

Years 7, 8 and 9: Tuesday, March 31

TASK 1: WELLBEING

Approx: 30 mins

Reach Out

Note to Parents/Guardians:

In 1997, the Inspire Foundation, now known as ReachOut Australia, was established by Jack Heath to harness the potential of the internet, becoming the world's first online mental health service for young people. It is now a leading and respected resource for schools and families to help young people.

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

Activity:

Reach Out has lots of great resources to help you to deal with any feelings, stresses and worries that you may have right now.

Visit the site at:

<https://au.reachout.com/articles/how-to-deal-with-uncertainty-during-coronavirus>

Read through the articles. Write down what your 'stability rocks' are and list the skills that you've used to get through challenging times before.

Curriculum Links:

Personal and Social Capability – Self Awareness and Management – 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: Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection.

TASK 4: SCIENCE

Approx: 60 mins

The Bellinger River Snapping Turtles

Note to Parents/Guardians:

Kids News is a daily news service of child-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..

Today's focus a good news story about success in breeding endangered turtles.

Activity:

Follow the link to the Kids News Story the Bellinger River Snapping Turtles

<https://kidsnews.com.au/animals/baby-boom-after-big-hatch-of-critically-endangered-bellinger-river-snapping-turtles/news-story/5cfb8737b406e69c2b688ae21f50a211>

Complete all the activities listed at the end of the article.

Curriculum Links:

Media Arts – Respond and Interpret

Years 7 and 8: Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations.

Year 9: Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries.

BREAK: 30 minutes

TASK 3: CIVICS and CITIZENSHIP

Approx: 60 mins

Human Rights

Note to Parents/Guardians:

Today's activity is about human rights and asks students to reflect on the United Nations.

Activity:

Locate the Human Rights and Equal Opportunity Commission's website to answer these questions:

http://www.hreoc.gov.au/info_for_students/index.html

1. What are the basic human rights that people around the world have agreed on?
2. Who is responsible for making sure that human rights are protected in Australia?
3. What is the job of the Human Rights and Equal Opportunity Commission?
4. What rights do you have according to the Convention of the Rights of the Child?
5. What does the United Nations do to promote human rights around the world?
6. Why do you think it is important for people to know their rights?

Create an information pack to help students in your school community to know about their rights and why they are important

Your pack should include:

- A poster or logo
- A storyboard for a television commercial.
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Curriculum Links:

Civics and Citizenship – Government and Democracy

Years 7 and 8: Discuss the freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement.

Year 9: Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society.

TASK 4: ENGLISH

Approx: 40 mins

But I Can't Write

Note to Parents/Guardians:

This English activity aims to encourage students to build confidence in their ability to tell, and therefore write, stories.

Activity:

Many students worry that they cannot write a story.

But anyone who can tell a joke can tell a story – and anyone who can tell a story can write.

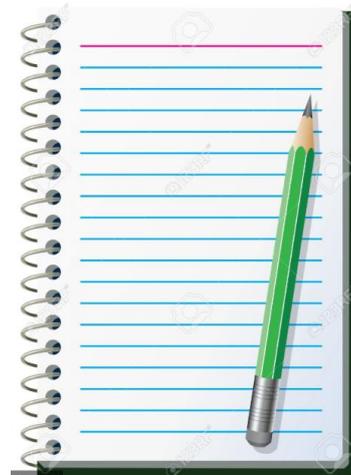
Try to remember a joke – one that is appropriate to write down.

If you can't think of a joke, remember a scene or storyline from a movie or TV show that you really enjoyed.

Write it down in as much detail as you can.

Why do you think it is the funniest (or best?)

Turn your joke or scene into a story, write as much as you can.



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

Year 7: Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas to a specific audience (VCELY387).

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: HISTORY****Approx: 60 mins****History****Note to Parents/Guardians:**

This activity focusses on the use of evidence to inform conclusions, or answers to a mystery.

Activity:

Whatever Happened to 7A?

Use the evidence listed to work out what happened to a new Year 7 class on their first day of High School.

Year 7A did not arrive at their first class on their first day of High School. Use the following clues to work out why they did not arrive.

Write a report explaining what you thought happened to 7A.

Evidence:

- School bag with “Vanessa Smith 7A” left outside school office door.
- A torn off piece of a note with ‘All Year 7 students to ‘ written on it.
- A Year 9 student said he saw some year 7 students going towards the school gym when the bell went.
- A group of Year 10 students were late to their period 1 lesson with no excuse.
- The key to the school gym went missing the night before.

Curriculum Links:**History – Historical Concepts and Skills**

Years 7 & 8: Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes.

History – Historical Sources as Evidence

Year 9: Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability.

TASK 6 – CRITICAL and CREATIVE THINKING

Approx: 20 mins

Tantalising Tuesday Tasks**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:

List the 10 most tantalising tastes you can think of.

Next to each taste, write 10 words that describe it perfectly.

Then list the 10 most terrible!

Next to each taste, write 10 words that describe it perfectly.

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

- Do 3 small chores around the house to help out your family members and save you doing them at night.
- Ride your bike around block or meet just one friend to ride close to your house or street.
- Call or Facetime a friend to see how they are filling their day.
- Make up a new game on your trampoline or on another piece of outside equipment.
- Design a new garden bed for your backyard and plan where it could go and what you would need.

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. Huge 4.5 billion-year-old meteorite rediscovered in SA**
- 2. Keeping tigers happy during the COVID-19 disruption**