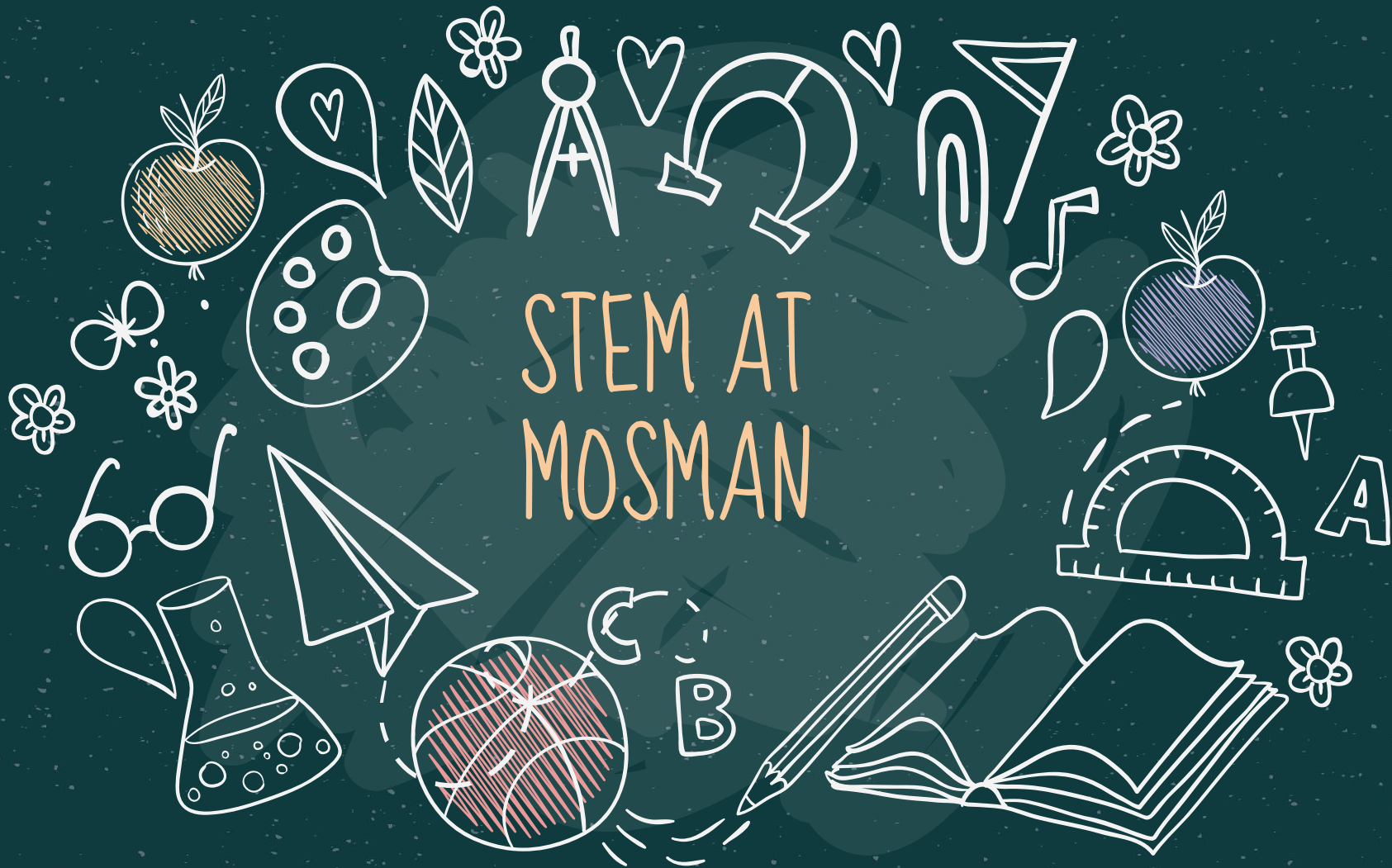
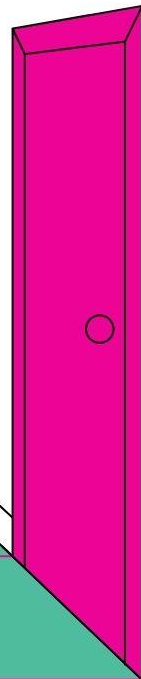
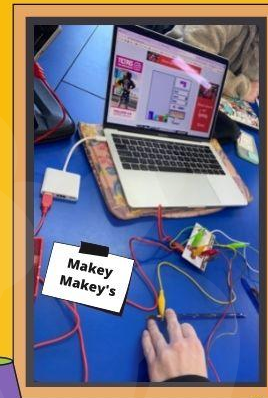
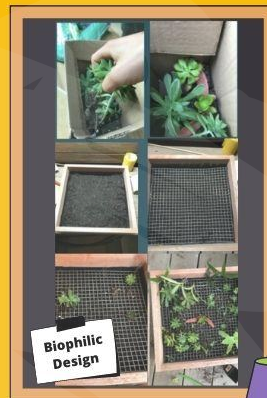
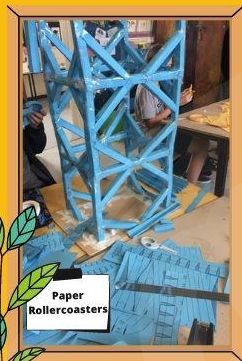
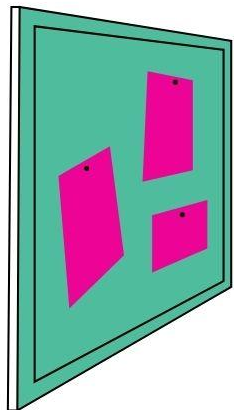


# STEM AT MOSMAN





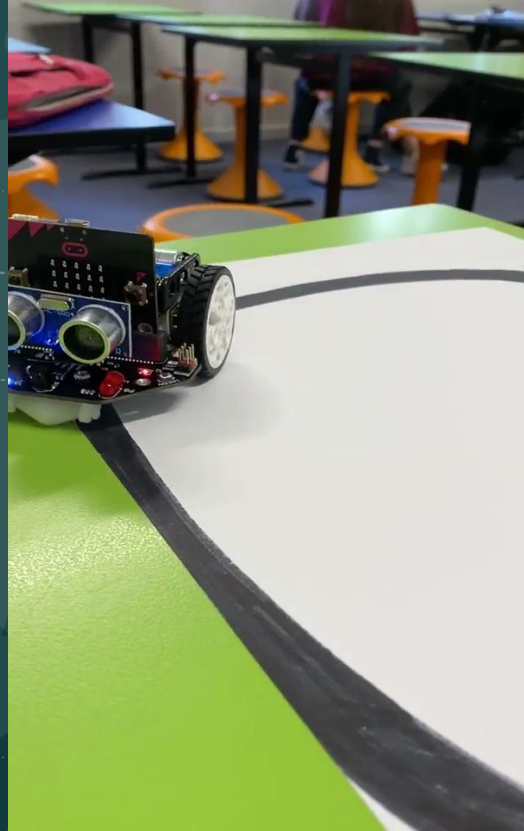


# INQUIRY LEARNING

- 1 Solving authentic problems
- 2 Interdisciplinary approach to the classroom

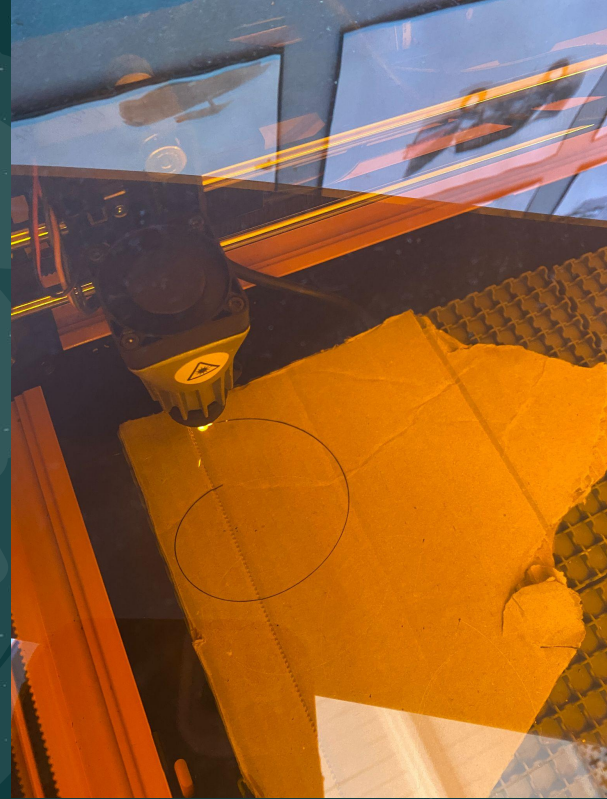
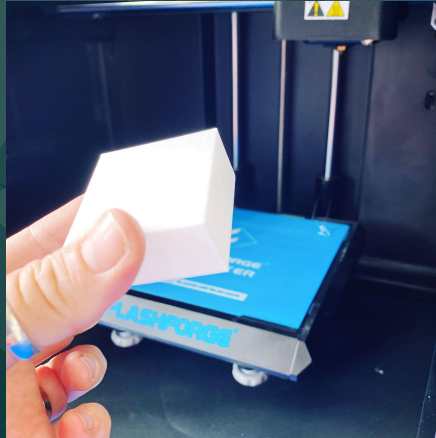
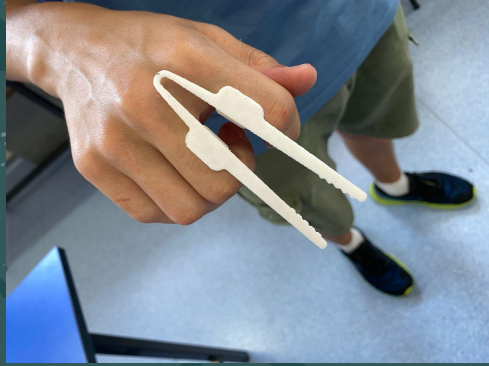
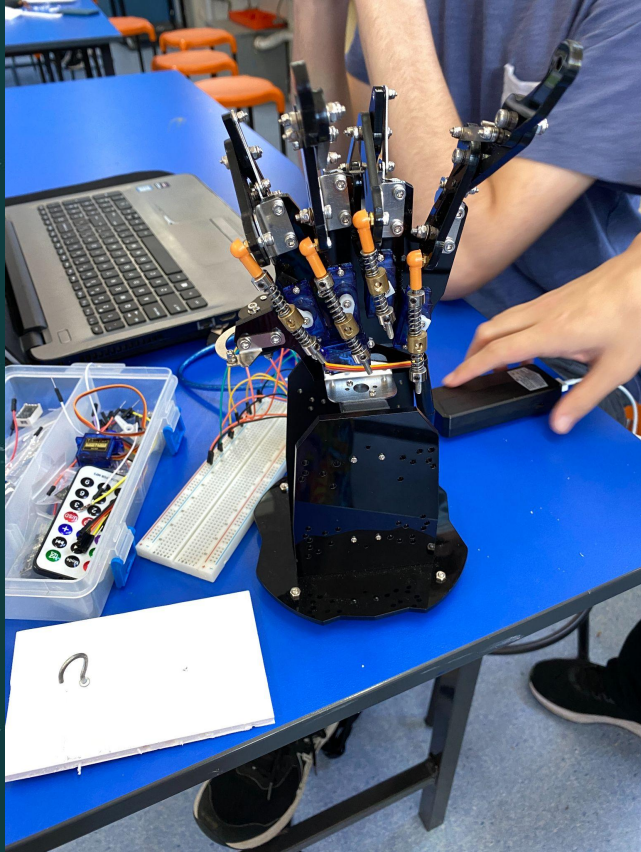


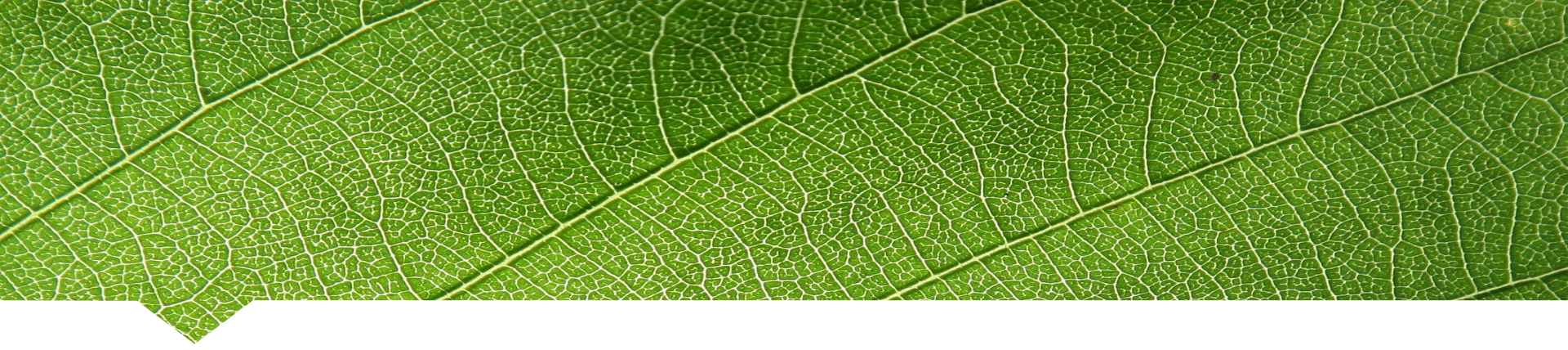
# Hands on learning





# Using technology






## PROJECT INQUIRY QUESTION




How can we connect with the outdoors to bring nature into the built environment?








## TASK 1:


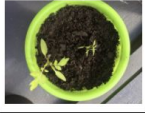

- Grow a selection of plants from food scraps (or seeds)
- Document this growth over time through photographs and/or timelapse
- Submit this documentation at the end of term
- Were you successful? Why/Why not?

Photograph of plant growth	Date	Observations
	Im not quite sure of the exact date but this was the start of the term 2 holidays	Started off very small as i cut it close to the root.
	A couple days into the holidays it began to sprout and a few days after it turned into this	Started to grow more and produce small green sprouts, and grow taller. The roots also began to fill up the glass.
	After up to a week or more of growing (im not sure of date) it fully sprouted into this.	Sprouted more and more and grew taller and time went by, and the tall sprouts grew




### SHALLOT - DAY 6

By day 6 the shallots had grown very well. Their roots were getting longer and the shallot itself and grown a lot, I think another few days and they will be ready to plant.

	5.6.20	- The plant has started to sprout but only small
	18.6.20	- The tomato plant has sprouted and grown a lot more - The larger one has a fluffy texture
	1.7.20	- The tomato plant has grown really big - It means I have to replant it soon into a bigger pot

# Student Work Samples

Photograph of plant growth	Date	Observations
	12/5/20	
	19/5/20	Starting to sprout a little bit in the center
	26/5/20	The sprouting is becoming bigger



# Student Work Samples

**PHOTOGRAPH OF FINISHED PROJECT**



**PHOTOGRAPH OF FINISHED PROJECT**

For the project to be ready to hang up it needs multiple weeks for the plants to start rooting and i need to get more plants over time as they are to expensive to buy from shops (like \$3 dollars a plant)



**PHOTOGRAPH OF FINISHED PROJECT**



**PHOTOGRAPH OF FINISHED PROJECT**

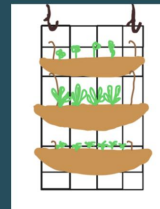


**SKETCH YOUR PLAN**

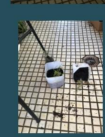
**WITH BRICK CLIPS**

**USING BED FRAME**

**ACTUAL IDEA**



**PHOTOGRAPH YOUR PROCESS**



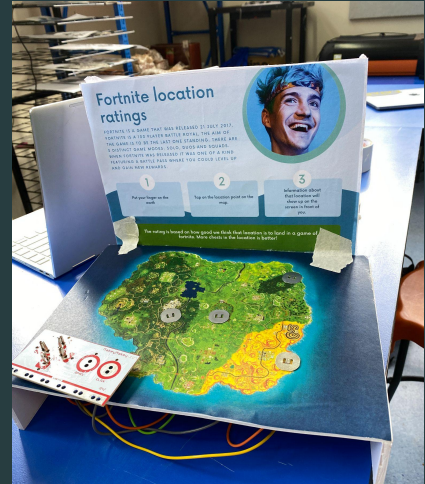
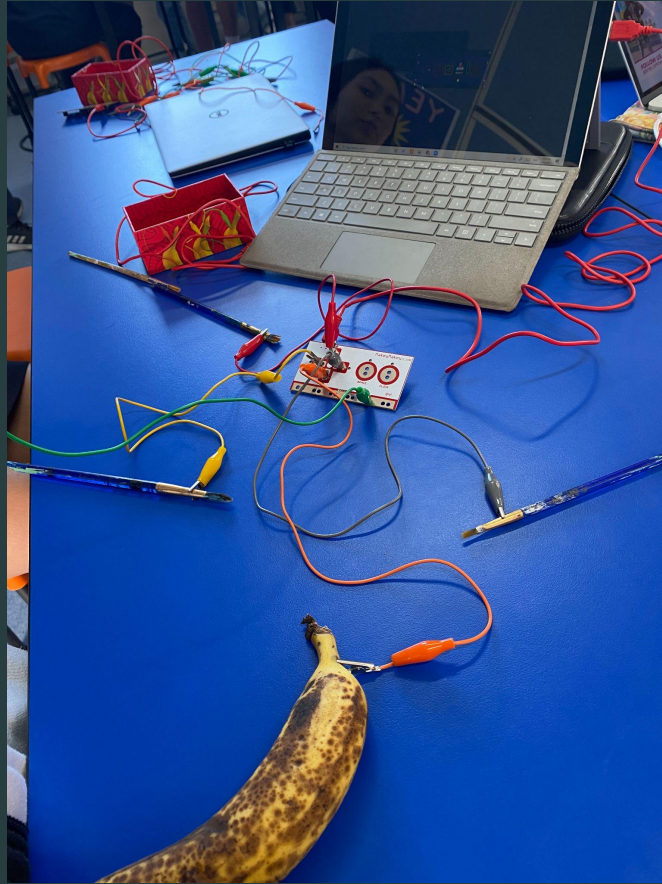
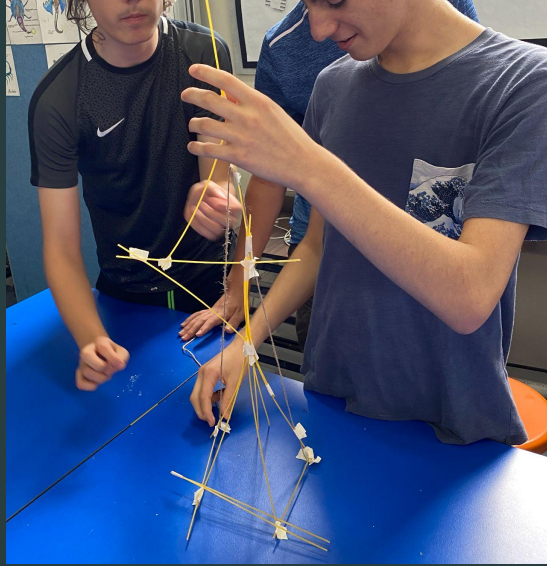
# MAKING HISTORY

The launch of the SpaceX Dragon



What is the significance of this toy?







# ACADEMIC EXTENSION



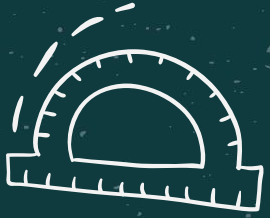
CREATING CURIOSITY



Authentic  
and  
transferable  
learning

Define the  
challenge to  
create a  
meaningful and  
actionable  
solution

Make the  
learning  
experience  
relevant



Promote  
risk-taking,  
prototyping &  
self reflection

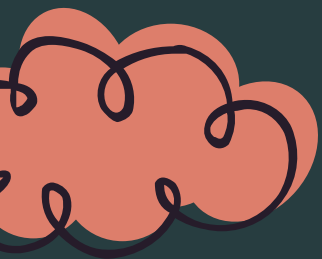


Ask the  
question  
"How Might  
we...?"

Learn by doing  
and explaining  
their  
discoveries







## How can we document the present, remember the past and celebrate our future?

What are Cabinets of Curiosities?

*These collections—combining specimens, diagrams, and illustrations from many disciplines; marking the intersection of science and superstition; and drawing on natural, manmade, and artificial worlds—can be seen as the precursors to museums.*

### The Task

**Curate a collection of objects that represent who and what you are.**

*What is involved in writing a history of the present? It's not quite the oxymoron it may appear to be. It is often enough that we find ourselves in the middle of complicated, confusing, and interwoven events locally, regionally, or globally - events that require much the same sort of conceptual and integrative work that the Manchu conquest of China or the Odessa mutiny requires for the traditional historian.*

#### Learning intentions:

Students will understand how collections of objects can represent our past  
Students will know how to curate a collection of objects  
Students will learn how history and science is documented for the archives  
Students will understand how their present footprint can be remarkable and shape their future selves  
Students will know how history is a memory of the past and can provide life lessons

## THE TASK

INQUIRE	<ul style="list-style-type: none"><li>✓ How do we remember and document the past?</li><li>✓ What can we learn about improving our future from the memories of the past? Use a case study as an example.</li><li>✓ Analyse Primary and Secondary sources to understand how we construct histories</li><li>✓ Interview a person in your family or your community to learn about their past</li></ul>
DISCOVER	<ul style="list-style-type: none"><li>✓ What can everyday objects from the past tell us about life long ago?</li><li>✓ What items would you put in a time capsule for future generations, and why?</li><li>✓ If you uncovered an item stashed away long ago, would you feel a connection to the person who left it behind? How curious would you feel about the item you found and the person who used it? Would you want research to find out more? Why or why not?</li></ul>
CREATE	<p>Design a TIME CAPSULE to document your time and place. <i>Time capsules are created to commemorate an event or to capture a moment for the future</i></p> <p><u>Considerations</u></p> <ul style="list-style-type: none"><li>• Create a WEBSITE or an ANNOTATED PHOTO JOURNAL to document the objects that are significant to your present history</li><li>• Use a range of sources including text, photographs and objects</li><li>• Explain the significance of each selection to justify its inclusion</li><li>• Who is your proposed audience?</li><li>• What do you want to say?</li></ul>

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# THANKS!

@missjessm

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