlight any connections that are different from their own, encouraging students to reflect on personal perspectives and shared experiences. . Use this as a bridge to introduce habitat connectivity, highlighting how wildlife rely on connected environments to move between spaces safely. Reinforce that habitat connectivity is crucial for maintaining biodiversity and healthy ecosystems — linking back to learning from the

consumers, producers and decomposers have different roles and interactions within a habitat; food chains can be used to represent feeding relationships VC2S4H02 scientific knowledge, skills and data can be used by people to explain how they will meet a need or solve a problem VC2S4I06 observations, findings and ideas can be communicated for an identified purpose and audience by using scientific vocabulary and digital tools as appropriate Levels 5–6 VC2S6U01 habitats can be described by their physical conditions; changing the physical conditions of a habitat, including by human activity, may affect the growth and survival of organisms VC2S6H02 scientific knowledge, skills and data can be used by individuals and communities to identify problems, consider responses and make decisions VC2S6I06 scientific ideas, findings, patterns, trends and relationships can be communicated for a specific purpose and audience, using various		previous sequence. **Teacher focus** Observe how students draw on their prior understanding of biodiversity to construct new meaning about habitat connectivity. Notice whether they can explain how living things depend on connected environments and what might happen when these connections are disrupted. Listen for students' ability to communicate ideas in their own words, including the relationships between animals, plants and the environments they move through. Prompt students to negotiate shared meanings with peers and refine their ideas through discussion. Provide feedback that encourages curiosity, collaboration and the use of precise scientific vocabulary, such as habitat, ecosystem, corridor, connectivity, fragmentation, biodiversity. Acknowledge students' attempts to apply new terminology and guide them toward accuracy when needed – addressing any misuse and misconceptions. Notice whether students begin to incorporate new vocabulary and concepts into questions or comments. Consider adding these contributions to the class "Wonder Wall" or vocabulary chart from previous lesson sequences to help build a shared knowledge base. Identify misconceptions or partial understandings, especially around what connectivity means. Use this information to guide future explicit teaching and ensure students develop a clear conceptual foundation. Encourage students to make links between local environments and real examples of connectivity or disconnection (e.g. roads, waterways, bushland corridors). Support students to identify how human actions can both support and interrupt the movement of wildlife. Model how to examine connections using: ● visual tools (photos, maps, diagrams) ● questioning (e.g. "What might stop this animal from moving safely between habitats?")

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<td rowspan="2">presentation formats, scientific vocabulary and digital tools as appropriate

English

Foundation

VC2EFLE02

respond to stories and share feelings and thoughts about the events and characters depicted

VC2EFLA07
explore the contribution of images, words and sound to meaning in stories and informative texts

VC2EFLA08
recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school

VC2EFLY01
interact in informal and structured situations, using appropriate voice levels and listening while others read or speak

VC2EFLY12

use comprehension strategies, such as visualising, predicting, connecting, summarising and questioning, to understand and discuss texts listened to, viewed or read independently</td>
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<td>• local examples (school grounds, neighbourhood bushland)

Provide opportunities for students to think critically about how communities can support habitat connectivity (e.g. planting native species, building nesting boxes, restoring vegetation, advocating for wildlife-friendly spaces).

This learning lays the foundation for later lessons, where students explore local issues and consider authentic actions to help rewild and reconnect habitats.</td>
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<td>Your Weekly Keywords

Each week, you'll explore a new collection of important words linked to the learning journey ahead. Think of these words as treasures in an explorer's pack. They'll help you describe your discoveries, talk about what you see in nature, and sound like a real world-changer.

Begin by reading your task card carefully.
With a partner, try to explain what each word means using your own thoughts and ideas, rather than looking in a dictionary. Take your time and talk it through together. Building meanings as a team helps you understand deeply and express your ideas clearly.

When you've finished, share your explanations with another pair. Listen, compare, and see where your ideas match or differ. You might discover a clever new way to describe one of the words or learn something you hadn't noticed before.</td>
<td>Teacher Notes
Each week, students will investigate a list of new words that connect to their learning about biodiversity and STEM. These words are like special tools that help young scientists share ideas, describe how nature works, and grow their scientific vocabulary.

You could introduce the idea of a scientist's or explorer's toolkit, where every new word becomes a tool for observing, questioning, explaining, and understanding the world. Just as scientists use instruments to explore nature, students can use language to make sense of what they discover.

Encourage conversation, teamwork, and reflection as students create their own definitions. This approach helps them think deeply, use language with care, and build confidence in expressing their ideas clearly and purposefully.

You may wish to invite students to revisit vocabulary from Lesson Sequences 1 and 2.

Ask them to look for patterns, themes or relationships between words (e.g. biodiversity ↔ ecosystem ↔ habitat connectivity).</td>
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VC2EFLY13 create short texts to explore, record and report ideas and events, using familiar words and beginning writing knowledge Levels 1 VC2E1LA09 recognise and understand vocabulary across the curriculum, such as topic-specific vocabulary in other learning areas VC2E1LY01 use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions VC2E1LY12 use comprehension strategies, such as visualising, predicting, connecting, summarising and questioning, and draw on learnt vocabulary and growing knowledge of context and text structures to build literal and inferred meanings VC2E1LY13 create short narrative and informative texts, written and spoken, on personal and learnt topics, including using some topic-specific vocabulary, appropriate multimodal elements, and a structure with an opening, middle and conclusion		Prompt them to discuss: • What do you notice? • Which words seem connected? • Are there new words that build on ideas from earlier lessons? This helps students recognise how scientific language builds understanding over time, and reinforces links between biodiversity and habitat connectivity. **Teacher focus** Observe how students draw on their prior learning to construct meaning and make early connections between the new vocabulary and the concept of habitat connectivity. Listen for students' ability to explain terms in their own words, negotiate shared meanings with peers, and identify relationships between words (e.g. habitat - corridor - movement). Encourage students to share examples of what they have seen or experienced. Provide feedback that encourages curiosity, collaboration, and precise scientific language. Acknowledge students' attempts to apply new terminology, guiding them toward accuracy when needed and addressing any misuse or misconceptions. Notice whether students begin to incorporate the new vocabulary into questions, comments, and their "connection hands." Consider adding these words or examples to the class "Wonder Wall" or vocabulary chart to build a shared language base. Identify misconceptions or new understanding about key terms—particularly *connectivity, corridor, fragmentation,* and *ecosystem*. Use these insights to guide future explicit teaching.

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<td rowspan="2">Level 2

VC2E2LA09

apply learnt vocabulary and begin to make conscious choices to suit the topic

VC2E2LY01

use interaction skills when engaging with topics and texts, actively listening to others, receiving instructions and extending their own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions

VC2E2LY10

use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, and begin to analyse texts by drawing on a growing knowledge of context and text structures to build literal and inferred meanings

VC2E2LY11

create short narrative, informative and persuasive texts for familiar audiences using simple text structures, topic-specific vocabulary and multimodal elements as appropriate

Level 3

VC2E3LA10</td>
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<td>Encourage students to make links between the new vocabulary, real-world contexts, and their own lived experiences (e.g. animal movement in local bushland, neighbourhood roads acting as barriers). Prompt students to explore how words connect to previous learning about biodiversity.</td>
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<td>Quote of the Week – First Nations Wisdom

This week's quote comes from First Nations teachings. It reminds us of the deep connection between people and the Earth:
"If you look after Country, Country will look after you."

These words teach an important truth about care and respect. When we look after the soil, plants, animals, and water around us, nature gives back by providing what we need to live and grow. It's a gentle reminder that we are part of the same living system, not separate from it.

Take a moment to think about what this message means to you. How can we look after the land in our daily lives? What does it mean for the land to look after us in return?

Talk with a partner about one small action you could take this week to care for Country, perhaps planting a native tree, cleaning up a local park, or simply learning more about the traditional custodians of your area.

Then, use the quote card template to create your own message of care and respect for the planet. You might choose another Indigenous saying, or write your own words that express how humans and nature can look after one another.</td>
<td>Teacher Notes
Give students a quiet moment to reflect on its meaning. Encourage them to think about what caring for the land looks like in everyday life and how nature, in turn, cares for us.

Invite students to discuss the quote with a partner and share one small action they could take this week to look after the land. This might be planting something new in the garden, reducing waste, learning about local animals, or simply spending time in nature.

Support students as they connect the words of the First Nations people to their own lives and their sense of responsibility for the Earth.

Guide them in creating their own quote cards inspired by this message. Encourage colour, creativity, and personal reflection. Observe how students show empathy, respect for Country, and awareness of their role as caretakers of the planet.

Teacher focus

Observe how students reflect on the quote and begin making personal and local connections to the idea of caring for Country. Notice how they express respect, empathy, and understanding of reciprocal relationships between people and the land.

Listen for students' ability to explain the meaning of the quote in their own words and connect it to actions they</td>
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extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts VC2E3LY01 use interaction skills to contribute to conversations and discussions to share information and ideas VC2E3LY10 use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, and analyse texts by drawing on a growing knowledge of context, text structures and language features to build literal and inferred meanings VC2E3LY11 create narrative, informative and persuasive texts, written and spoken, with ideas grouped in simple paragraphs, using topic-specific and precise vocabulary and multimodal elements as appropriate Level 4 VC2E4LA10 expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources VC2E4LY01 use interaction skills when discussing ideas and information, using language to express		could take in their everyday lives. Encourage students to recognise that Aboriginal and Torres Strait Islander peoples have cared for Country for tens of thousands of years and continue to do so today. Share curated images, videos or stories (picture books) to support student understanding of Aboriginal and Torres Strait Islander perspectives (this ensures information is accurate, culturally safe and aligned with local contexts). Provide feedback that encourages thoughtful reflection, accurate language, and respectful engagement with Aboriginal and Torres Strait Islander perspectives. Support students to use terminology such as Country, custodians, connection, care, and responsibility with care and accuracy. Notice how students represent their understanding through discussion and creative response (e.g. quote cards). Look for emerging awareness of their role in caring for the environment and how human and natural systems are interconnected. Identify misconceptions—particularly generalisations about Aboriginal and Torres Strait Islander peoples—and use these moments to reinforce that cultures, languages, and knowledge systems are diverse and place-based. Encourage students to make links between the quote, their own lives, and the environment around them. Prompt them to consider how they can show care for Country through meaningful, sustainable actions. Where appropriate, reinforce that schools are encouraged to connect with their local Aboriginal community/AECG to deepen understanding.
	Rewilding the World – Story of the Week - The Wolves of Yellowstone	**Teacher Notes** Encourage students to read the story with a partner to build fluency, confidence, and shared understanding. Support them as they take turns reading aloud, using

and respond to opinions, and considering the viewpoints of others VC2E4LY09 use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to expand topic knowledge and ideas, and begin to evaluate texts to build literal and inferred meanings VC2E4LY10 create narrative, informative and persuasive texts, written and spoken, using relevant, linked ideas for a range of audiences and using multimodal elements as appropriate Level 5 VC2E5LA08 understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms VC2E5LY01 use interaction skills when discussing ideas and information, including supporting and challenging the ideas of others, and selecting appropriate language for particular purposes and audiences VC2E5LY09 use comprehension strategies, such as visualising, predicting, connecting,	This week, you'll explore the incredible true story of how wolves helped bring Yellowstone National Park back to life. On your task card, you'll find the story and some fascinating facts about how the return of just fourteen wolves changed an entire ecosystem. You'll discover how these amazing animals helped rivers flow more smoothly, trees and plants grow tall again, and other creatures like beavers, birds, and fish return to their natural homes. Read the story with a friend and talk about what happened. Why were the wolves so important to Yellowstone? What went wrong when they disappeared, and how did their return make such a big difference? Then, think about your own surroundings. Are there animals or habitats near your school or community that need care and protection? What small actions could you take to help nature find its balance again? Together, you'll begin to understand how every living thing has a role to play and how rewilding can bring the heartbeat of nature back to life.	expression to bring the story and the landscape of Yellowstone to life. Connect this story to previous lesson content - connectivity, biodiversity etc. Provide opportunity for students to explore local relevance - Australian examples. Discuss key vocabulary such as *rewilding*, *ecosystem*, *keystone species*, and *biodiversity*, linking these ideas to examples from Australia or your local environment. Provide examples of keystone or influential species at different scales — for example, in a garden (native bees, worms), school grounds or local parks (magpies, blue-tongue lizards), and national park ecosystems (dingoes, Tasmanian devils). You may wish to briefly note that some species, such as Tasmanian devils, are endangered due to disease and habitat pressures. This progression helps students connect new terms to familiar environments, build conceptual understanding from local to global contexts, and recognise that different species play important roles in maintaining ecosystem balance. Discuss key vocabulary such as *rewilding*, *ecosystem*, *keystone species*, and *biodiversity*, linking these ideas to examples from Australia or your local environment. Invite students to think about why the wolves were so important, what happened when they disappeared, and how their return restored balance to nature. Focus on reflective discussion rather than direct answers. This activity builds literacy, listening, and comprehension skills while developing empathy, curiosity, and environmental awareness. It helps students see how every species has a role to play and how caring for the natural world can help entire ecosystems thrive again. **Teacher focus** Observe how students make connections between the Yellowstone story and prior learning about biodiversity,

summarising, monitoring and questioning, to evaluate information and ideas to build literal and inferred meanings VC2E5LY10 create different types of texts, written and spoken, with relevant, elaborated and sequenced ideas, using text structure appropriate for topic, purpose and audience, and multimodal elements as appropriate Level 6 VC2E6LY01 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 VC2E6LY05 select and read different types of texts of varying complexity, integrating phonic, semantic and grammatical knowledge to read accurately and fluently for meaning, re-reading and self-correcting when needed VC2E6LY09 create different types of texts, written and spoken, with developed and organised ideas for purpose and audience, and multimodal elements as appropriate		habitat connectivity and the role of keystone species. Listen for students' ability to explain ecosystem cause-and-effect relationships in their own words (e.g. how the wolves' return affected prey, vegetation, river systems, and species diversity). Notice whether they can identify that ecological change is interconnected rather than linear and changes are gradual over time. Provide feedback that encourages students to use precise scientific vocabulary such as *keystone species, ecosystem, rewilding, biodiversity,* and *balance.* Acknowledge students' attempts to apply terminology, guiding them toward accuracy and addressing any misconceptions. Notice how students compare the Yellowstone example to Australian contexts. Listen for emerging curiosity about local species that contribute to ecosystem balance. Add student questions and observations to the class "Wonder Wall" to support future inquiry. Identify misconceptions, particularly around misunderstandings, such as thinking wolves were the only reason the ecosystem recovered. Explain that nature is complex and many things influence an ecosystem. Encourage students to link ideas from the story to their community by reflecting on local habitats or species that may need protection and how rewilding concepts might apply locally.
	Comprehension – Sustainable Habitats and the Balance of Nature This week, you will read an information text about how animals, plants, and environments work together to create balanced habitats. As you read, look for the key ideas that explain what makes a habitat sustainable, how animals	**Teacher Notes** Guide students through the reading, pausing to highlight key ideas about how animals meet their needs for food, water, shelter, and breeding, and how these connect to form a balanced and sustainable ecosystem. Encourage them to think about how different species depend on one another and discuss how even small changes in one part of a habitat can affect the whole environment.

Mathematics Foundation VC2MFSP02 describe the position and location of themselves and objects in relation to other people and objects within a familiar space Level 1 VC2M1SP02 give and follow directions to move people and objects to different locations within a space Level 2 VC2M2SP02 locate positions in two-dimensional representations of a familiar space; move positions by following directions and pathways Level 3 VC2M3SP02 interpret and create two-dimensional representations of familiar environments, locating key landmarks and objects relative to each other Level 4	compete for food, water, and shelter, and how every part of nature plays an important role in keeping ecosystems strong. Think about how producers, consumers, and decomposers are linked through food chains and how changes at one level can affect every other level in the ecosystem. Notice what happens when predators disappear, when habitats are lost, or when there are too many of one kind of animal. After reading, reflect on what helps animals survive in their habitats and how people can protect these environments. Consider how balance, competition, and connection all work together to support life. As you work, take notes on the most important facts and ideas. These notes will help you later when you begin planning how to protect or rewild your own chosen animal species. Think about what lessons from this text could guide your future conservation choices.	After reading, invite students to reflect on what they have learnt by summarising the main points in their own words. Model how to pick out key facts and explain them clearly, focusing on meaning and understanding rather than copying from the text. Encourage students to take short notes on the most useful facts and examples, explaining that these will help them later when they begin researching and planning how to protect or rewild their own chosen animal species. Consider modelling how to create a simple food chain or food web diagram from the text. This supports students to visualise relationships and identify how change in one part affects others. Prompt students to connect ideas from this reading with previous lessons on biodiversity and habitat connectivity. Discuss how the movement or loss of species can disrupt balance and reduce ecosystem health. Highlight common misconceptions (e.g. that predators are “bad,” or that ecosystems quickly return to normal after disturbance) and clarify that ecosystems are dynamic and take time to recover. **Teacher focus** Observe how students identify and describe relationships within ecosystems, including how living things depend on each other for food, water, shelter, and safe breeding spaces. Listen for students’ ability to explain key terms such as producers, consumers, decomposers and sustainable habitats in their own words. Notice whether they can describe how changes at one level (e.g. loss of predators) can affect other parts of the ecosystem. Provide feedback that supports students to use accurate scientific language when describing food chains and ecological relationships. Acknowledge students’ attempts

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<td rowspan="2">VC2M4SP03

create and interpret grid reference systems using grid references and directions to locate and describe positions and pathways

Level 5

VC2M5SP02

construct a grid coordinate system that uses coordinates to locate positions within a space; use coordinates and directional language to describe position and movement

Humanities

Geography

Foundation–Level 2

VC2HG2S02

collect, sort and record information and data from observations, including from fieldwork and maps

VC2HG2S03

represent and describe the information and data from observations in different formats, including sketches and labelled maps or photographs

Levels 3–4</td>
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<td>to apply new vocabulary, guiding them toward accuracy and addressing misconceptions. Add new vocabulary and student-friendly definitions to the class word wall to help build shared understanding over time.

Notice whether students make connections to previous learning about biodiversity and habitat connectivity. Look for evidence that students understand ecosystems as interconnected systems rather than simple, one-directional food chains.

Identify misconceptions — for example, beliefs that predators are harmful rather than essential, that ecosystems quickly return to balance after disturbance, or that all species have equal roles. Use these insights to guide future explicit teaching.

Encourage students to summarise key ideas in their own words and select important facts for note-taking. Support students to reflect on how these ideas might guide future decisions about protecting or rewilding a chosen species.</td>
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<td>Record Your Answers – How Far Can You Go?

After reading the information about biodiversity, habitats, and ecosystems, you'll answer 12 comprehension questions that increase in challenge. You'll begin with Level 1 questions (simple recall) and work your way up to Level 4 (critical thinking).

Write your answers in full sentences, using facts and examples from the text to explain your ideas clearly. Take your time and move carefully through each question, seeing how far you can go.

If you reach a question that feels difficult, pause and think. That moment shows your understanding is growing and that you're ready to explore new ideas about how living things stay connected in nature.</td>
<td>Teacher Notes

Explain that there are 12 questions arranged across four levels, moving from simple recall to deeper critical thinking. Students should complete them in order, writing in full sentences and using facts from the text to support their ideas.

Model one think-aloud example to show how to find clues in the text and form a clear answer. Then give students quiet time to complete the task independently, allowing them to re-read the text as needed.

Encourage students to underline key words, make short notes in the margins, and use sentence starters to help build thoughtful answers. When finished, ask them to record the highest level reached and note one area they</td>
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VC2HG4S03 represent and analyse information and data collected in different formats VC2HG4S04 draw conclusions based on analysis of information on places and environments, using the concepts of space, interconnection and environment VC2HG4S05 propose actions or responses to an issue or challenge that consider possible impacts of actions Levels 5–6 VC2HG6S04 interpret and analyse information and data in a range of formats to identify and describe patterns and trends, or to infer relationships VC2HG6S05 develop evidence-based conclusions on the management of places using the concepts of place, interconnection, environment and sustainability VC2HG6S03 represent information and data collected using maps that conform to cartographic	Hi Gavin - not sure if you'd like the lesson sequences to have consistency and specific sections presented the same - This is the wording used for lesson sequence 2: Record Your Answers – How Far Can You Go? After exploring the book and information sheet about Dr Jane Goodall, you'll respond to 12 comprehension questions that build in difficulty – starting with Level 1 (simple recall) and progressing to Level 4 (deep thinking). Write your responses in clear, complete sentences, using facts and examples from the text to explain your ideas. Work through the questions one step at a time and challenge yourself to see how far you can go. If you reach a question that feels tricky, stop and think. That moment shows exactly where your understanding is growing and what you're ready to learn next.	would like to improve next. Observe each student's comprehension, reasoning, written accuracy, perseverance, and ability to self-assess or ask for clarification when needed. Consider adding to teacher notes: offering differentiation For some questions add an additional question stem - Because…. Therefore…. This affects….and then…. **Teacher focus** Observe how students navigate the four levels of questions. Notice whether they re-read the text, locate evidence, and move from recall to explanation, then analysis and evaluation. Listen for students using precise vocabulary (e.g., habitat, producer/consumer/decomposer, balance, connectivity) and for language that cites evidence (e.g., "According to the text…", "The example shows…"). Provide feedback that: ● reinforces the use of text evidence and full sentences, ● prompts clarification ("Which sentence in the text supports that?"), and ● stretches thinking to the next level ("What might happen if…?", "What's another possible explanation?"). Notice misconceptions such as copying without paraphrasing, giving opinions without evidence, or confusing food chains/webs. Use these to plan a quick reteach or model an answer. Encourage self-monitoring: have students tick the highest level reached and add a next-step goal (e.g., "Use two pieces of evidence," "Explain cause and effect more clearly").

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<td rowspan="2">conventions, graphs, tables, sketches and other formats

Technologies

Digital Technologies

Foundation–Level 2

VC2TDI2D02

explore and use the basic features of common digital tools to create, locate and communicate content for a diverse audience

VC2TDI2D03

explore and use the basic features of common digital tools to share content and collaborate, demonstrating agreed behaviours and supported by trusted adults

Levels 3–4

VC2TDI4D04

select and use digital tools to share content, plan tasks and collaborate, demonstrating agreed behaviours, supported by trusted adults

Levels 5–6

VC2TDI6D04

select and use appropriate digital tools effectively to create, locate and communicate</td>
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<td>Promote strategies: model skimming for key words, annotating margins, and using sentence starters (e.g., “The text suggests…,” “This implies that…”).

Support diverse learners: allow re-reading, pair conferencing for one question, provide word banks/sentence frames, model how to use the displayed word wall and chunk the 12 questions (e.g., 1–3 together, check-in, then 4–6, etc.).

Extend students who finish early by asking them to create a Level 5 question (synthesis/transfer) and answer it using evidence.</td>
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<td>Threats to Habitats - Find the Solutions

In this activity, you’ll look closely at the threats to biodiversity shown in the charts. Each one shows how human actions can make life difficult for animals, plants, and the environment.

Your job is to choose ten different threats from the list and think of creative ways to solve them. For example, if the problem is chemicals, you could check the cleaning products used in school and make posters to help people choose safer options.

Work together in groups to come up with your best ideas and write them in the Solutions to Threats table. For each threat, explain what could be done to make the world a safer, healthier place for all living things.

Try to be inventive, realistic, and kind — your ideas might even inspire real change!</td>
<td>Teacher Notes
Encourage students to analyse each threat by asking why it happens and how it affects ecosystems. Guide them to evaluate which solutions are practical and which might have unintended consequences.

Support small-group discussions where students compare ideas, justify their reasoning, and challenge one another respectfully. Emphasise that critical thinking means questioning, connecting, and reflecting before deciding. Observe how students move beyond simple answers to demonstrate deeper understanding and creativity in solving real environmental problems.

Consider introducing examples of Aboriginal and Torres Strait Islander approaches to caring for Country that help reduce threats to ecosystems. These may include
• caring for waterways
• cultural burning practices
• seasonal calendars guiding harvesting
• protecting breeding areas
• selective harvesting / taking only what is needed
• knowledge passed through stories, songlines, Elder

Emphasise that these practices are diverse and place-based. Schools are encouraged to connect with</td>
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content, applying common conventions for a diverse audience VC2TDI6D05 select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours, supported by trusted adults **The Arts** **Visual Arts** Foundation VC2AVAFC01 create artworks that communicate experiences, ideas and observations and explore meaning VC2AVAFP01 share their visual arts works with viewers and audiences Levels 1–2 VC2AVA2C01 use visual conventions, visual arts processes and materials to create artworks that communicate ideas, experiences and observations		their local Aboriginal community or AECG to ensure learning is culturally appropriate and respectful. **Teacher focus** Observe how students identify and describe threats to biodiversity, and whether they can explain how these threats impact animals, plants, and habitats. Listen for students' ability to justify their proposed solutions, explaining why an action might help reduce harm or restore balance. Notice whether they recognise that some solutions may have limitations or require multiple steps. Provide feedback that encourages deeper thinking, collaboration, and the use of accurate vocabulary (e.g. habitat loss, pollution, invasive species, climate change, connection). Acknowledge students' attempts to develop realistic solutions, guiding them toward clarity and feasibility. Notice whether students make connections to prior learning about biodiversity and habitat connectivity, recognising that threats often disrupt food webs, movement, and survival. Identify misconceptions — for example, oversimplifying solutions, assuming one action fixes multiple issues, or suggesting actions that may create new problems. Use these insights to prompt discussion about evaluating solutions from multiple perspectives. Encourage students to consider solutions at different scales — personal, school, community and global — and support them to communicate their ideas visually or verbally. Suggest adding new vocabulary or key concepts to the class word wall to build shared language.

VC2AVA2P01 present and share artworks in informal settings Levels 3–4 VC2AVA4C01 use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and meaning VC2AVA4P01 present and/or display artworks in formal and informal settings Levels 5–6 VC2AVA6C01 plan and create artworks using visual conventions, visual arts processes and materials to communicate ideas, perspectives and meaning VC2AVA6P01 select, present and display artworks and visual arts practice in informal and formal settings **Capabilities** **Critical and Creative Thinking**	**Dear Minister – Letters for Change** You've identified threats to local habitats and created thoughtful solutions to help restore nature. Now, it's time to share your findings with someone who can make a difference. In this activity, you'll read an example letter written by Gavin. You'll also look at a set of writing tips that will help you use the right language and tone. Then, you'll write your own persuasive letter to your local member of council or environmental minister. Your goal is to: ● Explain the threats you've identified and the creative solutions you're putting into action. ● Use persuasive and respectful language that encourages the minister to visit your school. ● End your letter with a clear invitation for them to come and see what your class is doing to protect local habitats and improve connectivity. When everyone has finished, all the letters will be placed together in one envelope. Your teacher will post them to the address of your local member. And who knows — perhaps the minister will visit your school to continue the conversation and see your amazing work in person!	**Teacher notes** Before drafting, support students to plan their ideas using a graphic organiser, mind map or prompt sheet. This helps them organise their explanation of the threat, proposed solutions, evidence, action plan, and invitation for partnership. After drafting, provide time for students to share their letter with a peer and exchange constructive feedback using simple criteria (e.g. clarity, tone, evidence, organisation). Encourage students to revise their writing based on this feedback before final submission. Optional to provide students with a planning template and a peer-feedback checklist Guide students through the model letter, pointing out effective techniques such as: ● Using polite and purposeful language. ● Explaining local issues clearly with evidence from their research. ● Showing optimism and action rather than blame. ● Ending with an invitation that encourages partnership and dialogue. ● Persuasive writing is a balance between facts and feelings Encourage students to personalise their letters so each one feels genuine and heartfelt. You might wish to discuss audience awareness — writing to a leader means balancing confidence, respect, and persuasion. Once complete, collect the letters, review them for clarity and tone, and prepare them for posting as a single class package. This simple act helps students see how their

Foundation–Level 2 VC2CC2M03 ways to make choices between alternative possibilities and propose a solution Levels 3–4 VC2CC4R01 ways to identify, structure and communicate a conclusion justified by a range of reasons VC2CC4R04 the basis for different kinds of criteria, such as desired qualities or given rules; and how criteria are used to help make judgements when reasoning Levels 5–6 VC2CC6M03 the use of criteria to identify and compare proposed solutions **Cross-curriculum priority** **Sustainability** **F–6** VC2CCPSIS1 All lifeforms are connected through Earth's systems (the lithosphere, biosphere,		voices can inspire real-world environmental change. **Teacher focus** Observe how students organise their ideas into a clear persuasive structure and explain both the environmental threats and their proposed solutions. Notice whether they use evidence from previous activities to support their message. Listen for students' ability to use respectful, purposeful language when writing to a community leader. Encourage them to communicate confidently while maintaining a polite and collaborative tone. Provide feedback that supports students to use accurate scientific vocabulary (e.g. biodiversity, habitat, connectivity, species decline, sustainable solution). Acknowledge students' attempts to apply new terminology, guiding them toward clarity and accuracy. Notice whether students personalise their letters by explaining why their chosen issue matters to them or their community. Look for students making real-world connections through examples from their school, local environment, or recent inquiry. Identify misconceptions — particularly letters that overstate claims, lack clear evidence, blame individuals or groups, or make unrealistic requests. Use these insights to model more effective persuasive language. Encourage students to share drafts with a peer and give or receive constructive feedback. Support them to revise their letters based on this feedback, improving clarity, structure, tone and persuasiveness. Promote collaboration by prompting students to discuss their ideas, reflect on their peers' suggestions and strengthen their writing before final submission. Encourage students to reflect on how communication can influence change, highlighting that community leaders often respond positively to informed, respectful advocacy.

hydrosphere and atmosphere), on which they depend for their wellbeing and survival. VC2CCPSIS2 Sustainable patterns of living require the responsible use of resources; circular economies; maintenance of clean air, water and soils; and the restoration of healthy environments and habitats with ecological integrity. VC2CCPSWV1 Worldviews influence local and global action and, therefore, impact the interdependence of Earth's systems. Worldviews can play a crucial role in achieving sustainability. VC2CCPSFT3 Sustainable futures thinking requires individuals to think creatively, seek information, identify a variety of possibilities, reflect and evaluate actions, and collaborate with and influence others as they work towards desired futures. **Aboriginal and Torres Strait Islander Histories and Cultures** VC2CCPACP1 Aboriginal and Torres Strait Islander communities of Australia maintain a deep connection to, and responsibility for, Country and Place and have holistic values and belief		Support students to revise their writing for clarity, tone and organisation before collective posting.
	Activity – Reading the Landscape In this activity, you'll be exploring the world around you using a satellite map. You'll start by looking at where you live from three different views – the city view, the neighbourhood view, and then zoom right in to your local area. Use Google Maps to find your school or home, then switch to Satellite View. Take a screenshot of your map and paste it into the grid we've provided. Once you have your map, start looking for things that might be threats to animals that live nearby. These could include roads, bridges, fences, cleared land, pets, or chemical sprays. Some of these hazards are easy to see from above, while others come from your own local knowledge – what you know about your area. After you've studied our example map, use your own map to plot the threats you find. Write down their coordinates and explain how you know what each threat is. Remember, these threats might affect some animals but not others – so think about how each one might change the way animals move, feed, or live in your area.	**Teacher Notes** Before students begin, revise how to read a grid on a map. Model how to identify horizontal and vertical references and record coordinates accurately. Demonstrate this process using the example map before students locate features on their own. This activity encourages students to explore how digital tools like Google Maps can support geographical and environmental understanding. By switching between satellite and street views, students practise reading both visual data (roads, trees, rivers, buildings) and combining it with their local knowledge (pets, pollution, fencing, or chemical use). As they identify and record threats using coordinates, students learn to interpret spatial data accurately while considering multiple perspectives. Encourage them to discuss how technology helps us see patterns from above, while our lived experiences fill in the unseen details on the ground. This combination of visual interpretation and local understanding deepens critical thinking and helps students make informed conclusions about how animals move safely through their local landscape. Remind students to consider scale, some features affect movement at a small scale (e.g. fences) while others influence whole-area connectivity (e.g. major roads, cleared land). Encourage students to identify - corridors- (e.g. tree lines, waterways) as well as threats. This helps students think not only about barriers, but safe pathways too. Prompt students to discuss how different species may be affected differently. For example, a road may block small mammals but not birds; a fence may stop wombats but

systems that are connected to the land, sea, sky and waterways. VC2CCPAC2 Aboriginal and Torres Strait Islander Peoples' ways of life reflect unique ways of being, knowing, thinking and doing. VC2CCPACP1 Aboriginal and Torres Strait Islander communities of Australia maintain a deep connection to, and responsibility for, Country and Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways. VC2CCPAC2 Aboriginal and Torres Strait Islander Peoples' ways of life reflect unique ways of being, knowing, thinking and doing.		not insects. Consider modelling how to record coordinates and make short notes about each feature. This supports accuracy and keeps data organised. Remind students to stay safe online and avoid sharing sensitive location information publicly. **Teacher focus** Observe how students navigate digital mapping tools and interpret satellite imagery to identify natural and human-made features. Notice whether they can distinguish between helpful habitat elements (e.g. bushland, corridors, waterways) and potential threats (e.g. roads, fences, cleared areas). Listen for students explaining how identified features might influence animal movement, feeding, or shelter. Encourage them to consider how different species may be affected in different ways. Provide feedback that supports accurate use of positional and spatial language (e.g. horizontal, vertical, coordinates, direction, proximity, corridor, boundary) and reinforces careful data collection. Acknowledge students' attempts to interpret features and guide them toward accuracy when needed. Consider offering this task in small groups to provide targeted support and ensure all students can participate confidently and meaningfully. Additionally, provide enlarged A3 paper maps for hands on annotations Notice whether students combine what they see from above with what they know from lived experience (e.g. pets, chemical spraying, fox sightings). Look for students making connections to previous learning about habitat connectivity, threats, and biodiversity. Identify misconceptions — such as assuming that every feature is a threat, or that all animals respond in the same

		way. Use these moments to reinforce that landscapes affect species differently and that some features can support, not hinder, connectivity. Encourage students to collaborate by comparing observations, checking coordinates, and discussing how species might move through the landscape. Suggest adding new spatial or ecological vocabulary (e.g. corridor, barrier, fragmentation) to the class word wall to build shared language.
	Habitat Connectivity - Threats In Action In this activity, you'll learn how animals move around their environment and what dangers they face along the way. First, read about the three animals shown here – the Eastern Rosella, Sugar Glider, and Echidna – and look carefully at how each one travels from Point A to Point B while trying to stay safe. Notice how fences, roads, and gardens affect their journeys. Then, you'll choose three animals from your local area and research how they might move across your school or neighbourhood. Use Google Maps to get a bird's-eye view of your area and think about the threats your animals might face, such as roads, pets, or a lack of trees. Finally, use the template to draw your animals' journeys from Point A to Point B, showing how they would find food, water, and shelter while avoiding dangers. Once complete, share your maps and explain how each animal depends on connectivity to survive and thrive in your local environment.	**Teacher notes** Guide students to explore how animals travel through different environments and face obstacles such as roads, fences, and human activity. Encourage discussion about how connectivity supports survival. The teacher may need to distribute an aerial image of the school for all students to use as a base map. Support students as they research local species, identify possible threats, and draw realistic routes showing safe pathways. Emphasise collaboration, creative thinking, and practical problem-solving throughout the task. Before students begin, revise how to read a simple map or aerial image, including how to recognise features such as buildings, gardens, playing fields, roads and tree lines. Model how to use and create a key (legend) to label map features clearly (e.g. roads, safe corridors, water sources, shelters), so students can record threats and safe pathways consistently on their own maps. Model using one animal example (e.g. magpie) to show how to trace a possible movement pathway between two points (food → water → shelter) while identifying barriers and corridors. Encourage students to consider how different animals

		move in different ways (e.g. flying, burrowing, gliding), and therefore experience different threats or safe pathways. Remind students to think about solutions such as planting trees, adding nest boxes, or reducing traffic during certain times. You may wish to prompt students to label their maps with simple notes (e.g. “danger: road”, “safe shelter: trees”) to make their thinking visible. Highlight safety considerations — students should only use maps/Google Maps; no walking off school grounds unless supervised. **Teacher focus** Observe how students identify features in their local environment and describe how these may help or hinder animal movement. Notice whether they recognise that different species experience different threats based on how they move (e.g. flying, gliding, walking, burrowing). Listen for students’ ability to explain how their chosen species finds food, water and shelter, and how it might avoid threats. Encourage students to use precise spatial and scientific vocabulary (e.g. corridor, barrier, habitat, connectivity, shelter, predator). Provide feedback that supports students to draw clear, realistic pathways on their maps. Acknowledge students’ attempts to justify movement choices and encourage them to explain why particular routes are safer or more efficient. Notice whether students make connections to prior learning about habitat connectivity and threats. Look for evidence that they understand that small changes, such as adding vegetation, can support safer movement. Identify misconceptions — such as assuming all animals can cross roads safely, or believing that every green space is a suitable habitat. Use these insights to model how species have different needs and behaviours. Encourage collaboration by prompting students to

		compare movement routes, discuss safer pathways, and reflect on different species' needs. Suggest adding new ecological or spatial terms (e.g. movement pathway, corridor, threat zone) to the class word wall to promote shared language. Point out that the example has a scale to help determine if a distance is possible for species like the sugar glider - where it is limited by a glide of no more than 20 metres. The scale will be different on your chosen map in the activity and you may wish to suggest a suitable scale to assist similar decision making. Support students who may need additional assistance by providing sample species profiles, partially-labelled base maps, or small-group modelling.
	Activity: Eddie the Echidna's Big Adventure – Create Your Own Wildlife Comic! You've just read the story of Eddie the Echidna, who faced many dangers while searching for food. This comic strip showed how fences, roads, poisons, and pets can make life hard for wildlife. Without connectivity in our environment, animals can struggle to find food, water, shelter, or a safe path — sometimes putting them in real danger. Now it's your turn to think like an animal! 1. Choose a creature that lives in your local environment — it could be a bird, lizard, insect, frog, or any wild animal nearby. 2. Imagine its journey through the world. What dangers might it face? What helps it survive? 3. Use the blank comic strip template to tell its story	**Teacher notes** Guide students to explore the journey from an animal's point of view, encouraging empathy and perspective-taking. Discuss how fences, roads, and human activity impact wildlife movement and survival. Model how to express an animal's thoughts and feelings through captions or dialogue. Emphasise understanding the creature's needs rather than simply describing events Observe how students communicate the animal's perspective and awareness of environmental connectivity in their storytelling and visual choices. Before students begin, activate prior knowledge by discussing what makes a comic. Prompt students to consider: · What is a comic? · Have you read one before? What did you notice? · Do comics always use words? · How do pictures and text work together to tell a story?

	from the animal's point of view, just like Eddie's adventure. 4. Add captions and speech bubbles to make it fun, educational, and easy for younger children to understand. 5. Present your comic to a younger class and explain what it teaches about *connectivity* — how all parts of nature are linked and why safe pathways for wildlife matter. 6. When everyone has finished, your class will collect all the comics into one book and upload it to The Dear World Library so the whole world can read your stories and learn from your work. .	· Why are speech bubbles, captions and panels useful? · What information comes from images vs. words? Highlight that comics communicate meaning through imagery, layout, sequencing, and selective text. Encourage students to think about how visual choices (e.g., colour, size, expression) help the audience understand the animal's journey, feelings, and environment. **Optional prompts:** ● How could you show danger without writing it? ● How might your animal's facial expressions or body language show emotion? ● Which details in your drawings help a younger audience understand the story? ● How will you show movement across the landscape? Revisit the persuasive letters to highlight how both tasks speak to an audience about wildlife protection. Encourage students to apply what they learned about clear messaging when creating their comic. Before students begin, model how to plan their comic by mapping out the animal's journey (Point A → Point B) and identifying at least one safe pathway and one threat along the way. Support students to research their chosen animal's needs (food, water, shelter, breeding) using teacher-approved sources. Emphasise that the story should reflect realistic animal behaviour. Encourage students to create a simple legend/key if they include symbols in their illustrations (e.g. danger zones, safe corridors). You may need to provide printed base maps or photos of the local area to support students' comic planning. . Remind students that different species experience environments differently; what is a barrier for one animal

		may not be for another **Teacher focus** Observe how students plan and depict an animal's journey, identifying both threats (e.g. roads, fences, pets) and helpful features (e.g. vegetation, water, corridors). Notice whether students represent these features accurately and explain how they affect movement and survival. Listen for students' ability to communicate the animal's needs — such as finding food, water, shelter and safe pathways — and how these relate to habitat connectivity. Encourage use of scientific vocabulary where appropriate (e.g. corridor, barrier, predator, shelter, habitat). Provide feedback that supports students to show the animal's perspective clearly. Acknowledge students' attempts to express emotion and reasoning through captions and dialogue, guiding them toward clarity, empathy, and accurate representation of animal behaviour. Notice whether students make connections to learning from previous lessons on connectivity, threats, and local species. Look for evidence that students understand that animals use different strategies to survive depending on how they move (e.g. flying, burrowing, swimming, gliding). Identify misconceptions — such as portraying unrealistic behaviours (e.g. echidnas flying) or suggesting that all species face the same threats. Use these insights to reinforce species-specific needs and movement. Encourage collaboration and peer review by inviting students to share drafts and receive feedback on clarity, scientific accuracy, and audience suitability. Suggest adding new vocabulary to the class word wall to support shared language. Support students who may need additional assistance by providing sentence starters, example comics, teacher-curated animal profiles, or partially drafted storyboards.

		Optional question prompts: What does your animal need most to survive? What is the biggest danger in its journey? Which pathways help it move safely? How is this animal's journey different from others? Optional : What do I know? Name of species How it moves (walks, flies, glides...) Main needs (food, water, shelter) Threats Safe pathways Ending (safe / unsafe outcomes) **Optional: presentation modes:** Digital comic creation Add an additional page - design a' better pathway' map
	Weekly Mindfulness – The Art of Nature This week, you will spend quiet time observing nature, with a special focus on habitat connectivity. If possible, go outside to the playground, your garden or a nearby park. If you cannot go outside, sit near a window and carefully observe what you can see. Bring your sketchbook and slow yourself down. Look closely at the small details. How are plants connected to other plants? Where might insects travel? Can you see natural pathways	**Teacher Notes** This activity invites students to slow down and practice careful, mindful observation with a focus on habitat connectivity. Encourage quiet time outdoors where possible, or observation through a window if needed. Model how to observe with intention. Use the example provided to demonstrate noticing fine details such as patterns in leaves, gaps between trees, small movement pathways or how different natural elements connect. Emphasise looking for relationships rather than simply drawing an object.

	between trees, grass or garden beds? Think about how animals might use these spaces. Is there shelter? Is there food? Is there a safe way to move from one place to another? First, look at the example provided. Then draw what you notice. You may also write a few sentences to describe what you see, feel or wonder. This is your time to pause, observe carefully and notice how everything in nature is linked together.	Reinforce that this is not about artistic perfection. It is about attention, curiosity and noticing. Observe: • Students' ability to sustain focus • Depth of observation rather than surface description • Recognition of connections between living and non living elements • Use of descriptive language in reflections • Willingness to think creatively about how animals might use the space Encourage students to share insights respectfully and build on one another's observations, strengthening both ecological awareness and reflective thinking. **Teacher focus** Observe how students engage in mindful observation and focus their attention on the tree or plant. Notice whether they are able to slow down, remain present, and look closely at fine details such as shape, texture, colour, pattern, and movement. Listen for students' ability to express their observations, thoughts, and feelings through both drawing and written reflection. Encourage students to use descriptive language and, where appropriate, connect their observations to ideas from previous lessons (e.g. habitat, shelter, shade, biodiversity, ecosystem services). Provide feedback that acknowledges students' attempts to notice detail, make personal connections, and express their thinking creatively. Guide students toward deeper noticing by prompting them to observe new or overlooked features rather than aiming for a "perfect" drawing. Notice whether students recognise the role of plants and trees in supporting ecosystems — such as providing shelter, food, protection, or cooling. Look for emerging understanding of how these natural features contribute to

		habitat connectivity and the wellbeing of people and wildlife. Identify misconceptions — for example, thinking that a plant is only valuable because it looks beautiful or smells nice or that lives on its own in a paddock and doesn't need anything. Use these insights to reinforce the interconnected nature of ecosystems. Encourage students to share reflections safely and respectfully, valuing different ways of seeing. You may wish to invite students to revisit their observation later in the unit to notice seasonal or environmental changes. Support students who need additional assistance by offering sentence starters, visual prompts, or pre-observation discussion. Consider allowing students to work in pairs or small groups if they require support to sustain attention.
	Your Digital Résumé – Experience 3 Throughout this course, you will continue to build your own digital résumé. It will be a personal portfolio that captures your learning journey and allows you to collect your work, celebrate your growth, and reflect on what has shaped you along the way. This week, you will be adding your third experience, a reflection on what you found most meaningful or impactful. It might be researching threats to nature, writing your letter to the minister, or realising how small actions can protect the planet. As the weeks continue, your résumé will grow into a beautiful record of your development. By the end of the course, it will not only show what you have achieved but also reveal who you are becoming, a learner, a thinker, and a person who cares deeply about making a positive difference in the world.	**Teacher Notes** This week, students will create Experience 3 for their digital résumé. Ask them to reflect on a moment from this week that felt meaningful to their learning or growth. It might be researching local environmental threats, writing letters to leaders, or recognising how their own choices can help nature stay connected. Guide students to take three photographs that represent their learning journey this week, capturing real actions, discoveries, or moments of reflection. Encourage them to choose one image that best expresses what they have learnt and write a thoughtful reflection about it. Their writing should explore what they observed, how it made them feel, and what impact it could have on themselves, their peers, and their wider community. Support students to understand that every action, no matter how small, contributes to positive change. Encourage them to see their reflections as part of a growing story that celebrates connection, responsibility, and care for the natural world.

		Teacher focus Observe how students select a meaningful moment from the week and reflect on why it was important to their learning. Notice whether they choose experiences that genuinely show growth, curiosity, or new understanding linked to protecting nature or supporting connectivity. Listen for students' ability to explain what happened, what they learned, and why it mattered. Encourage students to use descriptive and reflective language that shows personal insight (e.g. I realised..., I noticed..., This helped me understand...). Provide feedback that supports students to describe both thoughts and feelings and connect their experience to broader ideas such as caring for Country, protecting wildlife, or taking small actions to help nature. Acknowledge students' attempts to reflect honestly and guide them to explain why the moment was significant. Notice whether students are able to choose photographs that clearly represent their learning. Look for evidence that their chosen image and written reflection align and strengthen one another. Identify misconceptions — for example, students simply describing what they did without explaining what they learned or why it matters. Use these opportunities to prompt deeper thinking about personal growth, impact, or connection. Encourage students to share reflections respectfully with peers, building confidence and community. You may wish to prompt students to notice similarities and differences in what classmates found meaningful. Support students who need help by offering sentence starters, reflection prompts (e.g. I used to think... now I think...), or examples of strong reflections. Allow students to collaborate or discuss ideas before writing if this helps them clarify their thinking.

		Optional sentence starters: This week, I... I discovered... I realised that... This helped me understand... Now I think... This makes me want to... I would like to learn more about...
	Share Your Thoughts on Dear World This week, your story should focus on responsibility. You have learned that we have moved into the neighbourhoods of animals and insects. By building roads and cutting down trees, we have changed how they live and travel. With that knowledge comes responsibility. In your Dear World story, reflect on: • What you now understand about our duty to protect wildlife • How your thinking has changed • What it feels like to act as an ambassador for nature and habitat connectivity • What others could learn from your new sense of responsibility Upload your reflection to the Dear World Library and include any photos or evidence of your learning. Use your voice to show that small actions matter. When we take responsibility, we help create a safer, more connected world for all living things.	**Teacher Notes** This week, students will create and share their Dear World story with a focus on responsibility. Guide them to reflect on what they have learned about habitat connectivity and the duty humans have to ensure animals and insects can live safely beside us. Encourage students to choose one meaningful moment from the week, perhaps realising how roads, tree removal or human activity affect wildlife. Support them to explain how their thinking has changed and what it means to act as an ambassador for nature. Help students shape their reflection into a short, purposeful story that highlights growth, awareness and action. Prompt them to consider what others could learn from their new sense of responsibility. Once complete, students will upload their story to the Dear World Library, including photos or evidence of their learning where appropriate. Celebrate reflections that show maturity, compassion and a genuine commitment to protecting our shared planet.

		Teacher focus Observe how students choose a meaningful moment from their learning and explain why it mattered. Notice whether they can connect their experience to a broader purpose, such as caring for nature, helping others, or contributing to their community. Listen for students' ability to reflect on personal growth, including what they noticed, how it made them feel, and which values were strengthened (e.g. empathy, responsibility, curiosity, collaboration). Encourage students to communicate clearly and thoughtfully, sharing how their experience has shaped their thinking or actions. Provide feedback that supports students to express their ideas with purpose and clarity. Acknowledge attempts to make personal connections and guide students to explain why their story is important or how it might inspire others. Support students to move beyond retelling events and toward describing learning, change, or insight. Identify misconceptions — for example, stories that describe an event without describing learning, feelings or values. Use these opportunities to prompt deeper reflection (e.g. Why did this matter to you? What did you learn about yourself or others?). Encourage students to share their work respectfully and celebrate diverse experiences. Support collaboration by allowing students to discuss ideas with a peer before writing, or offer sentence starters to help students organise their thinking. Encourage digital responsibility and kindness when engaging with peers' posts, reinforcing safe and positive online participation.

	Week 3 Quiz and Responsibility Certificate This week you learned about habitat connectivity and how living things depend on safe, connected spaces to survive. You explored how roads, fences and human actions can break these connections and what we can do to help. At the end of the week, you will complete a short online quiz. It will help you reflect on: · How animals move through habitats · What happens when habitats are fragmented · Why our choices matter This is not a test. It is a chance to show what you understand. Once you finish, you will receive your Week 3 Responsibility Certificate. This shows that you understand how actions affect nature and how you can help protect our connected world. Remember, there are ten certificates to collect. Each one represents a new skill you are building on your journey.	**Teacher Notes** Week 3 focuses on responsibility as a core skill. This is the third of ten certificates students will collect across the course, with each week highlighting a different skill that contributes to their overall growth. Students complete the weekly quiz by clicking the online link provided. It can be done independently in class or at home. You may encourage discussion with a partner before submission to help refine thinking and deepen understanding. However, each child must complete and submit their own quiz, as certificates are awarded individually. Frame this as reflection and consolidation rather than assessment. This is not a test. It is an opportunity for students to consider what responsibility means in the context of protecting living things and caring for the world around them. As students complete the quiz, observe: · Ownership of their learning · Care and thoughtfulness in their responses · Digital confidence and independence · Perseverance when reflecting on complex ideas · Evidence that they understand the connection between actions and consequences · Continued growth in accuracy and depth across the weeks Across the ten weeks, students are building a collection of certificates that represent ten essential life skills. Responsibility is a powerful one, as it moves learning from understanding into action. **Teacher focus** Observe how students approach the quiz, noting their independence, digital confidence, and willingness to persevere when faced with challenging questions. Notice

		whether they revisit learning materials, discuss ideas with peers, or apply vocabulary and concepts accurately. Listen for students using correct language related to connectivity, biodiversity and threats to habitats. Encourage students to reflect on how their answers show what they have learned rather than aiming for perfection. Provide feedback that acknowledges effort, growth and curiosity. Reinforce that the quiz is a low-stakes opportunity to consolidate understanding and recognise progress.er focus