

Years 7 to 9: Wednesday, April 22

TASK 1: PERSONAL AND SOCIAL CAPABILITY

Approx: 60 mins

What Would You Do?

Note to Parents/Guardians:

This activity is designed to encourage students to think about and create wellbeing strategies to promote positive thinking among their peers.

Activity:

1. Imagine that you have been asked to create three activities that will help other students your age to keep a good sense of wellbeing or a positive way of thinking while we all have to stay at home right now.
2. Describe each activity.
3. For each activity, write an explanation of why you think that this activity will be helpful.
4. Create a step by step guide so that other kids your age can do the activity.

Curriculum Links: Personal and Social Capability

Years 7 and 8: Discuss the range of strategies that could be used to cope with difficult tasks or changing situations.
Year 9: Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge.

TASK 2: DESIGN AND TECHNOLOGIES

Approx: 60 mins

Behind the Scenes at Disneyland

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. Today's story focuses the work of the Imagineers who design and build Disneyland

Activity:

Follow the link to the Kids News story on how Disneyland is created:
<https://www.kidsnews.com.au/just-for-fun/creators-of-disneylands-rides-lands-and-characters-offer-a-sneak-peek-behind-the-scenes-in-online-courses/news-story/8995cb18e46cf2b89d632ce100198ec8>

Complete the activities at the bottom of the news article including the Quick Quiz, classroom activities and the extension.



Curriculum Links: Design and Technologies

Years 7 and 8: Investigate the ways in which designed solutions evolve locally, nationally, regionally and globally through the creativity, innovation and enterprise of individuals and groups.
Year 9: Explain how designed solutions evolve with consideration of preferred futures and the impact of emerging technologies on design decisions.

BREAK: 30 minutes

TASK 3: SCIENCE

Approx: 60 mins

The Magic Glass

Note to Parents/Guardians:

This is a physics activity that will require a light ball, such as a ping pong ball, and a glass or clear plastic tumbler.

Activity:

Can you lift up and hold a ball off the ground without touching it?

1. Think about some ways that you think that you can do this. Write down as many as you can think of!
2. Now, try this experiment:

You will need:

- a glass or plastic tumbler and a small ball.

You can lift up the ball and hold it above the ground using only the glass or tumbler. There cannot be anything between the ball and the surface you are using, like the ground or your desk/table.

How do you think you could do this? Try out your ideas.

Write down the idea, try it and then write down the result – did it work?

3. No luck? Here's a hint: centrifugal force. Find out what this means.
4. Can you think of a way to do the experiment using centrifugal force to pick up the ball? Give it a go!

Extension:

Think of another challenge using centrifugal force that you can do with objects around the house.



Curriculum Links:

Science – Physical Sciences

Years 7 and 8: Change to an object's motion is caused by unbalanced forces acting on the object.

Year 9: The explanation of the motion of objects involves the interaction of forces and the exchange of energy and can be described and predicted using the laws of physics.

TASK 4: ENGLISH

Approx: 60 mins

Setting the Scene

Note to Parents/Guardians:

This activity focusses on the setting of a novel that students have read. The book that they choose is not important – encourage your child to choose any book that they have enjoyed. You will need some drawing equipment or online design app or program for students to design or create a travel brochure.

Activity:

1. Think about a novel or story that you have read.
2. The setting of a novel or story is the time and the places where the story happens.
3. Design and create a travel brochure for the place where the story is set. If there is more than one place in the story, choose the most interesting or important place. Remember that a travel brochure is a small booklet or leaflet



that encourages people to visit the place for their holidays. Include the things that you know about the place from the novel. Use your imagination to add extra details, activities (things to do) and attractions (things to see) for your brochure. Make it as interesting and fun as you can!

Curriculum Links:

English – Examining Literature

Year 7: Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (VCELT374).

Year 8: Recognise, explain and analyse the ways literary texts draw on readers’ knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (VCELT407).

Year 9: Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author’s literary style (VCELT438).

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

ANZAC Day: The Gallipoli Landing

Note to Parents/Guardians:

In the lead up to ANZAC Day, this activity will encourage students to learn about the Gallipoli landing of April 25, 1915 and the campaign that followed. Students will need to research the events of April 25, 1915 and use materials to create at least two posters.

Activity:

ANZAC day will be this Saturday, April 25. This day remembers all who have fought and given their lives in wars. The date that was chosen for this important event was the day of the landing of the ANZACS at Gallipoli in Turkey on April 25, 1915.

Do you know about the events that took place on this day?

1. Find out why the ANZACS were sent to Gallipoli and what happened on that day.
2. Use the information that you have discovered to create two posters that will help people who haven’t studied history to learn about the Gallipoli landing:



Poster One: should be about the background information: who were the ANZACs and why were they sent to Gallipoli?
Poster Two: should be about the events of the day.

Extension: Create a third poster that is about the Gallipoli campaign that followed the landing.

Curriculum Links:

History – Historical Concepts and Skills

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

History – Australia at War 1914-1945 World War One

Year 9: Significant events, turning points of the war and the nature of warfare.

SUGGESTED LUNCHTIME ACTIVITIES

- Have you tried mindfulness? Use the Smiling Mind app to give it a go!
- Go for a walk.
- Call or Facetime a friend.

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. Facial recognition technology finally identifies Aussie WW1 soldiers.

2. Why flocks of flamingos have friendship groups.