

**Years 7 to 9: Friday, April 17**

## TASK 1: HEALTH AND PHYSICAL EDUCATION

**Approx: 30 mins**

### **Thank You Letter**

#### **Note to Parents/Guardians:**

*This activity encourages students to think about somebody who has been a positive influence on their lives.*

#### **Activity:**

1. Think about one person who you are really glad to have in your life.
2. Write a letter to this person. In your letter, tell them why you are glad to have them in your life. Explain some good things that they do and how they make a difference in your life. You could even include why you chose them for this activity! Give some examples, too.
3. Why don't you give or send your letter to them?



Not sure how to write the letter? Here is a sample to help you:

Dear ...

I am writing this letter to say thank you for ....

You make a difference in my life because you ...

When I was asked to choose someone I wanted to say thank you to, I chose you because ...

Yours Sincerely,

#### **Curriculum Links:**

##### **Health and Physical Education**

**Years 7 and 8:** Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing.

**Year 9:** Investigate how empathy and ethical decision-making contribute to respectful relationships.

## TASK 2: SCIENCE

**Approx: 60 mins**

### **What Can You Learn From Very Old Teeth?**

#### **Note to Parents/Guardians:**

*Kids News is a daily news service of kid friendly news stories with a range of activities and 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 story focuses on the discovery of an ancient jawbone in Tibet and what it is helping scientists learn about adapting to live in high altitudes.*

**Activity:**

Follow the link to the Kids News Story on an amazing fossil find in Tibet and what it is teaching scientists:

<https://www.kidsnews.com.au/science/a-fossil-jawbone-from-an-early-cousin-of-humans-solves-a-big-mystery-about-adapting-to-high-altitude/news-story/f5b80103129e3006b79bdd5234a09fa8>

Complete the activities at the end of the news article including the Quick Quiz, Classroom Activities and the Extension.

**Curriculum Links:****Digital Technologies**

**Years 7 and 8:** Acquire data from a range of sources and evaluate their authenticity, accuracy and timeliness.

**Year 9:** Manage and collaboratively create interactive solutions for sharing ideas and information online, taking into account social contexts and legal responsibilities.

**BREAK: 30 minutes****TASK 3: ENGLISH**

**Approx: 60 mins**

**Novel Study****Note to Parents/Guardians:**

*Today's activity encourages students to create an interesting summary of a novel that they have read for a much younger audience.*

**Activity:**

Choose a novel that you have read.

Summarise the book into an interesting comic or a picture book.

Your audience will be Year 1 students.

**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).

**TASK 4: HISTORY**

**Approx: 60 mins**

**What are the clues?****Note to Parents/Guardians:**

*This activity focuses on evidence. Students are asked to play the detective and make judgements based on the contents of a bag. They will then think about what items could survive into the future, and what archaeologists might think about the owner and our society based on the surviving evidence.*

**Activity:**

Here is a list of items that were found in someone's bag:

- A plastic hair comb
- A leather wallet with two credit cards, a Medicare card, a driver's licence, a loyalty card from a supermarket, a golf club membership card, a photo of two small children, a bank account card, 20 cent piece, 50 cent piece, \$1 and \$2 coins and \$130 in notes (two \$5s, two \$10s, three \$20s and one \$50), a MYKI card (a card that is used for catching trains, trams or buses)
- Some keys on a plain key ring
- A pair of sunglasses. The sunglasses have purple plastic frames
- A small, black, fold-up umbrella
- A small fabric zip-up bag containing a small tube of sunscreen, a lipstick, a small mirror, a small bottle of hand sanitiser
- A small pack of tissues, the tissues are in plastic wrapping
- A packet of peppermint chewing gum
- A smartphone
- A pair of ear buds

1. What do the contents (or 'finds') tell us about the person who owns the bag?

For eg, can you tell if the owner is male or female? Young or old? Wealthy? Intelligent? Healthy?

2. What evidence have you used to make these decisions?

3. What do the contents tell us about Australia today?

For eg, the materials and technology available to us; our monetary system; whether we are a literate society; fashion ...?

4. Imagine that someone steals the bag, takes any money and throws everything else into the side of a freeway. After 1000 years which items would survive for archaeologists to discover? Explain why each item (or part of each item) would survive?

5. Using only the surviving evidence for clues, what could archaeologists in 1000 years' time say about the owner of the bag and life in Australia today?

**Curriculum Links:****History**

**Years 7 and 8:** Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability.

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

**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**

### **When do toys become science?**

#### **Note to Parents/Guardians:**

*For science, we will continue to use a Science By Doing unit of work. This resource is from the Australian Academy of Science and is aligned to the Australian Curriculum. It is free, but you or your child will need to register and log in. Our focus is on the units of work related to physics. However, if your child has already covered this work, feel free to choose any of the other units that are available.*

*Some activities are written for pair or group work. Adapt these to asking your child to do the activity. If you can, discuss and share the activity with them.*

*It's important to remember that you can adapt the activity to suit your particular situation. This can be self-paced to suit their learning style and needs, but students could aim to complete at least 2 activities.*

#### **Activity:**

1. Locate the Science By Doing website. You or a parent/carer will need to register.

<https://www.sciencebydoing.edu.au/student/science-of-toys>

2. Use the Student Notebook and the Student Digital activities to complete Part 1 – When Do Toys Become Science?

#### **Curriculum Links:**

##### **Science**

**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.

## **SUGGESTED LUNCHTIME ACTIVITIES**

- Do a job that you've been putting off for ages – reorganise your clothes or desk, do something in your garden, help clean up something around your home.
- Put on some music and dance!
- Don't forget your family 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. Painting clouds and creating fog could save the Great Barrier Reef.**
- 2. 7m-long caterpillar chain spotted near Alice Springs.**
- 3. Mark Knight's cartoon on the pressures of learning at home.**