

Years 7 to 9: Thursday April 2

TASK 1: WELLBEING

Approx: 60 mins

How Do You Solve Conflicts?

Note to Parents/Guardians:

Today's activity is focused on identifying strategies to resolve conflicts. You will need paper, possibly A3 and art materials to make a poster.

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

Activity:

Conflicts don't just happen in the news – sometimes we have conflicts and disagreements with other people in our everyday lives.

Do you know how to solve conflicts when they happen?

Visit the following website.

<http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=287&id=1521>

Using the information in the website you will create a poster that will help you to remember how to solve conflicts. Before you start your design, think about the information that you should include in the poster – remember, you will have to select your information carefully.

Read through the webpage and write down what you think are the 5 most important pieces of information in the site. In other words, what information do you think will help people understand how to solve conflicts?

List the pieces of information. Next to each, rank them from most important (1) to least important (2)

Why did you choose those items? Why did you rank them in the way you did? Write a short reflection which answers these questions.

Now, design your poster!

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

TASK 2: MATHEMATICS

Approx: 60 mins

Code cracking

Note to Parents/Guardians:

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

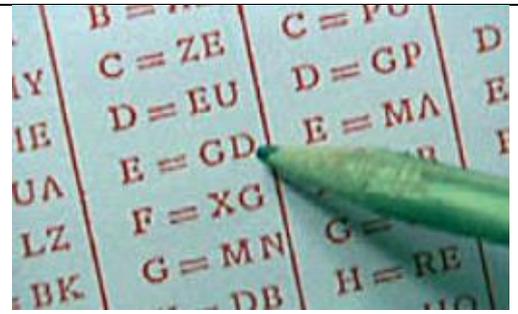
Today's focus is on a maths mystery – a CIA code that has not been solved for 30 years.

Activity:

Follow the link to the Kids News Story on the CIA's most mysterious code:

<https://www.kidsnews.com.au/mathematics/can-you-crack-the-30yearold-cia-code/news-story/f3c73558aa7a8871276672da100fb1a8>

Complete the activities at the end of the news article.

**Curriculum Links:****Mathematics – Patterns and Algebra**

Years 7, 8 &9: Mathematics is composed of multiple but interrelated and interdependent concepts and structures which students apply beyond the mathematics classroom.

BREAK: 30 minutes**TASK 3: VISUAL ARTS**

Approx: 60 mins

15-minute drawing challenge**Note to Parents/Guardians:**

This is a fun drawing challenge – rather than do them one after the other you might want to do a 15-minute challenge at different times during the day. Make it a family game!

Activity:

How many of these drawing challenges can you do? Try at least four.
Set a timer for 15 minutes each time.

Can you draw?

- A family holiday that has gone very wrong.
- A family holiday that has gone very right.
- A farmer making a scarecrow
- Ninjas who fight with vegetables
- A room that is filled with all of your favourite things
- A jungle full of huge ladybirds and tiny elephants

Curriculum Links:**Visual Arts – Visual Arts practices**

Years 7&8: Experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks.

Year 9: Select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes.

TASK 4: DESIGN and TECHNOLOGIES

Approx: 40 mins

Make It Better

Note to Parents/Guardians:

This activity challenges students to look at a simple everyday object and consider design changes that will improve it.

Activity:

Choose an everyday object in your house.

Look at it carefully and think about it. Take your time to think about these questions and write your answers.

- How could you change this object to make it work even better for you? Write down as many ideas as you can.
- What are some of the problems that people have in using this object? Write down as many ideas as you can.
- Draw up a new, improved design for this object.
- Write a description of the improvements that you have made, why you chose them and how they are going to make the object better. Don't forget to list any new materials that you might use for your object.

Curriculum Links:

Design and Technologies – Creating Designed Solutions

Years 7 and 8: Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas.

Year 9: Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas.

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: GEOGRAPHY

Approx: 60 mins

Seasons of the Year – Aboriginal Beliefs and Practices

Note to Parents/Guardians:

This activity encourages students to investigate Indigenous weather knowledge. You may need paper and art materials.

Activity:

Did you know that the Aboriginal people have their own way of describing the seasons of the year?

Use the Indigenous Knowledge resource on the Bureau of Meteorology website:

<http://www.bom.gov.au/iwk/?ref=fr>

Find out how they see the seasons and complete the table below. Remember that people from different parts of the country had different names, so write down the place where the terms were used that is closest to where you live..

Use the Internet to help you.

Name of month	European Season	Aboriginal Season – where was this used?
January		
February		
March		
April		
May		
June		
July		
August		
September		
October		
November		
December		

In the Northern Territory, the traditional knowledge of Aboriginal peoples still survives. Do you know what kinds of weather changes would happen when:

1. Flying foxes moved from the inland bush to the rivers during the dry season and built nests in the pandanus palm trees?
2. When the brolga returned in the dry season?
3. When you could see flowers on the rough barked gum trees?
4. When the plovers arrived?

Find out the ways in which Aboriginal peoples in Northern and Central Australia knew about the weather and climate.

Use the information that you have found to create an illustrated story or artwork that will inform other students about Aboriginal Peoples and Weather



Your story or artwork should include information on:

- i. beliefs
- ii. practices – what do Aboriginal peoples know?
- iii. Why is it important for us to know about this?

Curriculum Links:**Geography**

Years 7 and 8: Biomes and Food Security: Land and resource management strategies used by Aboriginal or Torres Strait Islander peoples to achieve food security over time.

Year 9 Environmental Change and Management: Aboriginal and Torres Strait Islander peoples' approaches to custodial responsibility and environmental management in different regions of Australia.

SUGGESTED LUNCHTIME ACTIVITIES

- Do some exercise, keeping active is very important! There are plenty of online programs and You Tube videos for people who can't get out and about right now. Try one.
- Do a job around the house that you have been meaning to do for a long time.
- Try a random act of kindness for somebody you live with.

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. Take a virtual journey around the world.**
- 2. How and why grey seals clap underwater to communicate.**