Facts you can use, and a fresh local example

Adult review door. Read date: **8 October 2026**. These are narrow original factual paraphrases, not imported provider art, live local data or copying permission for their whole websites. All worked quantities in CONTEXTS20 and the ordinary models are explicitly original fictional quantities unless a fact card below is named.

F01 · Shared units help comparisons

The National Measurement Institute describes Australia’s measurement system using shared SI references so measurements can be compared. This supports asking what unit and reference a reading used; it does not establish a particular classroom tool’s calibration.

Source: NMI — Australia’s measurement system. Meaningful measurement/common-reference sections read, not a whole global navigation audit. Classroom question: “Could we compare these two readings without knowing their units?” Criterion: notice the missing unit and request it; do not invent a reading.

F02 · Unit symbols name the attribute

NMI’s Symbols document uses m/cm/mm for length, kg/g for mass and L/mL for volume. The retained linked document is **Fourth Edition March 2009**, not a newly issued 2026 standard. Use a ruler for length, a suitable scale for mass and a labelled measuring jug for a small liquid amount. A printed diagram is not automatically a calibrated tool.

Source: NMI P101 — Symbols, complete indexed three pages read. Question: “Which unit would help find the length of a paper label?” Criterion: cm or another justified length unit, with a suitable labelled tool and attribute reason. A numeric label without a unit is incomplete.

F03 · Useful benchmark, not a universal object

The selected national M01/M02 meanings invite known familiar-unit benchmarks. A package *actually labelled* 500 g or a container *actually labelled* 1 L can provide a reviewed reference. That does not mean every packet is 500 g, every milk carton is 1 L, or an empty container has zero capacity. Keep the actual label/source/date or use a clearly marked model. No product, quantity or unit was physically tested by this author.

Source: retained national context, especially AC9M3M01/M02. Question: “What must we check before using this as a benchmark?” Criterion: unit, amount/capacity versus current contents, suitability and source/measurement, not appearance alone.

SubjectNest original education © 2026 · CC BY 4.0

F04 · A museum range is not an individual measurement

The Australian Museum’s current short-beaked echidna page gives a **40–55 cm size range**, with page updated **30 July 2026**. A 45 cm paper line lies within that reported range. It is not a measured animal, a typical size guarantee or evidence that an echidna lives locally. Do not approach, collect or handle wildlife for this kit.

Source: Australian Museum — Short-beaked Echidna, current main fact body read. The shorter legacy URL timed out; its older indexed page date was not substituted for this current reading. Question: “What does the range tell us about our paper line, and what does it not tell us?” Criterion: 40 ≤ 45 ≤ 55; identify the reported range versus actual individual/local unknown. Only the narrow size fact is used; no museum media copied.

F05 · Rainfall uses a depth unit

The Bureau of Meteorology’s climate-data FAQ describes rainfall in mm. A rainfall depth is different from the amount in a particular jug. A fictional display reading 12 mm is not a 12 mL jug amount or a current local observation. Its FAQ also warns that missing data is not necessarily zero and some recent data has not yet been quality controlled.

Source: BOM — Climate Data FAQ, complete meaningful Rainfall section read. Question: “Would this mm value tell us how much water is in this particular jug?” Criterion: no; distinguish depth unit from a container amount and request the missing context. Roof collection estimates have assumptions; no roof access, weather prediction or water-safety claim is required here.

Replace a fact with one that matters locally

1. Choose one useful question with the class. Keep it small: an adult-reviewed display edge, an actual container label or a dated official public measurement example. No identity, diagnosis, attendance count, bodily mass or local cultural authority is needed.

2. Adult reads the primary source or checks a suitable familiar tool/label. Record publisher/URL or tool/label reference, actual date, exact value/unit, status (observed/supplied/model), and relevant limits. A search snippet alone is insufficient for a changing local claim. If inaccessible or unclear, mark unconfirmed.

3. Separate **known** source facts from **inferred** interpretations and **unknown** dimensions/needs. Do not silently fill missing live values. An organiser’s rock theme does not require collecting or measuring unsafe rocks.

4. Write a new narrow question and keep the own local-review card and its complete alternative empty until your actual review/attempt. Retain the source itself when copying is permitted; otherwise retain a precise link/reading note, not outside images.

SubjectNest original education © 2026 · CC BY 4.0

5. Original component criteria: relevant attribute/unit; honest source/status; appropriate comparison/operation; useful explanation/remaining uncertainty. Record actual action, wanted support and a specific next teaching example with unrelated values.

6. Review rights, local program and safety before use. Make an anonymised edit proposal via EDIT-AND-PROPOSE. Nothing auto-fetches or updates. Keep source date and modification notice when sharing an owned revised copy.

Blank planning fields: Source/publisher/date: ___; known value/unit/status: ___; unknown/inferred: ___; child question: ___; own response: [empty]; component criteria/help/action boundary: ___; next teaching: ___. These are adult placeholders, not completed observations.

SubjectNest original education © 2026 · CC BY 4.0