



**SWAG  
FAMILY**  
WORLD RIDE

YEAR:

3-4



ADVENTURE · STORIES · CULTURE



# Explore Your Corner

Year 3-4

NAME:

## Explore your Corner The Big Question and Challenge

*How have people shaped the environment over time, from the first people of Australia to the current day?*

The Challenge: As a class or individual you will be completing a research project to learn about and share knowledge of a local place. You will produce a natural inventory of your study area. Fact Cards will include living and non-living things, cultural history, geography, weather and images or drawings.

**What will this challenge involve for you?** (brainstorm or draw below)

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## Complete this map of Australia

What are Australia's states and territories?



## The 7 characteristics of living things:

### 1. Movement

All living things move in some way. This may be obvious, such as animals that are able to walk, or less obvious, such as plants that have parts that move to track the movement of the sun.

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**Draw it:**

### 2. Respiration / breathing in animals

Respiration is a chemical reaction that happens within cells to release energy from food.

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### 3. Sensitivity

The ability to detect changes in the surrounding environment.

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### 4. Growth

Growth is seen in all living things. It involves using food to produce new cells.

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### 5. Reproduction

The ability to reproduce and pass genetic information to their offspring.

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### 6. Excretion

Getting rid of waste products that are produced in the many chemical reactions within cells.

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### 7. Nutrition - Eat / Drink

The intake and use of nutrients. This occurs in very different ways in different kinds of living things.

Source: [https://assets.cambridge.org/97805216/80547/excerpt/9780521680547\\_excerpt.pdf](https://assets.cambridge.org/97805216/80547/excerpt/9780521680547_excerpt.pdf)

## Mystery Objects: Dead or Alive?

Identify mystery objects and categorise them as either living or non-living.

Mystery Object	Location Found	Living / non-living	Justification / Why?

## The Swag Family Animal & Plant Inventory

During the expedition the Swag Family will be uncovering, stumbling over, coming face to face with, and asking the locals about all sorts of amazing animals and plants. Create an inventory of animals and plants using the Swag Family World Ride inaturalist project.

Animal	Location found	Habitat	Interesting Facts

Plant	Location found	Habitat	Interesting Facts

## My Corner Animal & Plant Inventory

You have probably found all sorts of amazing animals and plants. Create an inventory of your corner's animals and plants.

	Tally (can be approximate)	Names (common or scientific - if known)
<b>Insects</b>		
<b>Birds</b>		
<b>Trees</b>		
<b>Flowers</b>		
<b>Grasses</b>		
<b>Mammals</b>		
<b>Non-living Things</b>		
<b>Other</b>		

## My Corner Animal & Plant Inventory

Select a couple of your animals and plants for more detailed description.

Animal	Description	Location (habitat)	Interesting Facts
<i>Jack jumper ant</i>	<i>About 1 cm long, grey/black colour with red pincers, jumps about a lot when disturbed.</i>	<i>Found in leaf litter and on the grass as well. Lives in a colony built in dirt with clear entrances underground.</i>	<i>Jack jumpers don't bite, they sting. They hurt a lot, some are allergic to them. They are common in Tasmania.</i>

Plant	Location found	Habitat	Interesting Facts



## Ecological Detective

A living thing that is growing. \_\_\_\_\_

Something that has changed. \_\_\_\_\_

Something that is non-living. \_\_\_\_\_

Something that is impossible to count. \_\_\_\_\_

Something you can't photograph. \_\_\_\_\_

A natural thing that could be used as a tool. \_\_\_\_\_

Something that shouldn't be there. \_\_\_\_\_

Something that won't be there in 100 years. \_\_\_\_\_

Something that is white. \_\_\_\_\_ yellow \_\_\_\_\_

Something with a cross symbol on it. *Collect it.*

A leaf larger than your hand laying on the ground. *Collect it.*

A fungi. What colour is it? \_\_\_\_\_ Does it smell? \_\_\_\_\_

By [Naturebeinit.com](http://Naturebeinit.com)

# Nature. Be in It.

## My Animal Research

Choose an animal to research further. Draw a map of the country your corner is in and mark all the places your animal is found.

**My animal is:**

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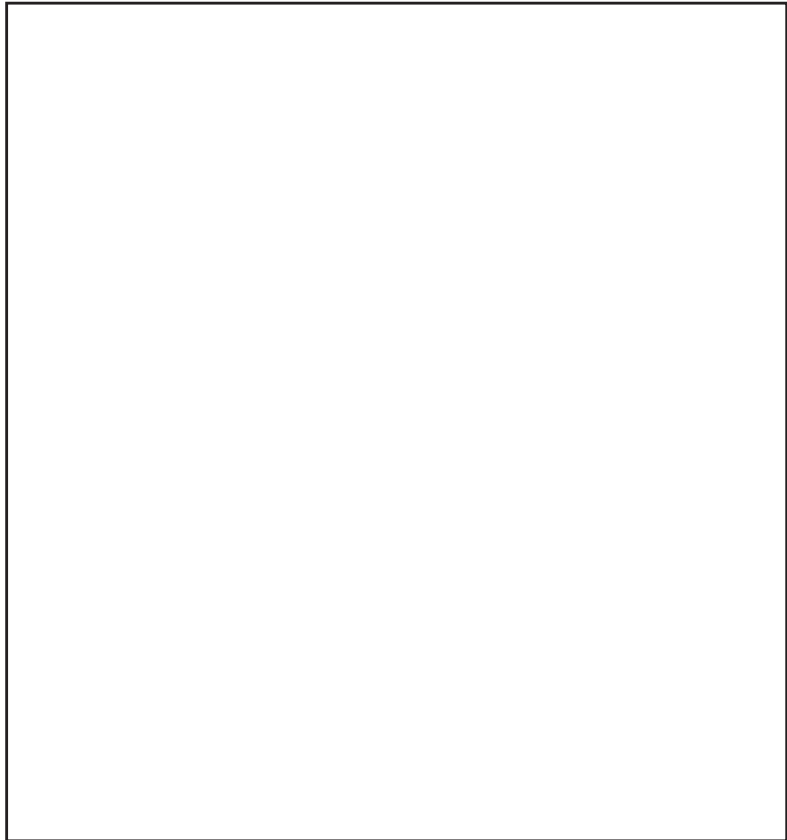
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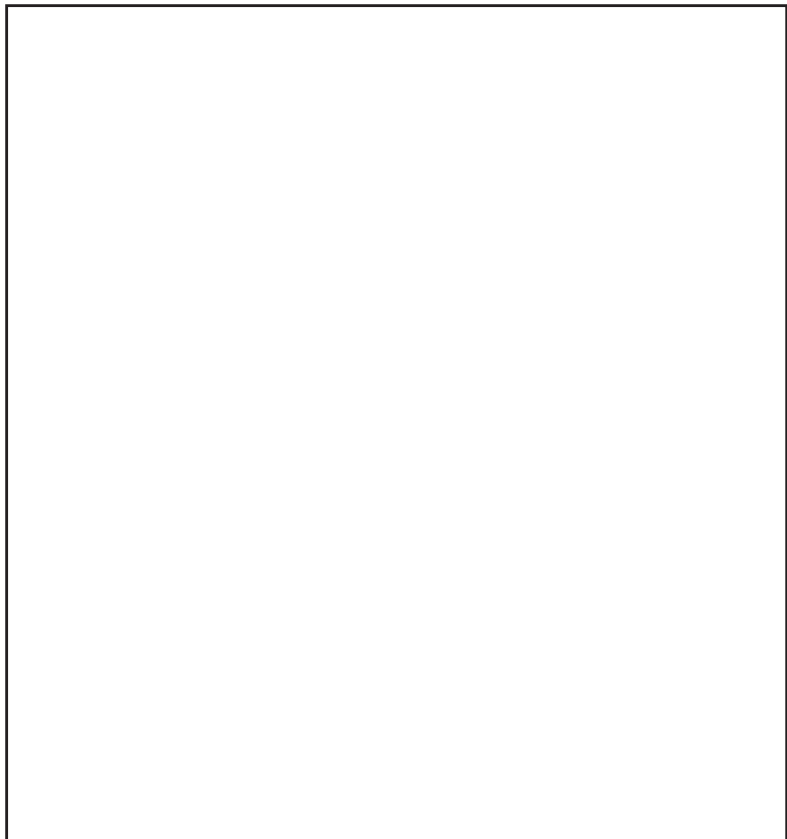
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**Research:** \_\_\_\_\_



**Where is it found (mark all the places):**



**Picture of my animal:**



## My Plant Research

Chose a plant to research further. Draw a map of the country your corner is in and mark all the places your plant is found.

**My plant is:**

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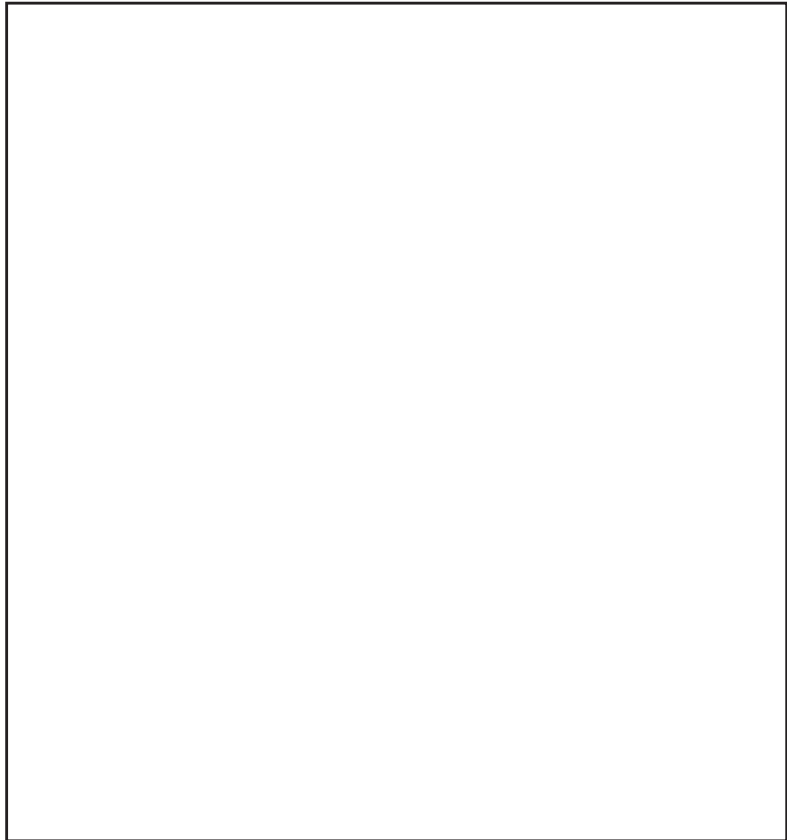
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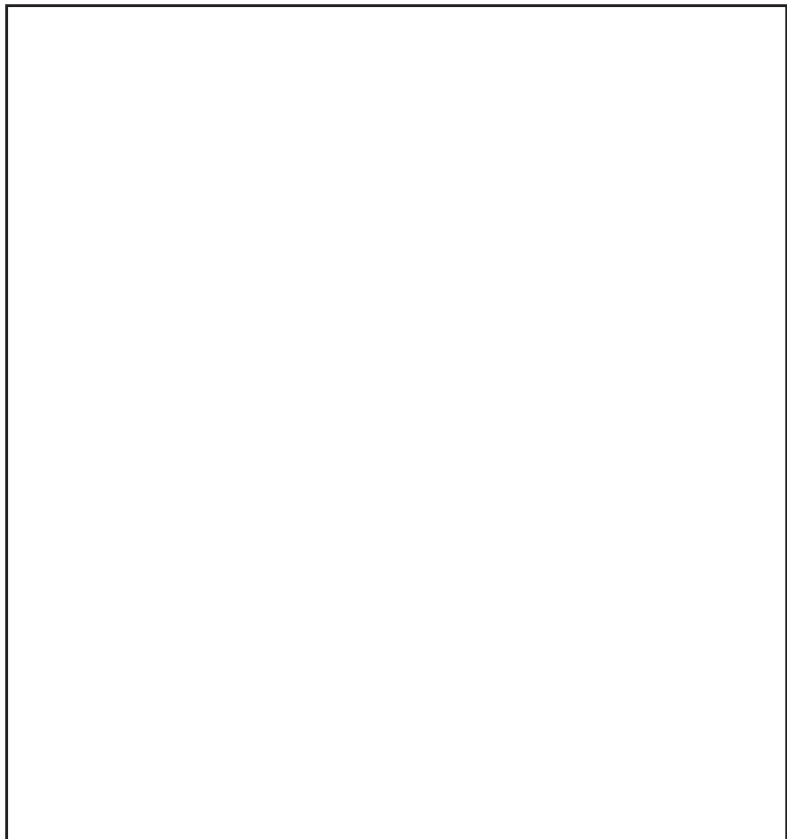
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**Research:** \_\_\_\_\_



**Where is it found (mark all the places):**



**Picture of my plant:**



**Draw the life cycle of the plant and / or animal you researched here.**

## See/Think/Wonder

<p><b>See</b> What do you see?</p>	<p><b>Think</b> What does that make you think?</p>	<p><b>Wonder</b> What does it make you wonder?</p>
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## Share Your Corner: Fact Card

### General description of your site.

For example, environmental features, land formations and habitat. (200 words max.)

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### Identified plants - common or scientific names (up to 10 entries)

1. \_\_\_\_\_ 2. \_\_\_\_\_
3. \_\_\_\_\_ 4. \_\_\_\_\_
5. \_\_\_\_\_ 6. \_\_\_\_\_
7. \_\_\_\_\_ 8. \_\_\_\_\_
9. \_\_\_\_\_ 10. \_\_\_\_\_

### Identified animals - descriptive, common or scientific names (up to 10 entries)

1. \_\_\_\_\_ 2. \_\_\_\_\_
3. \_\_\_\_\_ 4. \_\_\_\_\_
5. \_\_\_\_\_ 6. \_\_\_\_\_
7. \_\_\_\_\_ 8. \_\_\_\_\_
9. \_\_\_\_\_ 10. \_\_\_\_\_

### Non-living features (up to 10 entries)

1. \_\_\_\_\_ 2. \_\_\_\_\_
3. \_\_\_\_\_ 4. \_\_\_\_\_
5. \_\_\_\_\_ 6. \_\_\_\_\_
7. \_\_\_\_\_ 8. \_\_\_\_\_
9. \_\_\_\_\_ 10. \_\_\_\_\_

### Description of seasonal changes for this area (200 words max)

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**Traditional owners name and connection to place** (if known) (200 words max)

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**Historical and/or recent use** (200 words max)

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**Web links to good research sites that were used** (up to 10 entries)

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|----------|-----------|
| 1. _____ | 2. _____  |
| 3. _____ | 4. _____  |
| 5. _____ | 6. _____  |
| 7. _____ | 8. _____  |
| 9. _____ | 10. _____ |

**Future use for the site** (if known) (200 words)

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**Other comments about your *Share your corner: fact card*** (200 words max)

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## Self Assessment of Explore Your Corner

Did you complete all areas:

Recording what you found

Draft of each section on card

Scientific diagram & adaptation table(s)

Asked for feedback & made changes

Photos of what you found




Threats & actions

Research on 1 plant & 1 animal

Final fact card completed

Other: \_\_\_\_\_

Other: \_\_\_\_\_

	Disagree 	Agree 	Strongly agree 
I found this work interesting.			
I am proud of my work.			
I made a strong effort.			

Strengths of exploring your corner (what did you do well?) \_\_\_\_\_

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How could you improve exploring your corner? \_\_\_\_\_

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## Peer Assessment Explore Your Corner

Did they complete all areas:

Recording what they found

Draft of each section on card

Scientific diagram & adaptation table(s)

Asked for feedback & made changes

Photos of what they found




Threats & actions

Research on 1 plant & 1 animal

Final fact card completed

Other: \_\_\_\_\_

Other: \_\_\_\_\_

	Disagree 	Agree 	Strongly agree 
They found this work interesting.			
They should be proud of their work.			
They made a strong effort.			

Strengths of exploring their corner (what did they do well?) \_\_\_\_\_

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How could they improve exploring your corner? \_\_\_\_\_

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Swag Family World Ride Student Workbooks and Teacher Guides

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[www.swagfamily.au](http://www.swagfamily.au)

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[swagfamily.au](http://swagfamily.au)

**SWAG  
FAMILY**  
WORLD RIDE

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