

LEARNING AT HOME

Years 7, 8 and 9: Monday, March 30

TASK 1: HEALTH and PHYSICAL EDUCATION

Approx: 30 mins

Get Moving!

Note to Parents/Guardians:

Keeping fit and active when so many activities are no longer available can be challenging. This activity encourages students to devise an exercise program that is practical and fun. Remember that there are plenty of ways that you can exercise and there are lots of online videos and tips. Encourage your child to come up with a plan that they will stick to everyday. One way of doing this is making a daily time for exercise that everyone can enjoy. It can be as simple as a walk or kicking a ball around the yard.

If your child requires counselling support, contact Kids Helpline 1800 55 1800 <https://kidshelpline.com.au/>

Activity:

This activity looks at how you can keep physically fit and active when you can't play sports, go to the pool or the gym. Create a weekly exercise program that will suit where you live, what you have at home and what you enjoy doing. Remember that there are plenty of online resources that can help get you moving. Be creative.

- Try to have a total of at least 60 minutes a day, and make it fun!
- Put aside time each day to do the activities in your program.



Curriculum Links:

Health and Physical Education – Learning Through Movement

Years 7 and 8: Evaluate and justify reasons for decisions and choices of action when solving movement challenges.

Year 9: Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges.

TASK 2: PERSONAL and SOCIAL CAPABILITY

Approx: 60 mins

Covid-19 Restrictions

Note to Parents/Guardians:

Kids News is a daily news service of kid friendly news stories with a range of activities. This is a good daily activity, as the stories cover all curriculum areas. Students can listen to the story, if that suits their learning style or you would like to share it. This's story outlines last week's announcement from the Federal Government regarding restrictions. It could give you a good opportunity to discuss this situation with your child.

Activity:

Follow the link to the Kids News Story on last week's Covid-19 restrictions in Australia.

<https://www.kidsnews.com.au/health/pm-scott-morrison-issues-stage-2-bans-and-warns-australians-they-must-stay-home-to-fight-covid19/news-story/79dddde3f172faad34a7f25f6493f1e2>

Complete the activities at the bottom of the article.

Curriculum Links:**Personal and Social Capability – Development of Resilience**

Years 7 and 8: Discuss the range of strategies that could be used to cope with difficult tasks or changing situations.

Year 9: Analyse the significance of independence and individual responsibility in the completion of challenging tasks.

BREAK: 30 minutes**TASK 3: MATHEMATICS**

Approx: 60 mins

Revision – What's the use of maths?**Note to Parents/Guardians:**

Today's activity is a chance for students to apply the mathematics that they worked on last week around the house.

Activity:**Year 7 and 8:**

1. List 5 ways that understanding fractions can help you around your home. Write two maths questions or problems based on each thing on your list.
2. Fractions are Fabulous! Design a poster or write the words of a jingle (a song that is used in an advertisement). The purpose of your poster or jingle is to convince kids who don't like doing maths that learning about fractions is important and fun.

Year 9:

1. What's the most useful thing that you have learned about in maths this year? List 5 ways that understanding this helps you at home or in your everyday life. Write two maths questions or problems based on each thing on your list.
2. Design a poster or write the words of a jingle (a song that is used in an advertisement). The purpose of your poster or jingle is to convince kids who don't like doing maths that learning about the topic you chose for Question 1 is important and fun.

Curriculum Links:**Mathematics – Real Numbers**

Years 7 and 8: Solve problems involving addition and subtraction of fractions, including those with unrelated denominators.

Curriculum Overview

Year 9: Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives.

TASK 4: ENGLISH

Approx: 40 mins

Missing in Action**Note to Parents/Guardians:**

This activity focusses on characters. You will need a sheet of blank paper and drawing materials

Activity:

Think of your favourite character from a novel or film?

Imagine that your favourite character has gone on holiday but they forgot to tell anyone.

Everyone else thinks that they have disappeared.

1. Design a MISSING poster or social media post for your character. This poster gives plenty of information about a person so that other people will recognise them very quickly and easily.

Your poster must include:

- A picture of the character
- Their full name, where they live, their job or school details
- A detailed description of what they look like. This includes height, weight, hair/eye/skin colour and anything unusual about the way they look.
- A detailed description of what they were last seen wearing.
- Places they usually go to or where they might be seen.
- ANYTHING about them that stands out.

2. Now imagine that your character comes back from their holiday and finds out that everyone has been looking for them.

What do you think they would do?

How would they react to this?

Use what you know about your character to write a short story based on this.

**Curriculum Links:****English Literacy – Creating texts**

Year 7: Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts.

Year 8: Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (VCELY420).

Year 9: Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (VCELY449).

LUNCH: 60 minutes**TASK 5: ENGLISH**

Approx: 20 mins

Drop Everything and Read

Note to Parents/Guardians: This is a daily activity where everyone stops what they are doing and reads for 20 minutes. It helps if you do this at the same time each day and join in yourself!

You will need:

A book or other material that the student wants to read and can spend at least 20 minutes reading it. It is important that it is something they are interested in and are motivated to read.

Activity:

Find a comfortable place and read for 20 minutes.

BREAK: 30 minutes

TASK 6: SCIENCE

Approx: 60 mins

Work Like a Scientist – forming a hypothesis

Note to Parents/Guardians:

This activity is a hands on experiment that will ask students to carry out an experiment, observe and record what happens, then use this information to make a hypothesis. The aim is to encourage students to become confident in using scientific thinking and methods. Using direct evidence to back up their ideas or opinions is a key skill in all subject areas.

You will need:

- Balloons
- 2 litre plastic soft drink or water bottle
- a nail or something that can make a hole in the bottle.



Activity: Blow Your Mind!

1. Put the balloon inside and stretch the mouth of the balloon over the bottle top.
2. Take a deep breath and try to blow up the balloon inside the bottle. Write down what happens.
3. Make a small hole on the side of the bottle, close to the bottom.
5. Try to blow up the balloon as much as you can. Write down what happens.
6. Blow the balloon up again with the hole in the bottle. When the balloon fills up the bottle, stop blowing and put your finger or thumb over the hole. Then move your finger. Write down what happens.

A hypothesis is an explanation based on observations that can be tested.

Can you make a hypothesis about what helped the balloon to inflate in the bottle? What stopped it inflating?

Think about what happened and why it happened. Write down your ideas to these questions:

- Why do you think you could not inflate the balloon the first time?
- Why did putting a hole in the bottle help the balloon to inflate?
- Why did the balloon deflate (go down) when you stopped covering the hole?

Extension

Look at your answers. Could you devise another type of experiment to prove your hypothesis? Try it!

Curriculum Links:

Science – Science Inquiry Skills – Questioning and Predicting

Years 7 and 8: Identify questions, problems and claims that can be investigated scientifically and make predictions based on scientific knowledge.

Year 9: Formulate questions or hypotheses that can be investigated scientifically, including identification of independent, dependent and controlled variables.

TASK 6 – CRITICAL and CREATIVE THINKING

Approx: 20 mins

Monday Mayhem

Note to Parents/Guardians:

This week there will be short activities that focus on creative thinking and writing. Your child (and perhaps you) may think that much of what follows is silly and that's the point – get them thinking, to demystify the writing process and make it available to students.

Activity:

Complete these tasks – use your imagination and have fun!

- Mondays should be outlawed – why? List five reasons.
- Write a sentence in which every second word starts with the letter 'M'

Curriculum Links:

Critical and Creative Thinking

Years 7 and 8: Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives.

Year 9: Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions.

SUGGESTED LUNCHTIME ACTIVITIES

- Write a letter or design a card to send to one of your friends
- Put on some music and dance!
- Don't forget your exercise schedule

ADVICE FOR PARENTS/GUARDIANS REGARDING YOUTUBE LINKS

While YouTube offers some excellent learning resources and we offer suggested links in this material, Kids News cannot guarantee the type of advertisements that will pop up while you are watching these clips.

Please only allow your child to watch the suggested clips with supervision so that you can prevent them seeing the advertisements that are not age appropriate.

NOTE FOR PARENTS/GUARDIANS

These free activities are written by qualified, practising teachers in accordance with/with reference to the Australian National Curriculum 2020 and are intended to be used as a guide for parents.



TODAY'S STORIES

- 1. Fearsome feathered dinosaur with a telltale scar**
- 2. It's Monster Monday! Learn how to draw the best monsters**