



YEAR:

5-6



ADVENTURE · STORIES · CULTURE



Explore Your Corner

Year 5-6

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 and have the option to upload onto the Swag Family website as a *Share your corner: fact card*. Each fact card will include living and non-living things, cultural history, geography, weather and images or drawings. If uploaded on the the Swag Family website, your work will be shared with students all over Australia.

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

See/Think/Wonder

See
What do you see?

Think
What does that make you think?

Wonder
What does it make you wonder?

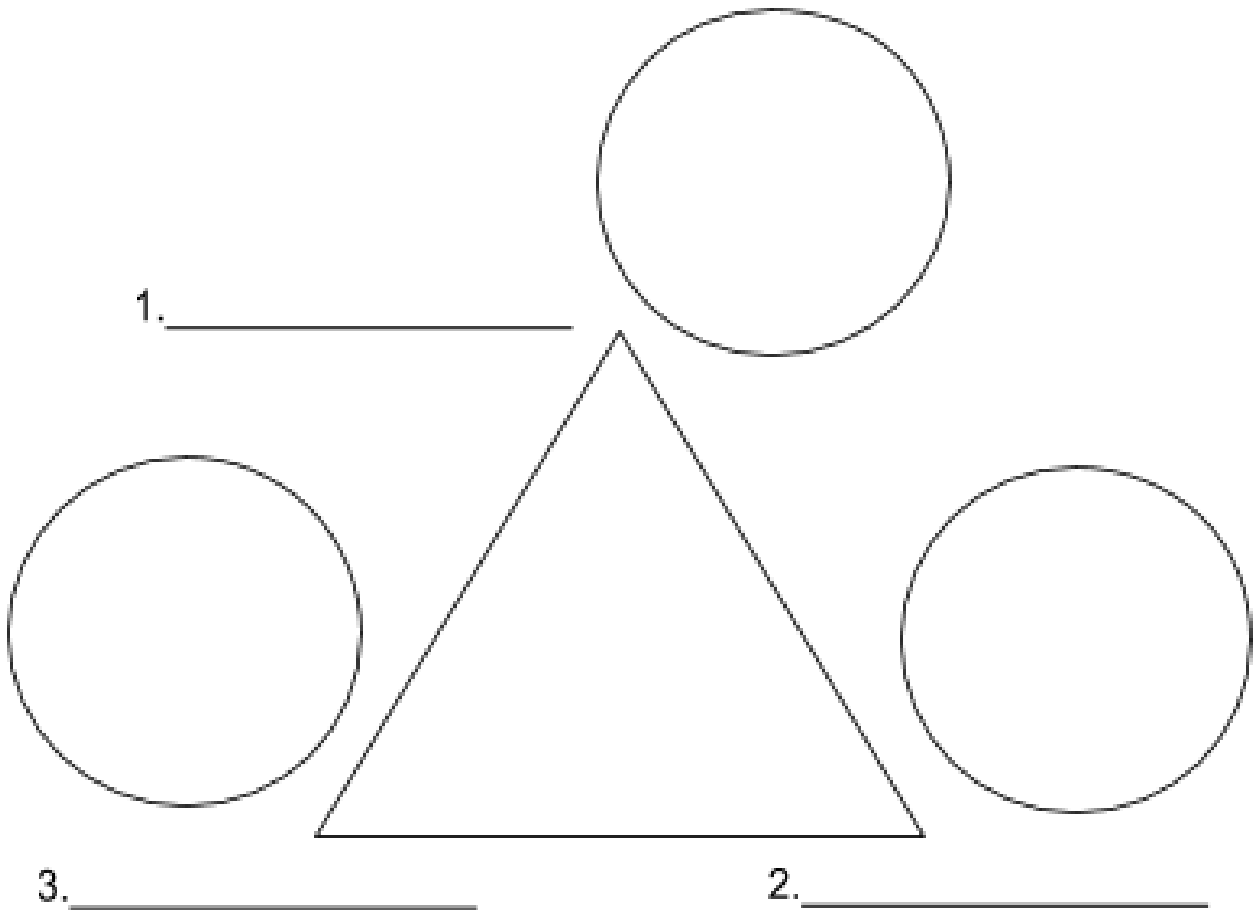
Fire Lighting Challenge

(Only to be undertaken with permission and supervision of an adult.)

Check out the Swag Family "Lighting a fire" clip to learn about how to safely light a fire.

Fire Pyramid:

What are the 3 things that a fire needs? Draw a picture for each ingredient in the circles.



Safety 'Hot' Tips

What safety things do you need to think about:

Before you light a fire? _____

When your fire is going? _____

When you put out your fire? _____

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 from across Australia. Create an inventory of Australian animals and plants using the weekly reports. (from the "Official Student Journal")

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)
Insects		
Birds		
Trees		
Flowers		
Grasses		
Mammals		
Non-living Things		
Other		

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 sting, don't bite and hurt a lot, some are allergic to them. They are common in Tasmania.</i>

Plant	Description	Location (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

Nature. Be in It.

Adaptations of an Insect

Name of insect	Draw insect	Name features	How does it help it to survive?
<i>e.g. Bull Ant</i>		<ul style="list-style-type: none">• <i>Antenna</i>• <i>Dark body colour</i>• <i>Pincers</i>	<ul style="list-style-type: none">• <i>To feel what is ahead</i>• <i>Camouflage</i>• <i>Hunt prey, self defence</i>

Scientific Diagram of an Insect

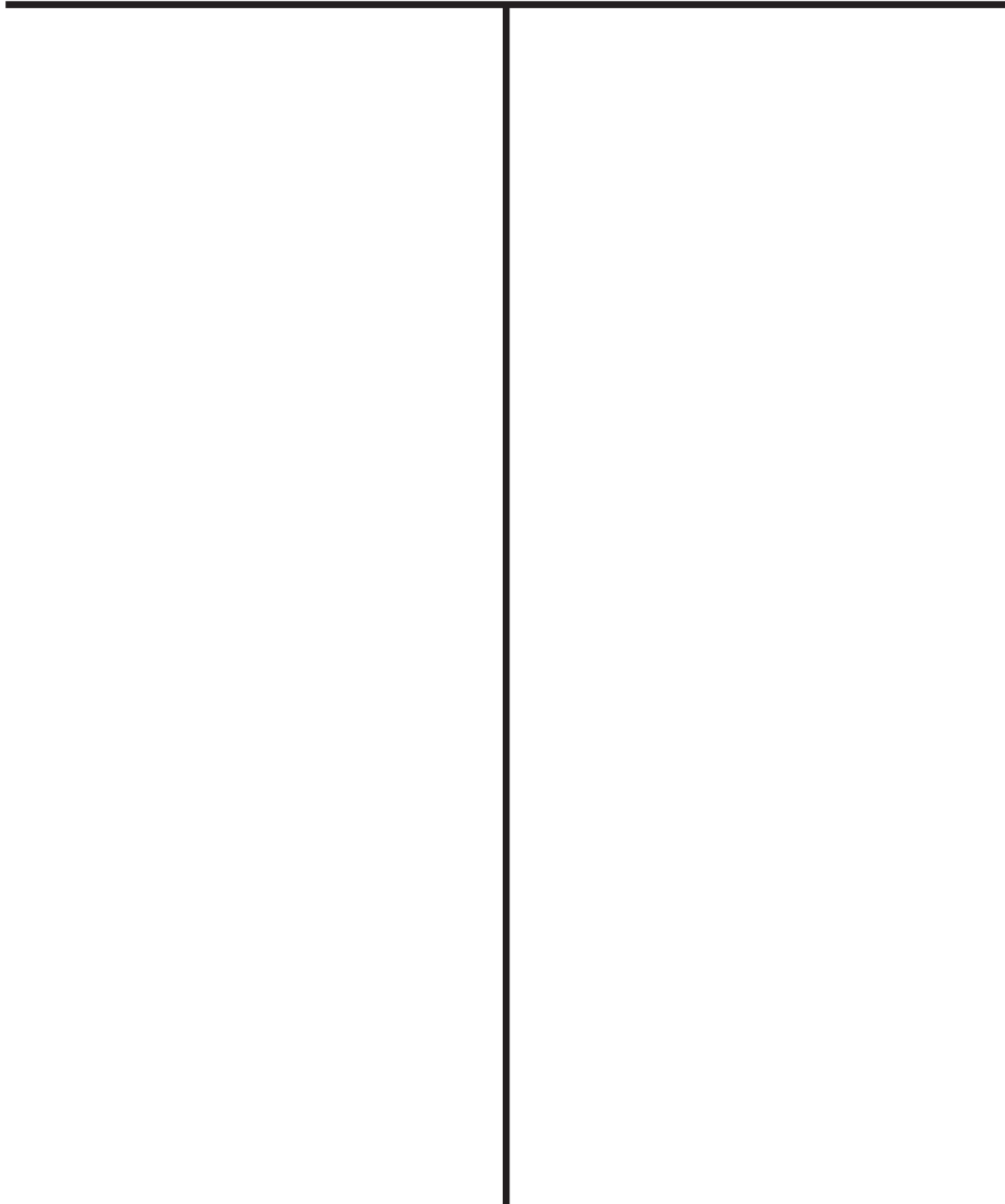
Draw a scientific diagram of an insect you found. Take your time and remember all their different features and the colours. Add a title and labels to make it a scientific diagram.

Adaptations

Complete a T chart of its structural adaptations (what they have) and behavioural adaptations (what they do) on the each side. Complete for your insect or other creature.

Structural/Physical

Behavioural/Do

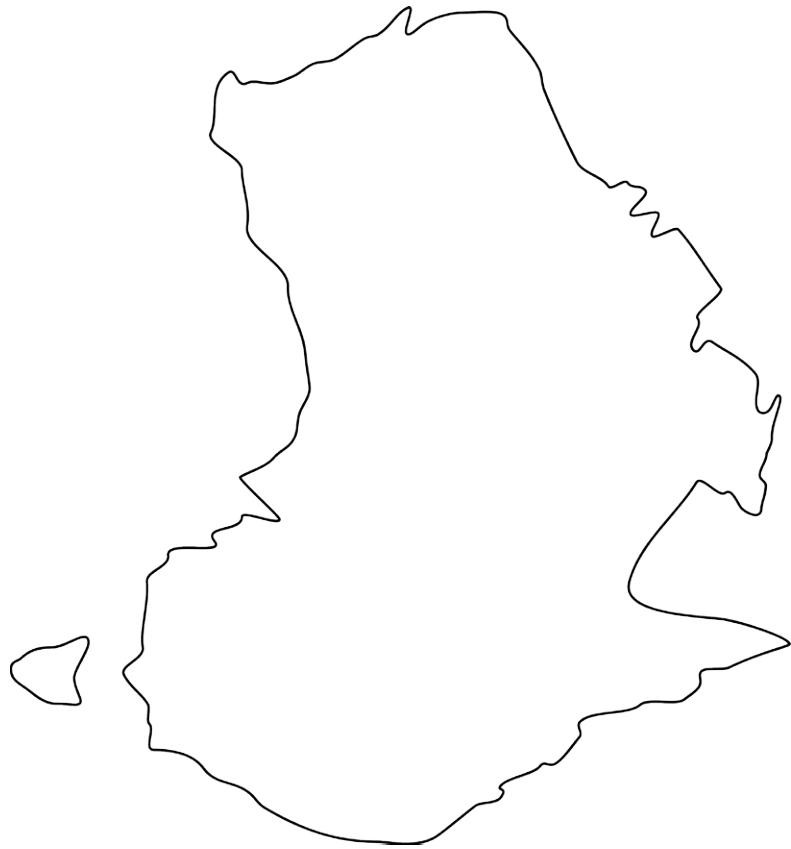


My Animal Research

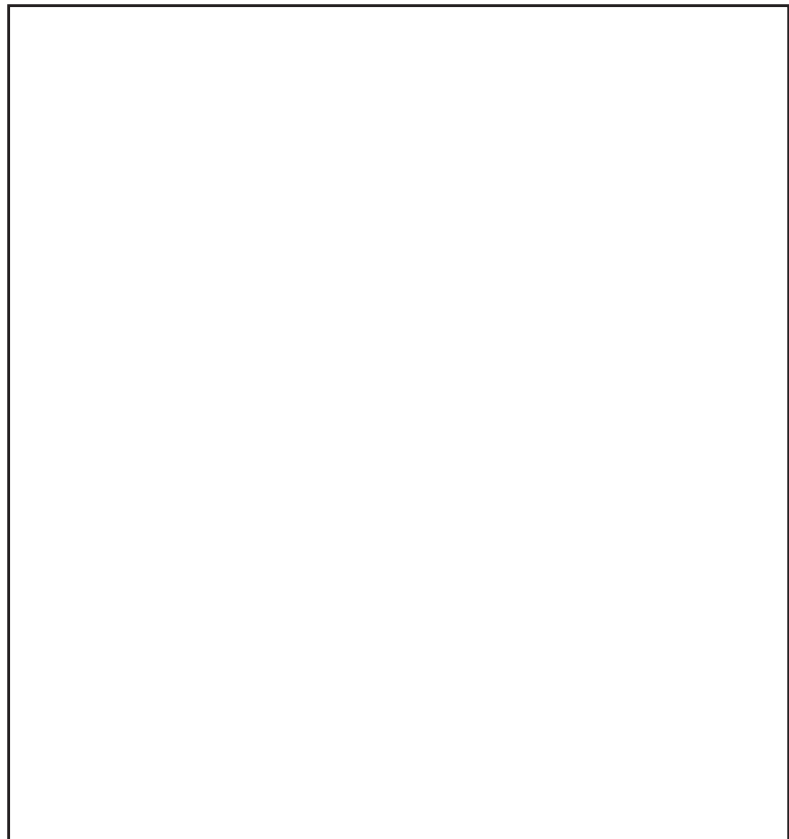
Choose an animal to research further - you can even share your work on the Swag Family discussion board and find out about other animals from around Australia.

My animal is:

Research: _____



Where is it found in Australia (mark all the places):



Picture of my animal:

My Plant Research

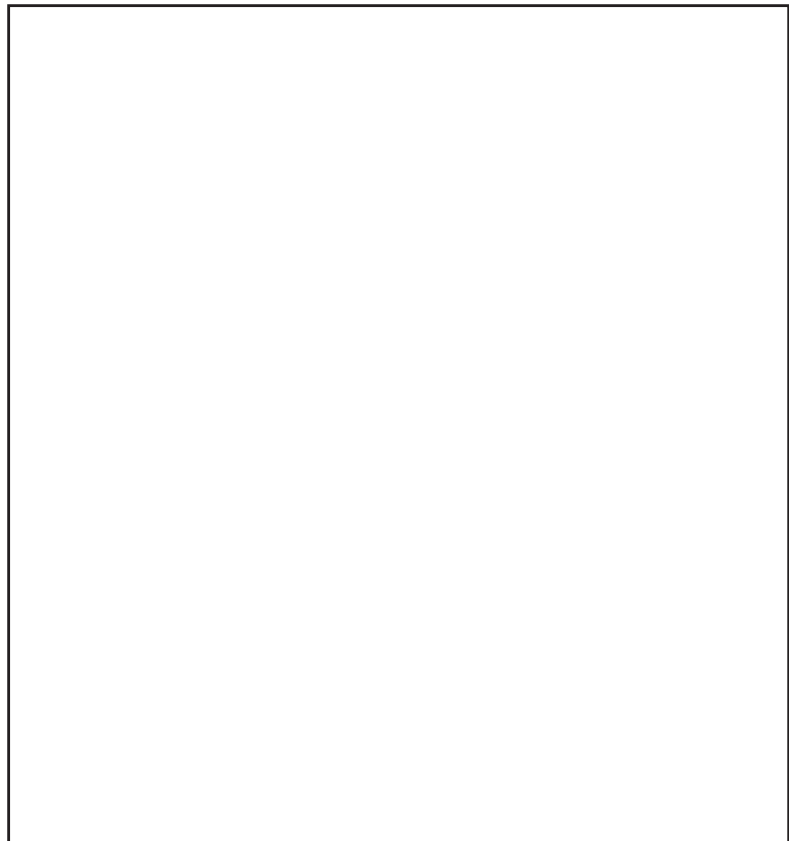
Chose a plant to research further - you can even share your work on the Swag Family discussion board and find out about other animals from around Australia.

My plant is:

Research: _____



Where is it found in Australia (mark all the places):



Picture of my plant:

Share Your Corner: Fact Card

Go to www.swagfamily.com.au to see what others have found and to upload your facts for all to see.

General description of your site.

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

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)

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

Historical and/or recent use (200 words max)

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

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

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

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

What are the key threats to your natural environment?

Brainstorm here...

How can we care for our local natural environment?

Brainstorm here...

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?) _____

How could you improve exploring your corner? _____

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?) _____

How could they improve exploring your corner? _____

Swag Family Student Workbooks and Teacher Guides

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www.swagfamily.com.au

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This resource is made freely available to all Tasmanian Government schools thanks to the Tasmanian Department of Education. Find out more about the other organisations and individuals that have generously helped us make this adventure possible on the Swag Family website. We've worked hard to make this resource accurate and user friendly, but for the inevitable mistakes that remain we apologise in advance. To the teachers who introduce this adventure to their students, and to the students who take up the challenge, a very big thank you.



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swagfamily.com.au

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