# FAST FOUR - LIVING THINGS

One of the focuses of this 'Fast Four' pack is to bring forward understandings of what contributes to something being classed as living.

The second focus is the fact that all living things are interconnected with one another through interconnected systems and because of various needs and wants.

There is also a focus on the fact that all living things undergo change in different ways for different reasons. Your child(ren) are also invited to reflect on the responsibilities people have and choices people make when deciding to use other living things (plants and animals) as sources of food and textiles (fibre).
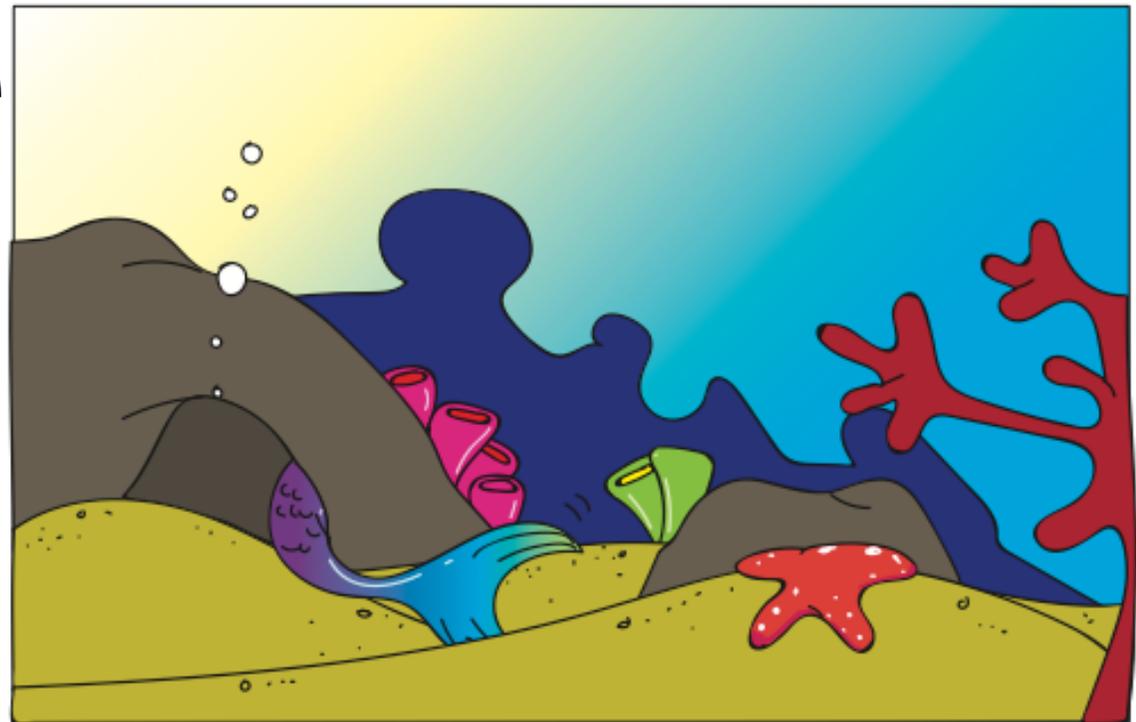
FAST FOUR

'Fast Four' is quick thinking task that enables you and your child(ren)to generate ideas and discuss them with others.

The task can be used as a warmup before another task or as a reflection after a task or at the end of the day. It could also be a fun mealtime option.

You and your child(ren) select a fast four card from the pile/screen. Your child(ren)can choose to do the task and/or record ideas in way that makes sense to them. It can also be done in pairs or as a small group. Your child(ren)need to discuss and play a part in the recording of ideas generated.

It is up to the family or group to decide if they would like your child(ren) to share or display their ideas for other family members via digital communities.

It is worthwhile walking around and listening to ideas being generated as they can provide a quick glimpse into thinking, misconceptions, and connections being made as a result of the the focus of the fast four topics.

Fast Four – Living Things

FAST FOUR

List four things that all living things have in common.
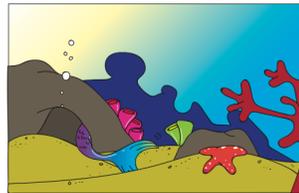
Fast Four – Living Things

FAST FOUR

Decide on four non-living things that you wish you could turn into living creatures.
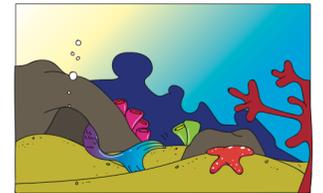
Fast Four – Living Things

FAST FOUR

Compare four living and non-living things, what is the same? What is different ?
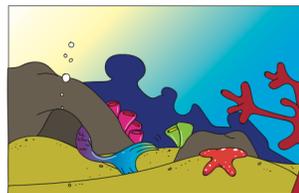
Fast Four – Living Things

FAST FOUR

Name four of your favourite living things.
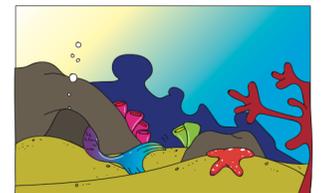
Fast Four – Living Things

FAST FOUR

Think about four things that would happen if one group of living things disappeared.
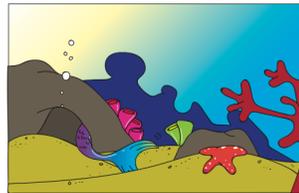
Fast Four – Living Things

FAST FOUR

Identify four groups of living things.
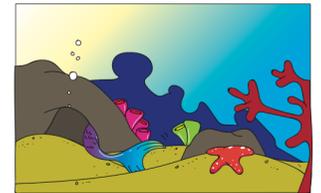
Fast Four – Living Things

FAST FOUR

Name four different coverings that animals have.
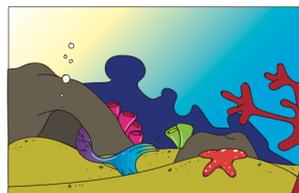
Fast Four – Living Things

FAST FOUR

Name four different features of a plant.
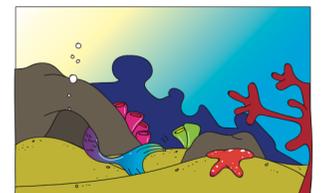
Fast Four – Living Things

FAST FOUR

Imagine you could combine a plant and an animal, describe four things it could do.
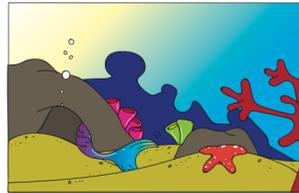
Fast Four – Living Things

FAST FOUR

List four things all insects have in common.
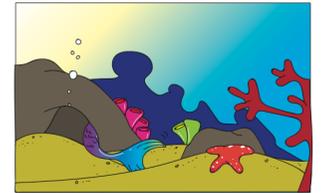
Fast Four – Living Things

FAST FOUR

List four things all birds have in common.
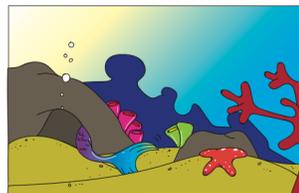
Fast Four – Living Things

FAST FOUR

List four things all reptiles have in common.
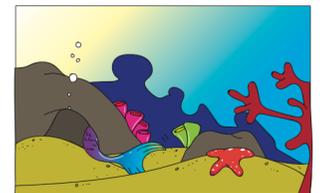
Fast Four – Living Things

FAST FOUR

Imagine a creature that could live in both the snow and water, list four features it would need.

BeConWiz
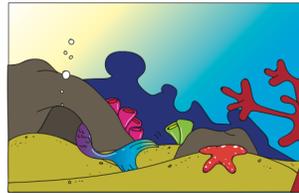
Fast Four – Living Things

FAST FOUR

List four creatures that can live both on land and in water.

BeConWiz
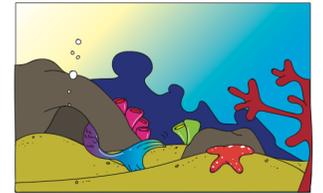
Fast Four – Living Things

FAST FOUR

Imagine if fish had to live in the sky. What four adaptions would they need to make?

BeConWiz
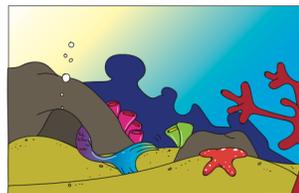
Fast Four – Living Things

FAST FOUR

Imagine if tigers had to live in the sea. What four adaptions would they need to make?

BeConWiz
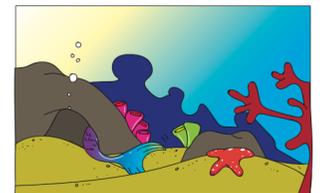
Fast Four – Living Things

FAST FOUR

Identify four basic needs most living things have.

BeConWiz
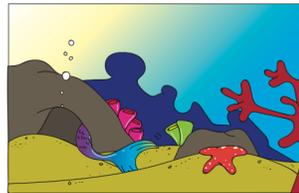
Fast Four – Living Things

FAST FOUR

Think of four different habitats a bird could live in.

BeConWiz
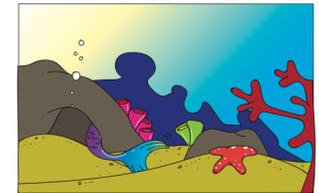
Fast Four – Living Things

FAST FOUR

Create a food web that has four animals in it.

BeConWiz
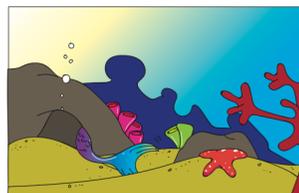
Fast Four – Living Things

FAST FOUR

Describe things people can do to support plant life.

BeConWiz
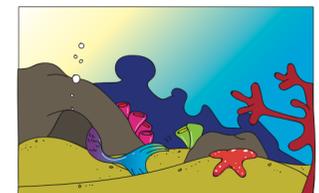
Fast Four – Living Things

FAST FOUR

Name four different habitats that support living things.
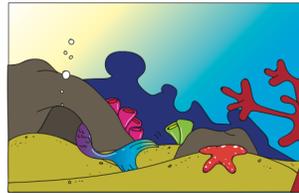
Fast Four – Living Things

FAST FOUR

Identify four needs a dragon may have.
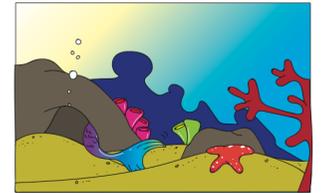
Fast Four – Living Things

FAST FOUR

Design a habitat for a dinosaur, that includes four key features that meet its needs.
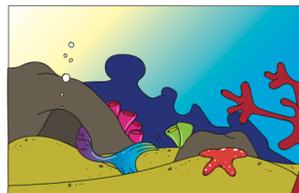
Fast Four – Living Things

FAST FOUR

Plan four things you would change about your local habitats so more bees could live there.
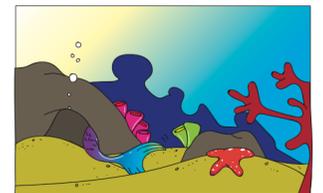
Fast Four – Living Things

FAST FOUR

Imagine you are an environmental scientist, create four things that would help improve your favourite type of habitat.

BeConWiz
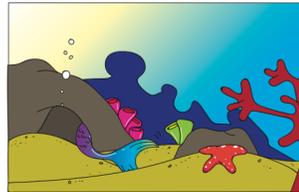
Fast Four – Living Things

FAST FOUR

Imagine you are *marine biologist**, what are four things you would tell people for them to care for the sea.

(*Someone who studies and cares for the oceans and seas)

BeConWiz
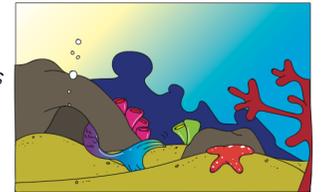
Fast Four – Living Things

FAST FOUR

Imagine you could create an island. Name four important *environmental spaces** that would be on or around this island.

(*Biomes, or ecosystems or habitats)

BeConWiz
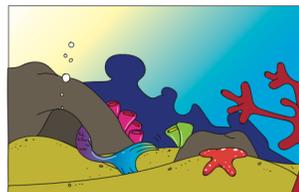
Fast Four – Living Things

FAST FOUR

Pretend that you are a scientist working at Jurassic world, choose four dinosaurs you would raise.

List four things each dinosaurs' habitat must include.

BeConWiz
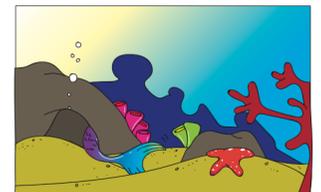
Fast Four – Living Things

FAST FOUR

Identify four ways non-living things can change.
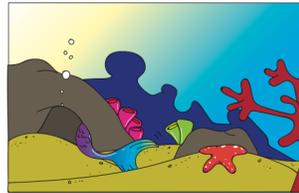
Fast Four – Living Things

FAST FOUR

Identify four ways living things can change.
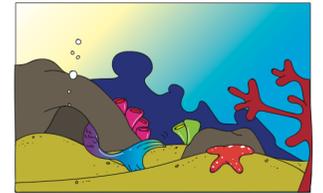
Fast Four – Living Things

FAST FOUR

Think about four reasons living things need to change or adapt.
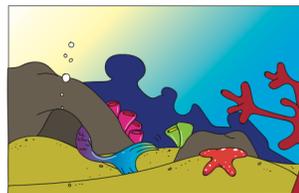
Fast Four – Living Things

FAST FOUR

Name four changes a bird and tree have in common.
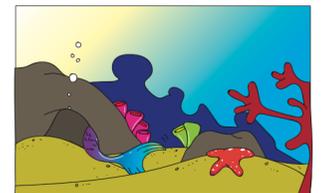
Fast Four – Living Things

FAST FOUR

Create an imaginary creature, describe the four life cycle changes it might undergo.
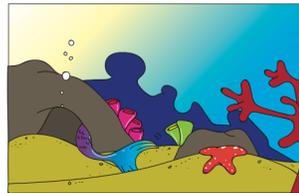
Fast Four – Living Things

FAST FOUR

Compare yourself to a family member, name four ways that you are similar.
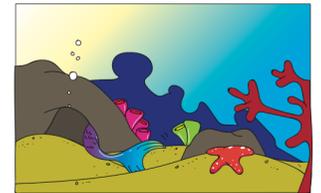
Fast Four – Living Things

FAST FOUR

Compare yourself to a family member, name four ways that you are different.
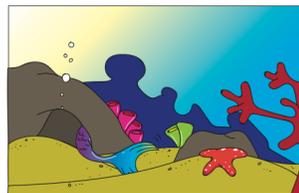
Fast Four – Living Things

FAST FOUR

Think about four changes mammals go through in their life time.
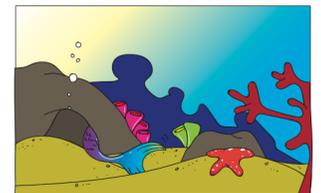
Fast Four – Living Things

FAST FOUR

Over time lots of things have adapted to changes in their environment. Name four changes you think some animals have made over time.
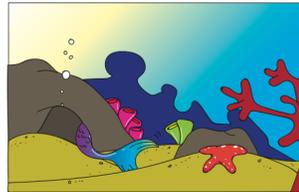
Fast Four – Living Things

FAST FOUR

Over time lots of things have adapted to changes in their environment. Name four adaptions you think some living things in the future will have.
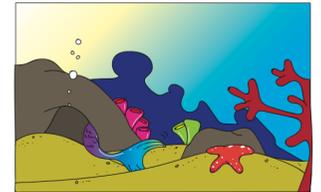
Fast Four – Living Things

FAST FOUR

List four ways that people use plants as a resource.

List four choices we make when using plants as a resource.
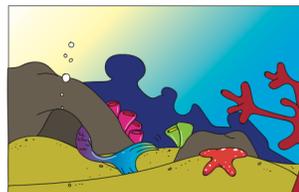
Fast Four – Living Things

FAST FOUR

Identify four responsibilities people have if they use other living things as a resource.
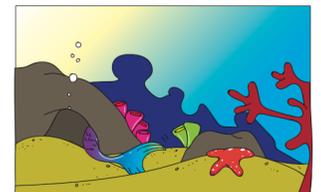
FAST FOUR

List four ways people use other land animals as a resource.

List four choice we make when using the land animals as a resource.
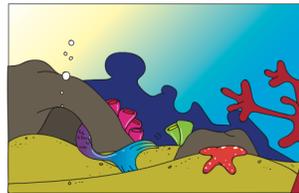
FAST FOUR

Describe four things that are made from or come from plants.
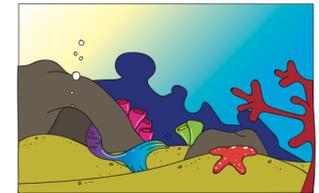
FAST FOUR

Describe four things that are made or come from animals.

FAST FOUR

Reflect on four different beliefs that people might have about using animals as a resource.
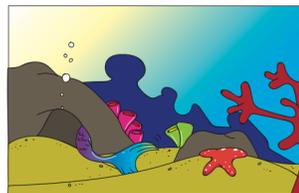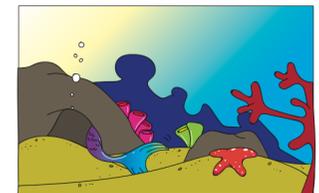
Fast Four – Living Things

FAST FOUR

Reflect on four different beliefs that people might have about using plants as a resource.
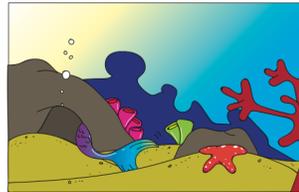
Fast Four – Living Things

FAST FOUR

Identify four jobs that people might have that help people maintain a balance when growing plants or animals as a resource.
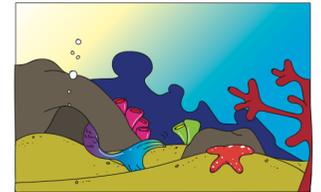
Fast Four – Living Things

FAST FOUR

Imagine you have discovered a new planet. List four rules people would have to follow in order to care for the living things on this planet.
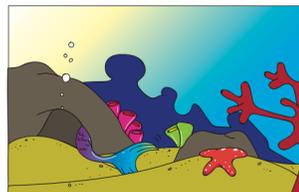
Fast Four – Living Things

FAST FOUR

List four ways people use water dwelling creatures as a resource. List four choices make when using the water creatures as a resource.
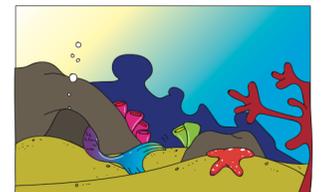
BeConWiz's commitment to equitable and ethical practices

BeConWiz, will be referred to as BCW in this document.

BCW will now use 'they – themself' as a singular, gender-neutral pronoun in all material and resources generated. Just as the use of 'he – man' disappeared women's voice and identity, use of the binary 'she – he' and related pronouns has disappeared and rendered voiceless marginalised groups that do not identify with the 'he –she' pronouns. Until some wider grammatical agreement has been reached about what pronouns will be used to embrace the diversity of gender experience, in text we will use 'they – themself' in our materials. Given that words/language create reality, using language that is acknowledging and inclusive of all people who identify across a wide gender spectrum is an issue of power, politics, respect and visibility. "
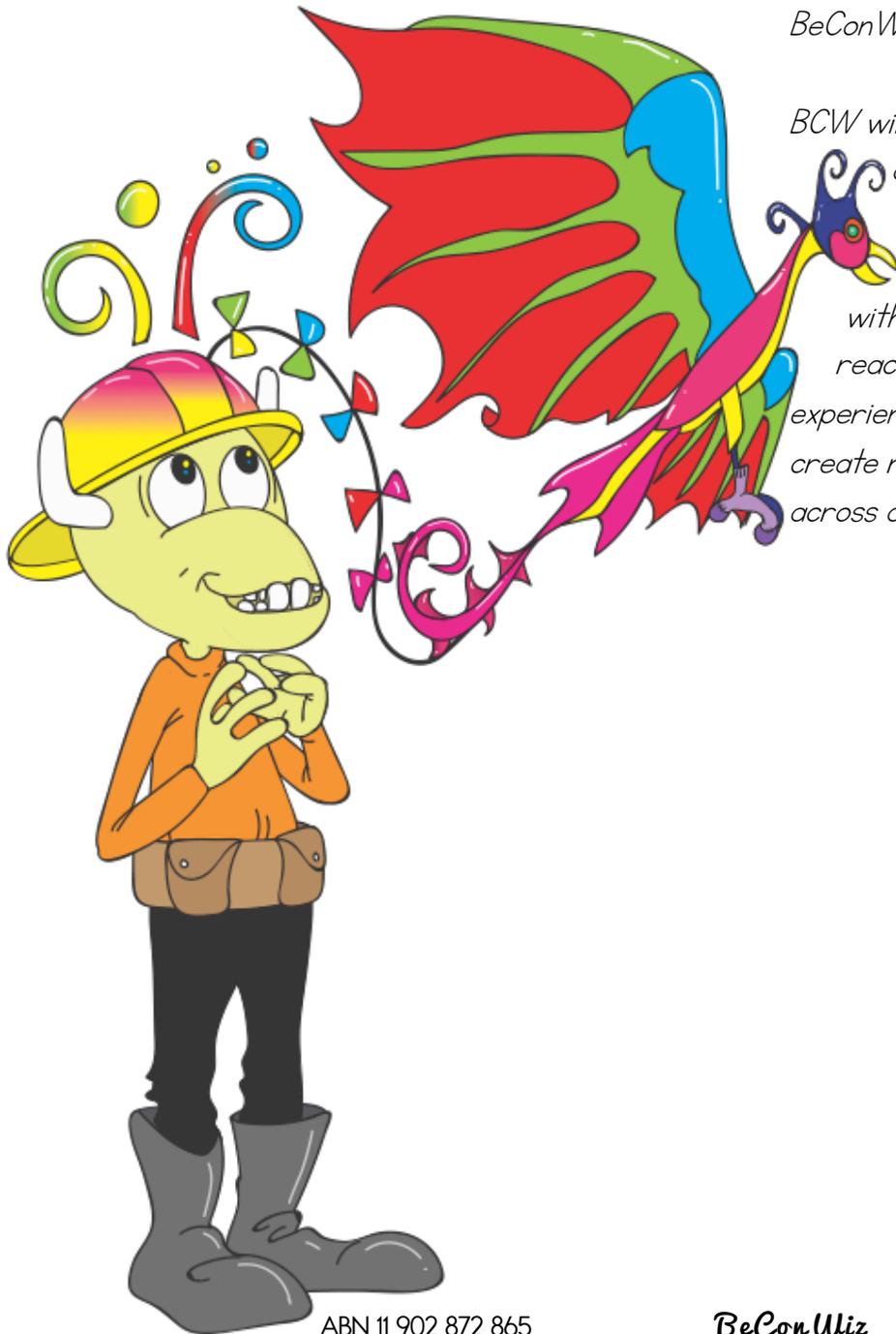
TERMS AND CONDITIONS

LICENSE TO USE PURCHASED INDIVIDUAL CLIP ART

The clipart purchased on this site may only be used for personal or class use. It can not be used in the production or publication of any materials, resources or other related goods that are to be sold onto others or for commercial use.

Schools wishing to buy clip art for across school use or in school publications must contact the BeConWiz team for a price for this option.

LICENSE TO USE PRODUCTS

Any products purchased from BeConWiz are purchased by you for your personal use and not for distribution or resale.

BeConWiz download resources are able to be printed for personal use by the purchaser (a given single educator) only. They can be used to teach your class of students and are intended to be used in this way. *Schools wishing to use product packages or negotiate tailored deals or teaching teams must contact BeConWiz directly and negotiate separate terms and conditions.*

Any workshop or consultancy work will be negotiated and tailored to meet individual client needs and as such, the terms and conditions of such purchases or contracts will be issued and delivered in separate documentation.

ELECTRONIC DOWNLOAD DELIVERY

Download products are immediately available to holders of a product package of BeConWiz. If you have any problems with an immediate download, please contact us at beconwiz@beconwiz.com

DOWNLOAD PRODUCTS AND MATERIALS

We provide no guarantee that you will be able to use school computers to download BeConWiz materials. We will endeavor to do our best to ensure downloadable material is accessible on a variety of computers, tablets or devices. If you are experiencing issues with download or printing of materials please contact us, so we can improve our service to you.