

## Years 7 to 9: Monday, May 4

### TASK 1: GEOGRAPHY

Approx: 60 mins

#### Water Works

##### Note to Parents/Guardians:

*This activity will encourage students to think about the water cycle.*

##### Activity:

Do you understand or remember the water cycle?

It deals with evaporation and what happens to water after that.

1. Write down what you know about this.
2. Look up information for more details or if you don't know.
3. Write down the information that you have found.
4. Use the information that you have to write a jingle or a song. The purpose of your jingle or song is to help primary school aged kids remember the most important things about the water cycle and why it's important to know about this. A good jingle is easy to sing, easy to remember, is fun and often repeats the most important things.

##### Curriculum Links:

##### Geography

**Years 7 and 8:** Ways that flows of water connect places as they move through the environment and the ways this affects places.

**Year 9:** Different types and distribution of environmental changes and the forms it takes in different places.

### TASK 2: SCIENCE

Approx: 60 mins

#### Glowing Dolphins

##### Note to Parents/Guardians:

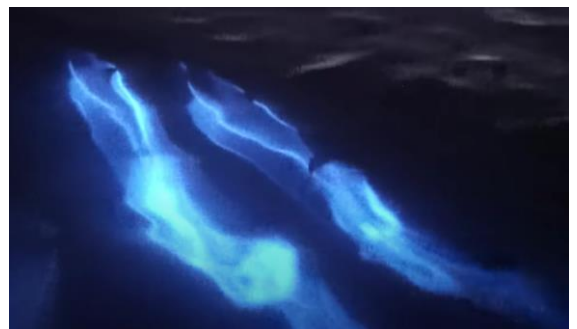
*Kids News is a daily news service of kid friendly news stories with a range of activities. This is a good daily activity, as the stories cover all curriculum areas. Students can listen to the story, if that suits their learning style or you would like to share it. Today's story focusses the reactions that create bioluminescence and its amazing effects in the ocean.*

##### Activity:

Follow the link to the Kids News Story on the incredible effects of a chemical reaction known as bioluminescence.

<https://www.kidsnews.com.au/science/glowing-dolphins-dance-through-bioluminescent-algae/news-story/7596693eb7e64f8730d61ba3bde651b8>

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



**Curriculum Links:****Science**

**Years 7 and 8:** Scientific knowledge and understanding of the world changes as new evidence becomes available; science knowledge can develop through collaboration and connecting ideas across the disciplines and practice of science.

**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: ENGLISH**

**Approx: 60 mins**

**What's the Most Important Scene?****Note to Parents/Guardians:**

*This activity focuses on key scenes in a novel or story. Encourage your child to spend plenty of time thinking and planning. The book that they choose is not important – encourage your child to choose any book that they have enjoyed. You could also choose a movie, if that is more suitable for your child.*

**Activity:**

1. Think about a novel or story that you have read and enjoyed.
2. What do you think are the two most important scenes or events in the story?
3. Write a description of each scene.
4. Write an explanation of why you chose each scene. Why is it so important?
5. Design a poster or new book cover that is based on each scene.

**Curriculum Links:****English**

**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: DESIGN AND TECHNOLOGIES**

**Approx: 60 mins**

**What Makes Objects Balance?****Note to Parents/Guardians:**

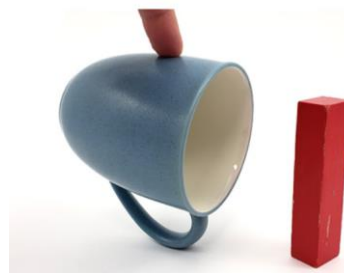
*This is a STEM activity based on engineering and physics. Science Buddies is a project based website that will give step-by-step instructions to help students understand the science, mathematical and engineering principles and concepts behind the seemingly simple question: why do some things balance and other things fall over?*

**Activity:**

Have you ever thought about why some objects fall over when you place them a certain way and others stay balanced?

Try this activity to find out why :

<https://www.sciencebuddies.org/stem-activities/balancing-act>

**Curriculum Links:****Design and Technologies**

**Years 7 and 8:** Analyse how motion, force and energy are used to manipulate and control electromechanical systems when creating simple, engineered solutions.

**Year 9:** Investigate and make judgements on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions.

**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: CIVICS AND CITIZENSHIP**

Approx: 60 mins

**Human Rights****Note to Parents/Guardians:**

*This activity encourages students to think about and research human rights.*

**Activity:**

What do you know about human rights?

What are human rights, how do they really affect us and why are they important?

In this activity, you will research and write a report, create a storyboard for an information video or design a set of posters which answer these questions.

Do your research. Find the answers to these questions:

1. What are human rights?
2. Why are human rights important?
3. Who decided what rights people should have? When did this happen?
4. How are everyone's human rights protected?
5. Does this always happen or work? Give reasons for your opinion.
6. What happens when rights are taken away? Find at least one example.

Using the information that you have found, write a report, create a storyboard for an information video or design a set of posters that will help other students understand human rights.

**Curriculum Links:**

**Civics and Citizenship**

**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:** Explain how Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples.

## 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/reference to the Australian National Curriculum 2020 and are intended to be used as a guide for parents.



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