

Online Classroom

*Sustainability*

For Years 5-6

PACKAGE INCLUDES:

✓ Interactive online resource

PLUS

✓ Teachers' Guide

✓ BLM Activity  
Sheets

Sample



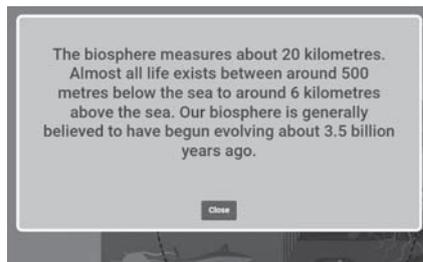
# Sustainability

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# INTERACTIVE FEATURES

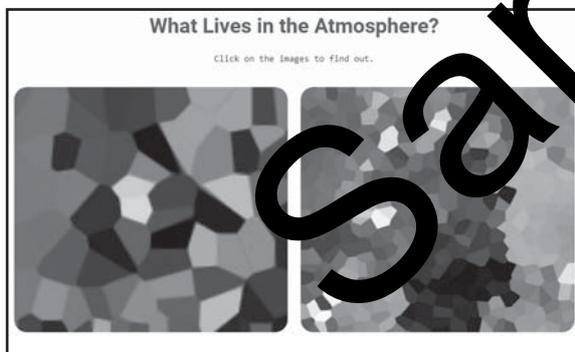
## Pop-Ups

Pop-ups usually contain a small amount of information for the student, and when clicked, reveal more detail in a yellow pop-up box.



## Click and Reveal

Click and reveal buttons display information or pictures only when they are clicked on.



## Interactive Maps and Pictures

Interactive maps and pictures include clickable numbers. When clicked, further information is displayed.



## Videos

Videos combine still and/or moving images; sound and an Australian voice-over to tell a story.



## TIP



As you move the cursor over interactive buttons they will change colour.

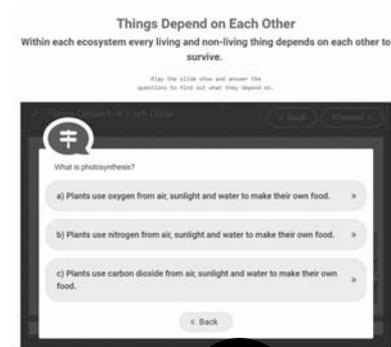
# INTERACTIVE FEATURES

## Picture Galleries

Picture galleries are groups of images linking to the topic. When clicked on, they often are enlarged and more detail is revealed.



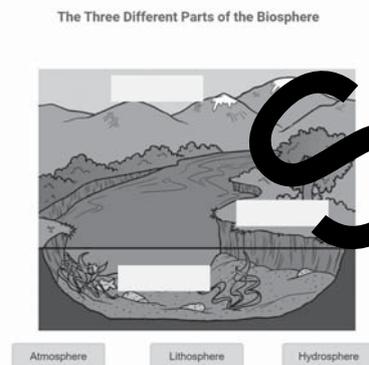
## Branching Scenarios



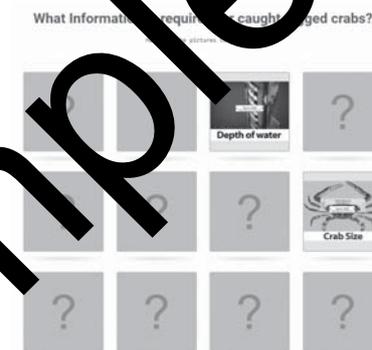
## Interactive games

These interactive games and branching scenarios encourage students to learn more about a topic in a fun way.

Games include: **Drag and Drop Words**



## Memory Games



## TIP



Interactive buttons are great for kinesthetic learners. Students are more likely to engage with content if the screen is interactive.

### Trouble loading videos? Follow these steps to troubleshoot.

You will know that a video has fully loaded when the time is displayed on the control strip at the bottom of the video frame. If '0 seconds' is displayed, it has NOT loaded. If the video is taking too long to download (depending on your internet connection), you can troubleshoot the error.

1. Refresh and reload the page by clicking the browser refresh button:



2. If the video still does not load. You may need to refresh your browser by closing down and loading the page again. *Tip (PCs): Copy the page link by highlighting the url in the browser search bar (Control + c) then paste it into the new browser window (Control + v).*



Complete this activity sheet after viewing Section 1, Page 2 of Online Classroom - The Biosphere.

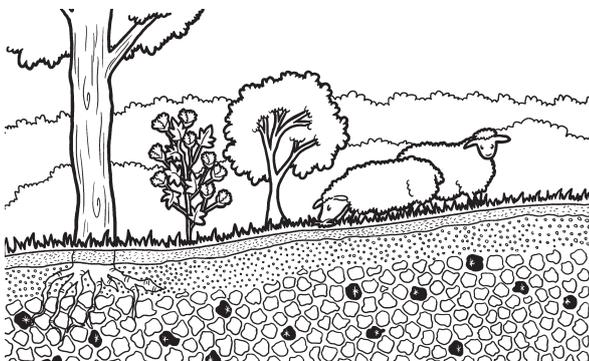
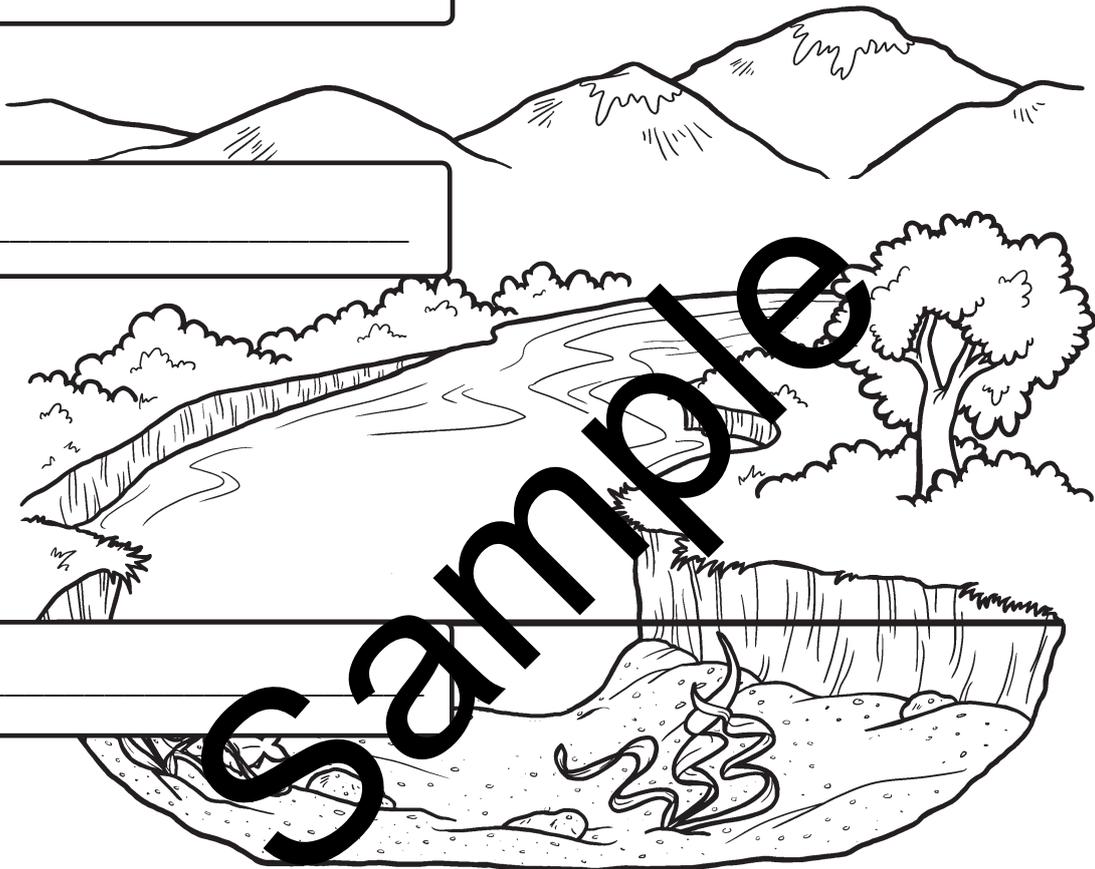
The biosphere is made up of different parts. Label the diagram.

Draw an animal living in each part of the biosphere.

a \_\_\_\_\_

l \_\_\_\_\_

h \_\_\_\_\_



Look at the picture and tick the correct answer/s.

1. Are the sheep living in the biosphere's atmosphere or hydrosphere?
2. Are the tree roots in the atmosphere, hydrosphere or lithosphere?
3. What organisms are in the picture?  
sheep soil trees rocks

**Extra!**

Literacy: Pair up and test each other on the spellings: biosphere, lithosphere, hydrosphere, and sustainability.



# The Super Atmosphere 3 Activity

Complete this activity sheet after viewing Section 1, Pages 1 - 4 of Online Classroom - Atmosphere, Hydrosphere & Lithosphere.

## Imagine!

Imagine the atmosphere is a superhero and it is named Captain Atmosphere.

- 1. Describe Captain Atmosphere's four jobs below.

Job 1: \_\_\_\_\_

\_\_\_\_\_

Job 2: \_\_\_\_\_

\_\_\_\_\_

Job 3: \_\_\_\_\_

\_\_\_\_\_

Job 4: \_\_\_\_\_

\_\_\_\_\_

- 3. Draw where Captain Atmosphere lives.

- 2. Note down Captain Atmosphere's superhero superpowers.

\_\_\_\_\_  
\_\_\_\_\_

Sample

## Literacy

Find all the little words that you can in the big words:

### Captain Atmosphere

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

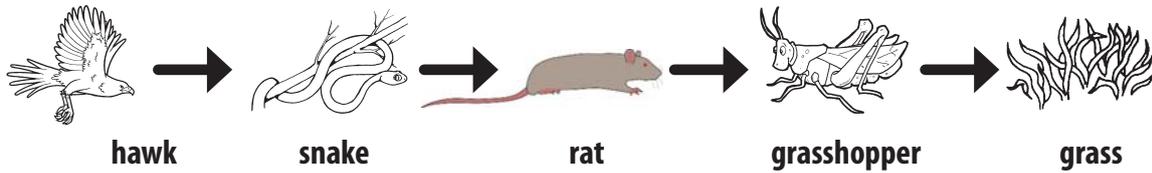
### Superhero Superpowers

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Complete this activity sheet after viewing Section 2 of Online Classroom - Ecosystems.

1. The food chain is an essential part of an ecosystem. If the natural food chain is upset, the ecosystem is disturbed. Look at this food chain.



What happens to this food chain if there is no grass?

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2. Create a food chain using these living things: shark, fish, sea urchin, zooplankton.

Sample

3. A food chain in the ocean begins with tiny one-celled organisms called diatoms. Diatoms make their own food using sunlight. Shrimp-like creatures eat diatoms. Small fish eat shrimp-like creatures, mackerel eat small fish, tuna eat mackerel and sharks eat tuna.

Represent this information pictorially, then explain on another piece of paper, what would happen if we took away the sunlight.

Blank space for drawing and explanation.

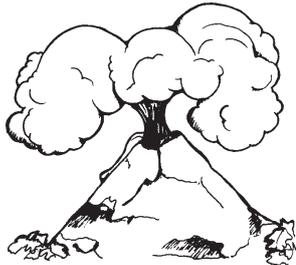


Complete this activity sheet after viewing Section 2, Page 9 of Online Classroom - Ecosystems.

What else can impact an Ecosystem?

As well as humans, natural disasters and changes in weather patterns can also affect the delicate balance of an ecosystem.

Complete the table using the picture clues. Include information on how the ecosystem is affected. Add one of your own.

Natural Disaster	Picture Clue
	
	
	
	

Sample



## Let's Go Crabbing 2 Activity

Look at the tagged crab below that Carla and Tom caught in Crab Net 4. Carla and Tom live in Western Australia. In this state, a crab can be legally kept if the width of its carapace (shell covering) is 127mm. Carla and Tom look at their father's boat's GPS as soon as they find the crab. On it they read the following information: Depth: 9.6012m. Coordinates: 114° 39' 54.8"E 22° 36' 17.1"N.

After considering the above information and studying the crab below, complete the table at the bottom of this page.



Tag number:	
Crab size (you will need a ruler):	
Gender (male / female):	
Carrying eggs:	
GPS location:	
Depth of water:	
Kept the crab?:	



Complete this activity sheet after viewing Section 4 of Online Classroom - Global Sustainability.

Read the following statements and tick Fact or Falsehood.

# Fact or Falsehood

- |   |  |
|---|--|
| 1. Sustainability is a global issue.                      | <input type="checkbox"/> Fact <input type="checkbox"/> Falsehood |
| 2. Renewable resources are those that run out.            | <input type="checkbox"/> Fact <input type="checkbox"/> Falsehood |
| 3. A non-renewable resource is oil.                       | <input type="checkbox"/> Fact <input type="checkbox"/> Falsehood |
| 4. Trees, wind and sunlight are non-renewable.            | <input type="checkbox"/> Fact <input type="checkbox"/> Falsehood |
| 5. Solar-powered cars are sustainable means of transport. | <input type="checkbox"/> Fact <input type="checkbox"/> Falsehood |
| 6. Electric cars are sustainable means of transport.      | <input type="checkbox"/> Fact <input type="checkbox"/> Falsehood |
| 7. Biofuels are non-renewable energy sources.             | <input type="checkbox"/> Fact <input type="checkbox"/> Falsehood |
| 8. Ethanol is a type of biofuel.                          | <input type="checkbox"/> Fact <input type="checkbox"/> Falsehood |
| 9. Biodiesel and biojet are biofuels.                     | <input type="checkbox"/> Fact <input type="checkbox"/> Falsehood |
| 10. Biofuels can be used to grow plants.                  | <input type="checkbox"/> Fact <input type="checkbox"/> Falsehood |
| 11. There are no environmental problems with biofuels.    | <input type="checkbox"/> Fact <input type="checkbox"/> Falsehood |

## Think Tank 1

Write down the pros and cons of biofuels.

**pros**

**cons**

## Think Tank 2

Write a 1 minute speech explaining why using renewable resources should be a global commitment.



Complete this activity sheet after viewing Section 5 of Online Classroom - Sustainable Communities and Buildings.

### Questions

1. What is a sustainable building? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What are the top three sustainable building materials and why?

Material 1: \_\_\_\_\_  
\_\_\_\_\_

Material 2: \_\_\_\_\_  
\_\_\_\_\_

Material 3: \_\_\_\_\_  
\_\_\_\_\_

3. Add to the house below to make it sustainable. Label the sustainable technologies that you have added.

