



JAMES COOK
HIGH SCHOOL **K**

**JUNIOR
SCHOOL
ACTIVITY
BOOK**

Home Learning Tasks for JC Scholars
August 2020

Welcome to the JC Junior School Activity Book!

This booklet contains a collection of Home Learning Tasks for our Year 9 and Year 10 JC Scholars, drawn from seven different Learning Areas. These tasks are designed to help you maintain your learning, keep engaged with your subjects – and to bust a bit of boredom during lockdown!

It is up to you which work you do – there is a wide selection in this booklet so there should be something to interest everyone.

There are instructions provided for the activities from each Learning Area. Read these carefully so you know what it is you are being asked to do.

You will need to complete the work tasks in an exercise book or on paper – this booklet is **not** a write-on workbook! It just contains the tasks and instructions, **not** spaces for actually completing the work.

You can earn credits towards your 2020 JC Diploma by completing the tasks in this booklet! The explanations about this are found on the instruction pages for each Learning Area – read them carefully! These are bonus credits to help you reach your targets – they're not compulsory, but perhaps they offer a little bit more motivation to complete these activities?!

We are proud of you for making the effort to do some of this work as Home Learning – you're developing great work habits and taking positive steps to get better every day. Congratulations on your excellent attitude 😊

Make sure you keep this booklet somewhere safe – and remember to bring in any completed work to your teachers when we return back to school.

Stay safe, take care, be kind.





ENGLISH



English Instructions

In this section, you will see a **Thinking Keys** grid about **Superheroes**.
In that grid there are 20 different activities for you to attempt –
the instructions for each activity are in the grid squares.

You will need to complete the activity tasks in an exercise book or on paper – this booklet is **not** a write-on workbook! It just contains the tasks and instructions, **not** spaces for actually completing the work.

There may be some activities that you can't do, or they may require resources you don't have available. Just do your best with what you have – we're positive you've got some awesome thinking skills, and some great creative ideas for completing these tasks.

This activity is worth 3 JC Diploma credits.
In order to earn those credits, you need to correctly complete
any 12 of the 20 available tasks in the grid.
These credits could be at Achieved, Merit or Excellence level, depending
on the effort and quality of the work you do – so give it your best shot 😊

Make sure you keep this booklet somewhere safe – and remember to bring in your completed work to your teacher when we return back to school so that it can be marked and graded.

There are also some extra pages in this section, if you're interested in learning how to design, sketch and draw Superhero characters!

We are proud of you for making the effort to do this – you're developing great work habits and taking positive steps to get better every day. Congratulations on your excellent attitude



JC Scholars do great work, develop great habits and build for success!



Thinker's Keys: Superhero Scenario



<p><u>The Reverse</u></p> <p>Which superhero would be a great villain? Explain your reasoning.</p>	<p><u>The 'What If'</u></p> <p>What if we all had superpowers? What would the world be like?</p>	<p><u>The Disadvantages</u></p> <p>What are the disadvantages of having superpowers or being a superhero? Explain.</p>	<p><u>The Combination</u></p> <p>Combine two superheroes and their powers. Draw what they would look like.</p>	<p><u>The Alphabet</u></p> <p>Write an a-z of potential superpowers.</p>
<p><u>The Bar</u> (Bigger/Add/Replace)</p> <p>Choose a superhero and upgrade them. Make them bigger, stronger, crazier? Who is it and what have you done to them? Pictures and words required.</p>	<p><u>The Variations</u></p> <p>What would you change about a superhero that you admire? What would you add or change to them?</p>	<p><u>The Picture</u></p> <p>Write a film review of your favourite superhero movie. Why should we watch it? What made it better than other movies? What do you think the message of the movie was?</p>	<p><u>The Predication</u></p> <p>If there was a battle between Batman and Ironman who would win and why? The Hulk and Batman?</p>	<p><u>The Different Uses</u></p> <p>If you could employ a superhero for a day who would it be and what would you make them do? Explain your choice.</p>
<p><u>The Ridiculous</u></p> <p>Choose a famous celebrity and turn them into a superhero. What powers would they have and what would they look like?</p>	<p><u>The Commonality</u></p> <p>In today's world of Covid-19 what kind of superhero does the world need?</p>	<p><u>The Question</u></p> <p>What would your superhero's power(s) be? Explain your choice</p>	<p><u>The Brainstorming</u></p> <p>Brainstorm all the superheroes and their powers.</p>	<p><u>The Inventions</u></p> <p>What are some of the 'gadgets' superheroes have and what do they do?</p>
<p><u>The Interpretation</u></p> <p>Write a character profile for your superhero: Name; Age; Occupation; Appearance; Personality; Fears; Leisure/Hobbies; Family; Ambition; Past/Secrets</p>	<p><u>The Brick Wall</u></p> <p>Argue this topic: Superheroes should only be men.</p>	<p><u>The Construction</u></p> <p>Using the superhero cartoon outlines construct your own superhero.</p>	<p><u>The Forced Relationship</u></p> <p>Who would be the best duo if 2 superheroes had to work together? Why?</p>	<p><u>The Alternative</u></p> <p>What would happen if your superhero went to the dark side?</p>

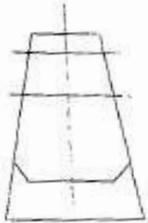
CARTOON STYLE

We'll start with a bit of fun. There's nothing complicated about drawing cartoons. In fact, simplicity is the essence of this style. So grab your sharpened HB and let's bring a few characters to life.

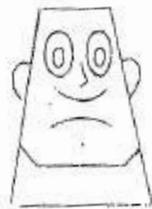
THE HEAD

Before you start on the whole body, let's create a face for our comic hero. It only takes four steps and our chiselled-jaw superhero will be complete.

Straight on



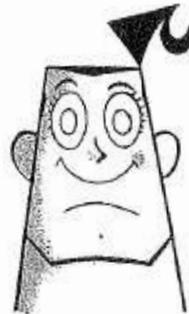
Stage 1
Draw the outline of the head, neck and jaw.



Stage 2
Add the eyes, nose, mouth and ears.

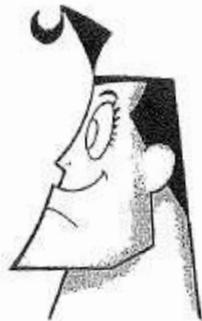
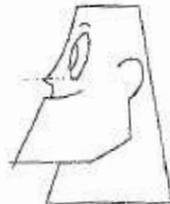


Stage 3
Fill in the details such as eyelashes, eyebrows and hair.



Stage 4
And finally ink and colour it.

Side on



As you have seen, the male cartoon hero is mostly made up of sharp angular lines. By contrast, the female cartoon hero is all soft curves.

Straight On



Stage 1
Start with a circle. Then add the lower jaw.



Stage 2
Add the eyes, nose, mouth and ears.

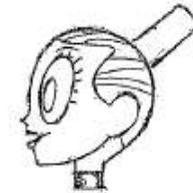
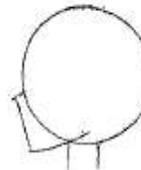


Stage 3
Fill in the details such as eyelashes, eyebrows and hair.

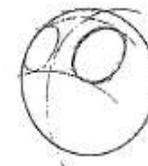


Stage 4
And finally ink and colour it.

Side On



Different Angles



Stage 1

Stage 2



Stage 3



Stage 4

EXPRESSIONS

When you look at a cartoon, the face and its expressions are the main focus of your attention. Giving your characters emotion really brings them to life. Here are just a few expressions for you to try.



THE BODY

All the geometric shapes come into play here. When drawing the whole body, start with a basic construction, building your circles and the other shapes into a recognizable figure.

Male figure

Stage 1
Start with the basic shapes.



Stage 2
Add detail to the hands, face and limbs.



Stage 3
Add in the hair and details to the costume.

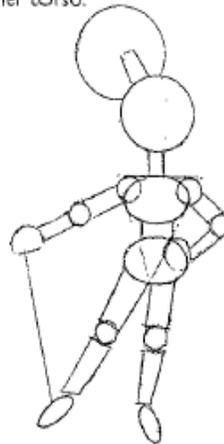


Stage 4
And now for some colour...



Female figure

Stage 1
Use two ovals for her torso.



Stage 2
Outline her hair and facial features.



Stage 3
Add details to her face, hair and costume.



Stage 4
Now add your choice of colour.





The JC9 Diploma

We're Building Success!

James Cook High School students do **great** work, develop **great** habits and **build for success** with your JC9 Diploma.

You earn it by gaining **JC Credits** for completing work in all your different subjects this year.

JC9 Diploma Target:

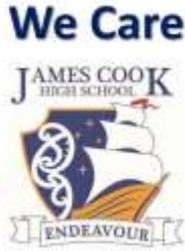
Pass **75%** of the credits available this year

Year 9 Scholars who are focused on their Diploma:

- Care, Contribute, Endeavour and Learn
- Work towards the best possible grades
- Ask teachers for help and trust their guidance
- Are in the right place at the right time, all day, every day!

Let's Do This!

We Care
We Contribute
We Endeavour
We Learn



MATHS



Maths Instructions

In this section, you will see a **Thinking Keys** grid about **Measurement**.
In that grid there are 20 different activities for you to attempt – the instructions for each activity are in the grid squares.

You will need to complete the activity tasks in an exercise book or on paper – this booklet is **not** a write-on workbook! It just contains the tasks and instructions, **not** spaces for actually completing the work.

There may be some activities that you can't do, or they may require resources you don't have available. Just do your best with what you have – we're positive you've got some awesome thinking skills, and some great creative ideas for completing these tasks.

This activity is worth 3 JC Diploma credits.

In order to earn those credits, you need to correctly complete any 10 of the 20 available tasks in the grid.

These credits could be at Achieved, Merit or Excellence level, depending on the effort and quality of the work you do – so give it your best shot 😊

Make sure you keep this booklet somewhere safe – and remember to bring in your completed work to your teacher when we return back to school so that it can be marked and graded.

We are proud of you for making the effort to do this – you're developing great work habits and taking positive steps to get better every day. Congratulations on your excellent attitude



JC Scholars do great work, develop great habits and build for success!



Thinker's Keys: Measurement

<p><u>The Reverse</u></p> <p>Name 5 measurements you cannot use a ruler to measure.</p>	<p><u>The 'What If'</u></p> <p>What if timetables/routines were not used at school. Create your own weekly timetable/routine at school</p>	<p><u>The Disadvantages</u></p> <p>List the disadvantages of using a clock rather than a stopwatch to record times at school Athletics day</p>	<p><u>The Combination</u></p> <p>List the attributes of a measuring tape and a Rubik's Cube then combine the attributes into a single object.</p>	<p><u>The Alphabet</u></p> <p>List words A to Z that are related to time.</p>
<p><u>The Bar</u></p> <p>Think of a ruler. Design one that is Bigger. What would you Add, what would you Remove?</p>	<p><u>The Variations</u></p> <p>How many ways can you measure the circumference of a baby's head?</p>	<p><u>The Picture</u></p> <p>From this picture what could this person be measuring and why?</p> 	<p><u>The Predication</u></p> <p>Prediction: Do you think everyone in the world knows how to measure distance using a metre rule? Explain why/why not.</p>	<p><u>The Different Uses</u></p> <p>List 10 different items at home that could be used to measure length, weight, time or volume (capacity).</p>
<p><u>The Ridiculous</u></p> <p>"We should get rid of all clocks and watches. There is no need to measure time." Argue for this idea. What are your thoughts? Provide a reason.</p>	<p><u>The Commonality</u></p> <p>Find the common points between a measuring tape and a television.</p>	<p><u>The Question</u></p> <p>The area of a rectangle is 24cm^2. What could the length and width be?</p>	<p><u>The Brainstorming</u></p> <p>Brainstorm as many ways as you can to measure time</p>	<p><u>The Inventions</u></p> <p>Design your own calculator. What would you like it to be able to calculate?!</p>
<p><u>The Interpretation</u></p> <p>Tai is measuring the length and width of his vegetable garden. What are different reasons why he might be doing these measurements?</p>	<p><u>The Brick Wall</u></p> <p>To find the area of a rectangle we multiply the length and width. Are there other ways to find the area of a rectangle?</p>	<p><u>The Construction</u></p> <p>Construct a timeline of your daily events (to scale) eg. waking up, school, lunch etc, using both 24 hour time and am/pm notation.</p>	<p><u>The Forced Relationship</u></p> <p>How can you measure the perimeter of a basketball court using a toothbrush, \$2 coin and a JCHS school shirt? Explain or draw.</p>	<p><u>The Alternative</u></p> <p>You are painting your bedroom. You want to measure the walls of your bedroom to see how much paint you need to buy, but you haven't got a tape measure. What other things could you use to estimate the size of the walls</p>



JAMES COOK
HIGH SCHOOL

The JC10 Diploma

We're Driving Success!



James Cook High School students do **great** work, develop **great** habits and **drive for success** with your JC10 Diploma.

You earn it by gaining JC Credits for completing work in all your different subjects this year.

JC10 Diploma Target:

Gain **85** credits

Year 10 Scholars who are focused on their Diploma:

- Care, Contribute, Endeavour and Learn
- Plan their work, one task at a time
- Work with their teachers and trust their guidance
- Are in the right place at the right time, all day, every day!

We've Got This!

Science Instructions

In this section, you will see two **Thinking Keys** grids about **House Design** and **Climate Change**.

In each grid there are 20 different activities for you to attempt – the instructions for each activity are in the grid squares. You should choose one or the other grid to work on, based on the topics you have done in class this year.

You will need to complete the activity tasks in an exercise book or on paper – this booklet is **not** a write-on workbook! It just contains the tasks and instructions, **not** spaces for actually completing the work.

There may be some activities that you can't do, or they may require resources you don't have available. Just do your best with what you have – we're positive you've got some awesome thinking skills, and some great creative ideas for completing these tasks.

This activity is worth 3 JC Diploma credits.

In order to earn those credits, you need to correctly complete **any 15** of the 20 available tasks in the grid.

These credits could be at Achieved, Merit or Excellence level, depending on the effort and quality of the work you do – so give it your best shot 😊

If you complete more than 15 of the tasks, the best 15 will count towards your grade.

Make sure you keep this booklet somewhere safe – and remember to bring in your completed work to your teacher when we return back to school so that it can be marked and graded.

We are proud of you for making the effort to do this – you're developing great work habits and taking positive steps to get better every day. Congratulations on your excellent attitude 😊

JC Scholars do great work, develop great habits and build for success!



Thinker's Keys: House Design



<p><u>The What if?</u></p> <p>What if none of our houses were energy efficient. How would we solve this? Why is it important to have energy efficient houses in the 21st century?</p>	<p><u>The Reverse</u></p> <p>Name 5 things we would not use to make our house energy efficient? Give reasons why.</p>	<p><u>The Disadvantages</u></p> <p>What are the disadvantages of using materials that are not eco-friendly? What would you use instead?</p>	<p><u>The Combination</u></p> <p>List the characteristics of an eco-friendly, energy efficient house & a washing machine. How do you think we could combine these attributes into a single object?</p>	<p><u>The Alphabet</u></p> <p>List all materials that can be used to build an energy efficient house.</p>
<p><u>The Bar</u></p> <p>Build smarter energy efficient houses. Add biodegradable materials. Replace energy efficient computer software with AI (Artificial Intelligence).</p>	<p><u>The Variations</u></p> <p>How many ways can you make your home more energy efficient?</p>	<p><u>The Picture</u></p> <p>List 5 ways increasing energy efficiency of a house will be beneficial. (Picture attached below)</p> 	<p><u>The Prediction</u></p> <p>Predict what an energy efficient house would look like 100 years from now.</p>	<p><u>The Different Uses</u></p> <p>Find different ways to use recyclable materials in an energy efficient house.</p>
<p><u>The Ridiculous</u></p> <p>“The government should cover 70% of the cost to make every house in New Zealand energy efficient.” Argue for this idea.</p>	<p><u>The Commonality</u></p> <p>Find common points between solar energy efficient houses and a forest.</p>	<p><u>The Question</u></p> <p>“Parallel connections of appliances and electrical components are widely used in the building of energy efficient houses.” Write 5 questions linked to the above statement.</p>	<p><u>The Brainstorming</u></p> <p>Brainstorm what metals (and the suitability of their properties) that could be used in the building of an energy efficient house.</p>	<p><u>The Inventions</u></p> <p>Invent a device that enables you to make bricks for an energy efficient house out of our garbage we throw away.</p>
<p><u>The Interpretation</u></p> <p>Explain this: Houses on wheels.</p>	<p><u>The Brick Wall</u></p> <p>“It is expensive in this day and age to build a 100% eco-friendly energy efficient house.” Discuss why you agree or disagree.</p>	<p><u>The Construction</u></p> <p>Build a solar oven using a small pizza box, plastic wrap, aluminium foil, skewer sticks, marker, ruler, scissors, tape, paper plate and any food to cook eg. egg.</p>	<p><u>The Forced Relationship</u></p> <p>You need to make a simple plunger to unblock your kitchen sink using an empty, clean plastic bottle with a lid eg. Coke bottle, a thick straw, bubblegum. Explain how by using pictures and words.</p>	<p><u>The Alternative</u></p> <p>Work out 5 ways you can paint your energy efficient house without the use of a paint brush.</p>

Thinker's Keys: Climate Change



<p><u>The What If?</u></p> <p>What if all our coal & oil supplies are used up by 2025. Where would we get energy from? Why would you choose these forms of energy?</p>	<p><u>The Reverse?</u></p> <p>Name 5 forms of renewable energy we cannot tap into? Give reasons why.</p>	<p><u>The Disadvantages</u></p> <p>What are the disadvantages of using non-renewable sources of energy (coal, oil). What can we use that is less damaging to our environment?</p>	<p><u>The Combination</u></p> <p>List the different forms of renewable energy and the different forms of matter. How do you think we could combine these attributes into a single object?</p>	<p><u>The Alphabet</u></p> <p>List all the different types of renewable & non-renewable forms of energy, definitions, types of energy transformations.</p>
<p><u>The Bar</u></p> <p>Build bigger wind turbines. Add more propellers. Replace agricultural farms with wind farms.</p>	<p><u>The Variations</u></p> <p>How many ways can we utilise renewable sources of energy in our homes?</p>	<p><u>The Picture</u></p>  <p>List 5 ideas about renewable and non-renewable forms of energy that the diagram is representing.</p>	<p><u>The Prediction</u></p> <p>Predict what would happen in 50 years if we only relied on non-renewable forms of energy for our energy needs.</p>	<p><u>The Different Uses</u></p> <p>List the different uses of various renewable forms of energy.</p>
<p><u>The Ridiculous</u></p> <p>All petrol cars should be scrapped immediately & only electric vehicles be sold. Argue for this idea.</p>	<p><u>The Commonality</u></p> <p>Find common points between solar energy and chocolate.</p>	<p><u>The Question</u></p> <p>“The sun’s energy can be harnessed for billions of years.” Write 5 questions linked to the above statement.</p>	<p><u>The Brainstorming</u></p> <p>We are running out of petroleum to run our vehicles. Brainstorm what alternatives could be used.</p>	<p><u>The Inventions</u></p> <p>Invent a machine that can harness the tidal energy of the waves to produce electricity for your home. Include all the steps in this process.</p>
<p><u>The Interpretation</u></p> <p>Explain this: Why is your neighbour’s car hovering in the air?</p>	<p><u>The Brick Wall</u></p> <p>Fossil fuels are more and more seen as a “dirty” source of energy Discuss why you agree or disagree.</p>	<p><u>The Construction</u></p> <p>Build a wind-up car using the following materials: plastic bottle tops, rubber bands, nail, matchsticks.</p>	<p><u>The Forced Relationship</u></p> <p>Your house lights are out, you need to make a homemade torch to see in the dark. The only stuff available are lemons, aluminium foil and a few torch light bulbs. Explain how by using pictures and words.</p>	<p><u>The Alternative</u></p> <p>Work out 3 ways to make cars stop at intersections without using traffic lights.</p>

Social Studies Instructions

In this section, you will see two **Thinking Keys** grids about **The Internet** and **Governments**.

In each grid there are 20 different activities for you to attempt – the instructions for each activity are in the grid squares. You should choose one or the other grid to work on, based on the topics you have done in class this year.

You will need to complete the activity tasks in an exercise book or on paper – this booklet is **not** a write-on workbook! It just contains the tasks and instructions, **not** spaces for actually completing the work.

There may be some activities that you can't do, or they may require resources you don't have available. Just do your best with what you have – we're positive you've got some awesome thinking skills, and some great creative ideas for completing these tasks.

This activity is worth 3 JC Diploma credits.

In order to earn those credits, you need to correctly complete any 15 of the 20 available tasks in the grid.

These credits could be at Achieved, Merit or Excellence level, depending on the effort and quality of the work you do – so give it your best shot 😊

If you complete more than 15 of the tasks, the best 15 will count towards your grade.

Make sure you keep this booklet somewhere safe – and remember to bring in your completed work to your teacher when we return back to school so that it can be marked and graded.

We are proud of you for making the effort to do this – you're developing great work habits and taking positive steps to get better every day. Congratulations on your excellent attitude 😊

JC Scholars do great work, develop great habits and build for success!



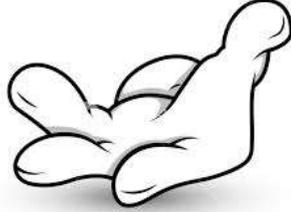
Thinker's Keys: The Internet



<p><u>The Reverse</u></p> <p>Write a list of things you would <u>not</u> find on the Internet.</p>	<p><u>The 'What If'</u></p> <p>What if the Internet was made of paper?</p>	<p><u>The Disadvantages</u></p> <p>What are some of the disadvantages of relying on the Internet?</p>	<p><u>The Combination</u></p> <p>List the things you know about the Internet and a memory box. Draw what you would get when you put them both together.</p>	<p><u>The Alphabet</u></p> <p>List all the words you know about e-learning.</p>
<p><u>The Bar</u></p> <p>Choose your favourite website, write an acrostic poem for that site.</p>	<p><u>The Variations</u></p> <p>Suggest some different ways you could find information without using the Internet.</p>	<p><u>The Picture</u></p> <p>Explain what this picture has to do with the Internet.</p> 	<p><u>The Predication</u></p> <p>Predict what will happen in 10 years' time to your digital/Internet footprint.</p>	<p><u>The Different Uses</u></p> <p>Find 10 different uses for chatting online.</p>
<p><u>The Ridiculous</u></p> <p>How do you think people would communicate to the rest of the world if the Internet crashed?</p>	<p><u>The Commonality</u></p> <p>What do a History Book and a History Tool on the computer have in common?</p>	<p><u>The Question</u></p> <p>Write 10 questions you would ask a stranger on the Internet.</p>	<p><u>The Brainstorming</u></p> <p>Brainstorm solutions if someone on the Internet asks to meet you in person.</p>	<p><u>The Inventions</u></p> <p>Invent a list of reasons why you cannot trust strangers on the Internet and in real life. How are they similar/different?</p>
<p><u>The Interpretation</u></p> <p>Give some reasons why strangers try to get your contact details and personal information.</p>	<p><u>The Brick Wall</u></p> <p>List some ways you could protect yourself from cyber bullying.</p>	<p><u>The Construction</u></p> <p>Maria has been on Facebook but her friend from school is treating her badly and hurting her feelings. What should she do about it?</p>	<p><u>The Forced Relationship</u></p> <p>How might a person in an online chat use your information?</p>	<p><u>The Alternative</u></p> <p>How might people get your details online without asking you specifically.</p>

Thinker's Keys: Governments



<p><u>The Reverse</u></p> <p>What would New Zealand Aotearoa look like if we did NOT have a government?</p>	<p><u>The 'What If'</u></p> <p>What if the government was run by high school students?</p>	<p><u>The Disadvantages</u></p> <p>What would be some of the disadvantages of having a government where all the leaders were over 55 years old?</p>	<p><u>The Combination</u></p> <p>List at least FIVE qualities that you admire in people. Now apply those qualities to a government. What sort of government would we have?</p>	<p><u>The Alphabet</u></p> <p>Write a list of 5 words that are associated with the idea of government, eg. voting.</p>
<p><u>The Bar</u></p> <p>Use the acronym BAR to suggest ways you could make our government Better, what you would Add or Replace to make it better.</p>	<p><u>The Variations</u></p> <p>How many ways could our political leaders improve our schools so you can get a better education?</p>	<p><u>The Picture</u></p> <p>Explain what this image has to do with the government.</p> 	<p><u>The Predication</u></p> <p>Predict what changes the government will have to make if no vaccine is found for COVID 19 soon.</p>	<p><u>The Different Uses</u></p> <p>IDENTIFY 5 ways in which high school students could influence government policy.</p>
<p><u>The Ridiculous</u></p> <p>What well do you think our country would be run if you and your friends were in charge?</p>	<p><u>The Commonality</u></p> <p>What do you think a social studies book on "Systems of Government" has in common with your Social Studies teacher?</p>	<p><u>The Question</u></p> <p>Write FIVE questions you would like to ask the Prime Minister.</p>	<p><u>The Brainstorming</u></p> <p>Brainstorm why you think high school students should have free education.</p>	<p><u>The Inventions</u></p> <p>Which type of technology helps you most in achieving a better education? Explain why.</p>
<p><u>The Interpretation</u></p> <p>Give some reasons why the government cannot make sure that students have 95% school attendance.</p>	<p><u>The Brick Wall</u></p> <p>List at least 3-5 strategies the Government could introduce that would make you want to be at school.</p>	<p><u>The Construction</u></p> <p>Your class wants to do a trip to Wellington to visit parliament but it's too costly. What could your class do to make the trip happen?</p>	<p><u>The Forced Relationship</u></p> <p>You are in class with a teacher you do not like because you think they don't treat you fairly. What steps could you take to improve the situation for yourself?</p>	<p><u>The Alternative</u></p> <p>Education is not just about what the government can do for us; it's also about what we can do for ourselves. List 2-3 steps you could take to get a better education.</p>

Health and PE Instructions

In this section, you will see an **Activity Grid** about **Hauora**.
In that grid there are 12 different activities for you to attempt – the instructions for each activity are in the grid squares.

You will need to complete the activity tasks in an exercise book or on paper – this booklet is **not** a write-on workbook! It just contains the tasks and instructions, **not** spaces for actually completing the work.

You are allowed assistance from your family members, and the internet to help you achieve this. Read each task, if there is a resource or link required, it will be attached. You can complete them in any order if you wish.

There may be some activities that you can't do, or they may require resources you don't have available. Just do your best with what you have – we're positive you've got some awesome thinking skills, and some great creative ideas for completing these tasks.

This activity is worth 3 JC Diploma credits.

In order to earn those credits, you need to correctly complete:

- **any 6 or more of the available tasks in the grid for Achieved.**
- **any 9 or more of the available tasks in the grid for Merit.**
- **any 11 or more of the available tasks in the grid for Excellence.**

Make sure you keep this booklet somewhere safe – and remember to bring in your completed work to your teacher when we return back to school so that it can be marked and graded.

We are proud of you for making the effort to do this – you're developing great work habits and taking positive steps to get better every day. Congratulations on your excellent attitude 😊

JC Scholars do great work, develop great habits and build for success!



Hauora Activity Grid



<p>'TOGETHER EVERYONE ACHIEVES MORE'</p> <p>Research the different roles and responsibilities associated with the management and successfulness of a team/group within a sporting context. (For example: Coach, Captain etc.)</p> <p>For each, list:</p> <ul style="list-style-type: none"> • What do they do within that role? • Why are they important? • How do they have an influence on the team? Do they? • Give examples from various sporting codes of people within those particular roles e.g. Ian Foster, All Blacks Head Coach 	<p>'ONLINE REALITY'</p> <p>Take a log of the amount of time you spend 'online' over the course of two days. Note down for each day</p> <ul style="list-style-type: none"> • What was the purpose of being online? • How much time did you spend on social media interacting with people v non-interaction? (i.e. browsing) • How many devices do you have access to? Do you use more than one? Why? <p>Compare over the two days to see if there are any similarities in regards to your 'digital footprint'. How is your Hauora affected? Give a summary.</p>	<p>GAME CREATORS</p> <p>Create a game that you can play with more than 2 people at home.</p> <p>You must only use the resources at your house. You must include rules, equipment, photos.</p> <p>Reflect on how it went and what changes if any you could make.</p>	<p>SKILL LEARNING</p> <p>Learn an ADVANCED SKILL from below:</p> <ul style="list-style-type: none"> • Handstand • Cartwheel • Forward/backwards roll • Juggling • Juggling with a soccer ball • Spinning a basketball on your finger <p>Record video evidence of you completing the skill.</p> <p>If you want to challenge yourself then do more than one, or ALL of them if you feel comfortable. Note: Ensure safety and awareness of surroundings when attempting any of these skills.</p>
<p>TAKING CARE OF OURSELVES</p> <p>Research the 5 ways to wellbeing (use the website wellplace.nz to help you if you need).</p> <p>Attempt to complete 1 small thing for each of the ways to wellbeing over 5 days. For example:</p> <p>Be Active: Today I went for a walk with my family.</p>	<p>HAUORA POSTER</p> <p>Design a poster on A4 or A3 paper, otherwise using PowerPoint/Word etc based on Hauora and the 4 dimensions - draw or use pictures to create a visual poster.</p>	<p>DECK OF CARDS - FITNESS</p> <p>Participate in a deck of cards fitness challenge. The aim is to flip one card over at a time. Each suit represents an exercise (eg, squats, pushups, sit-ups, lunges, star jumps). The number on the card represents how many times you complete that exercise. Challenge yourself through all 52 cards. Set a time limit for more of a challenge.</p> <p>Encourage the whānau to join in.</p> <p>Equipment: Full set of cards</p>	<p>SPORTS ANALYSIS - Watch and Observe</p> <p>Watch TWO different sports games during the week (can be on the same day). For each of those games you will need to analyse the following:</p> <ul style="list-style-type: none"> • Attacking & Defensive strategies (Choose one team during that game) - Note down all of the positives and negatives that you notice. E.g. errors etc. • Communication - What forms of communication do you observe being used? Why is communication important? • Factors affecting performance - Were there any factors that may have affected that teams' performance? E.g. Weather, environment etc. • Who were the crucial people within that team? Roles/positions? Do you think their experience has an impact? <p>Give a summary on what you believe is important for a team to work together successfully based on your notes: 'Team Cohesion'</p>

IMPOSSIBLE CHALLENGES

The following challenges are almost impossible, give them a go and reflect or discuss with someone else what made them hard.

-Sit in a straight-back armless chair, keeping your back against the back of the chair and your feet flat on the floor. Fold your arms across your chest. Keeping your feet flat and your back straight, stand up.

-Place an object on the floor about 50 cm from a wall. Stand with your back against the wall, feet together and heels against the wall. Try to pick up the object on the floor without moving your feet or bending your knees.

-Stand against a wall with your right side facing the wall, then put your right foot and cheek against the wall (you may need to move your right arm backwards). Lift your left foot off the floor for 5 seconds.

PHYSICAL ACTIVITY RECORD

Record the amount of physical activity you and your family complete over the 7 days. Try to aim for 30 minutes each day.

Then answer these questions:

- Who did the most?
- Why do you think this is?
- Did you and your family complete 30 minutes every day? Why/Why not?
- If you were to try this again, how would you improve?
- What could you do to help your family stay active?

Overall, how did this exercise affect your hauora and your family's hauora?

MINUTE TO WIN IT CHALLENGE.

Go on YouTube and search 'Minute to win it' games. These games are designed for you to complete a task in one minute.

Find one that you and the whānau can have a go at. Challenge each other.

Design your own minute-to-win-it game and teach the whānau.

The more challenging the better.

Whaiwhakaaro - REFLECTION AND MINDFULNESS

- a. Expressing what is on your mind will help you to maintain a focused mind. Sometimes you may feel confused and not be able to make sense of your feelings. By writing down your thoughts, you may be able to think clearer and move forward. At the end of today, write down 3 things you have concerns about and discuss them with an adult.
- b. Take the time to find a silent place and work on your mindful breathing. 4 seconds breathing in, 4 seconds breathing out. Pay particular attention to your heartbeat and see how steady and slow paced you can make it!
- c. Man Vs Wild
Find a quiet place outside and listen to your surroundings. Which are natural sounds and which are man-made or technology sounds? Which of the two are more frequent?
- d. Find a quiet place to sit and spend a moment thinking of all the things you currently have and what of those you appreciate the most. What is the ONE thing you have that you appreciate the most?
- e. Declutter one space in your house. Take a before photo and spend a moment acknowledging the differences. Think about how decluttering your own thoughts can have the same effect.
- f. Come up with a daily routine. Particularly when you are getting used to a new setting or easing yourself back into learning, it is important to find a routine that works for you. It helps with productivity, time-keeping and mental wellbeing. Make sure you make time for yourself as well, set time aside to do the things you really enjoy.

Performing Arts Instructions

In this section, you will see a **Thinking Keys** grid about Celebrations. We all have celebrations throughout our lives -consider an occasion when you have been to or been a part of a celebration event. 😊
In that grid there are 20 different activities for you to attempt – the instructions for each activity are in the grid squares.

You will need to complete the activity tasks in an exercise book or on paper, or as a voice or video recording – this booklet is **not** a write-on workbook! It just contains the tasks and instructions, **not** spaces for actually completing the work.

There may be some activities that you can't do, or they may require resources you don't have available. Just do your best with what you have – we're positive you've got some awesome thinking skills, and some great creative ideas for completing these tasks.

This activity is worth 3 JC Diploma credits.
In order to earn those credits, you need to correctly complete any 10 of the 20 available tasks in the grid.
These credits could be at Achieved, Merit or Excellence level, depending on the effort and quality of the work you do – so give it your best shot 😊

Make sure you keep this booklet somewhere safe – and remember to bring in your completed work to your teacher when we return back to school so that it can be marked and graded.

We are proud of you for making the effort to do this – you're developing great work habits and taking positive steps to get better every day. Congratulations on your excellent attitude 😊

JC Scholars do great work, develop great habits and build for success!

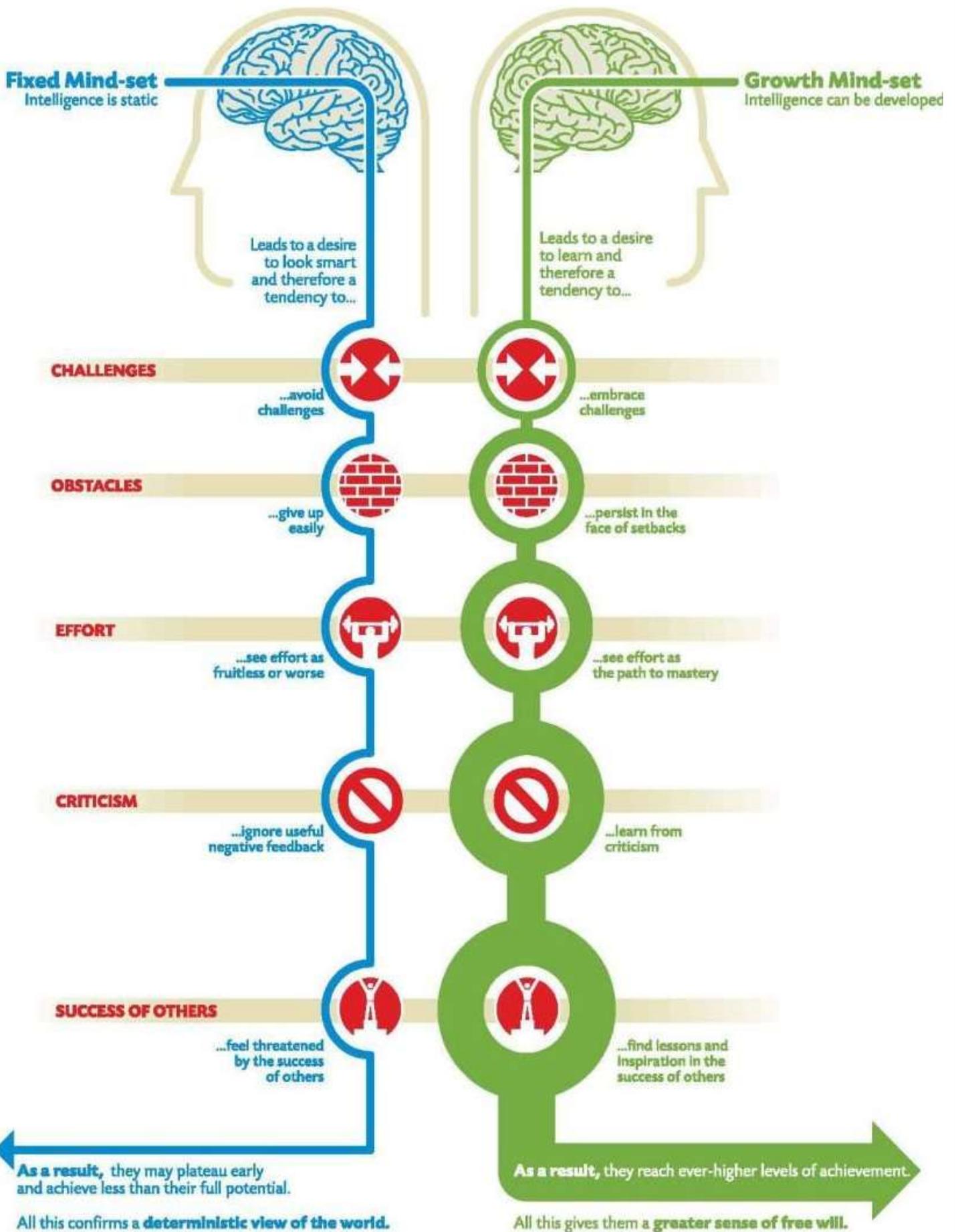


Thinker's Keys: Celebrations



<p><u>The Reverse</u></p> <p>Write 6 places/times you wouldn't have a celebration? Explain why.</p>	<p><u>The 'What If'</u></p> <p>What if the stereo breaks just before the celebration starts? Consider what you can do to solve this.</p>	<p><u>The Disadvantages</u></p> <p>What are the disadvantages of a celebration? Give reasons.</p>	<p><u>The Combination</u></p> <p>Match 5 celebration dance styles with 5 celebration songs. What are the connections?</p>	<p><u>The Alphabet</u></p> <p>Using each letter of the alphabet, name celebration foods.</p>
<p><u>The Bar</u></p> <p>Create a ticket for a performance of a celebration dance, play or song. Add words and images to adapt it to a poster. Explain choices.</p>	<p><u>The Variations</u></p> <p>How many different dance styles are used for celebrations? What are the differences?</p>	<p><u>The Picture</u></p> <p>What images do you think of for a celebration? Using recycling materials, make a collage picture of these images showing celebration.</p>	<p><u>The Prediction</u></p> <p>Predict what a celebration will look like:</p> <ul style="list-style-type: none"> - When a vaccine is found. - In 100 years 	<p><u>The Different Uses</u></p> <p>Using the word celebration, write an acrostic poem or rap or song and perform it to your whānau.</p>
<p><u>The Ridiculous</u></p> <p>Create a dance piece or a drama play that includes everyone in your home. It must be a celebration. All must perform the final product (record if possible)</p>	<p><u>The Commonality</u></p> <p>List ten different types of celebrations. List ten different children's TV programmes. Compare and find anything that is common.</p>	<p><u>The Question</u></p> <p>Write five questions that give the answer: For a celebration.</p>	<p><u>The Brainstorming</u></p> <p>Brainstorm characters, location, specific things that happened and a beginning and ending for a celebration. Use this to write a story which can be used for a drama play.</p>	<p><u>The Inventions</u></p> <p>Plan and create a celebration with only items you have in your home. Ask your whānau what was the best part and what you could improve next time. Be creative and take photos.</p>
<p><u>The Interpretation</u></p> <p>Explain this: "Dancing is creating a sculpture that is visible only for a moment" <i>Erol Orzan</i></p>	<p><u>The Brick Wall</u></p> <p>Dance, Drama and Music should not be taught in New Zealand schools to all students. Discuss why you agree or disagree.</p>	<p><u>The Construction</u></p> <p>Make a decoration for a celebration on stage. You can only use household items.</p>	<p><u>The Forced Relationship</u></p> <p>Create a dance sequence, drama script or a song about the differences between celebration and frustration.</p>	<p><u>The Alternative</u></p> <p>Design a costume for a celebration event with items from the environment.</p>

JC Scholars use a Growth Mindset! 😊



Visual Arts Instructions

In this section, you will see a **Thinking Keys** grid about **The Da Vinci Code**.

In that grid there are 20 different activities for you to attempt – the instructions for each activity are in the grid squares.

You will need to complete the activity tasks in an exercise book or on paper – this booklet is **not** a write-on workbook! It just contains the tasks and instructions, **not** spaces for actually completing the work.

There may be some activities that you can't do, or they may require resources you don't have available. Just do your best with what you have – we're positive you've got some awesome thinking skills, and some great creative ideas for completing these tasks.

This activity is worth 3 JC Diploma credits.

In order to earn those credits, you need to correctly complete any 12 of the 20 available tasks in the grid.

These credits could be at Achieved, Merit or Excellence level, depending on the effort and quality of the work you do – so give it your best shot 😊

Make sure you keep this booklet somewhere safe – and remember to bring in your completed work to your teacher when we return back to school so that it can be marked and graded.

We are proud of you for making the effort to do this – you're developing great work habits and taking positive steps to get better every day. Congratulations on your excellent attitude 😊

JC Scholars do great work, develop great habits and build for success!



Thinker's Keys: The Da Vinci Code

The Reverse



The Mona Lisa was painted in 1503. Name ten things that did not exist then.

The 'What If'

What if the Mona Lisa was a time traveler? Why did she travel to 1503? What would her story be?



The Disadvantages



The Mona Lisa has her own room and is behind bullet proof glass with security cameras. Imagine you are a painting. Name the disadvantages from living behind bulletproof glass.

The Combination

The ponytail	The Canvas
It can easily be conditioned to maintain	It's made out of fabric
You can cut it to size	It's absorbent
It'll always grow back	It'll age but never die

E.g. A ponytail can be cut to the desired size in order to paint on an aged canvas

The Alphabet

The Mona Lisa is from Italy (maybe!). List things alphabetically from Italy.



The Bar

1. Draw a regular picture of a key



Bigger: Enlarge the size of the key and add spikes to the ridges of the key.

Add: Add a small motor to the end of the key so that when you insert the key, the motor spins the key 360 to unlock.

Replace: Replace the ring of the key with a hoola-hoop so you never lose your keys.

The Variations

How many ways can you:

- Take the Mona Lisa home **(The Mona Lisa is protected by a thick layer of bulletproof glass, 24 hours surveillance cameras and watch guards)**
- Become an artist as famous as Leonardo Da Vinci
- Paint the Mona Lisa as accurate as the real one



The Picture

Crack the code of the scroll:



The Predication



1. List 10 predictions Leonardo Da Vinci made that actually came true.
2. Predict 10 things we might have in the future that we do not have today
3. Predict something unrealistic that might happen in the next 100 years

The Different Uses

The Mona Lisa is one of the most reproduced images in the world.

List 5 different medias you can use to create the Mona Lisa.

List (attach) 5 different artist portraits you have seen.



The Ridiculous

The museum wants to re name the Mona Lisa painting.

What name should they replace “Mona Lisa” with?



The Commonality

What do The Last Supper by Leonardo DaVinci



and A Sunday Afternoon on the island of Le Grande Jatte by Georges Seurat



have in common?

The Question

Da Vinci designed a Flying Machine, long before others did the same.



Come up with 5 questions you would ask Leonardo Da Vinci about his flying machine.

The Brainstorming

Leonardo kept a **journal** he wrote in almost daily. Most of his writing is in **mirror script** (which means it can only be read when placed against a mirror), which makes it difficult to read.

Brainstorm how you would make use of this awesome talent.

The Inventions

Water Lifting Devices

Leonardo Da Vinci came up with an invention that carried water uphill.

Plan and sketch your own Water Lifting Device.



The Interpretation

The Mona Lisa is famous for her smile. It is an important smile because traditional portraits created during, and before, that time period (portraits prior to 1517) had very serious expressions; and so having a smile in this portrait was very ‘new’ and ‘different’. This makes the smile important. What do you think Mona Lisa was thinking when she was sitting for this portrait that would have caused her to smile? What do you think the artist Da Vinci was thinking when he decided to paint her portrait with the smile?

The Brick Wall

The Art Historian Dr Maurizio Seracini, believes that there is a secret hidden Da Vinci painting buried behind a brick wall in Florence. For years he has claimed that this very important painting is buried inside the largest hall of the Palazzo Vecchio, and that it is the most “highly praised work of art ever achieved by mankind”. Given that Da Vinci usually painted a range of wealthy peoples’ self-portraits or historical biblical scenes such as ‘The Last Supper’, and that he was also a very creative inventor, What do you imagine the subject matter of this secret painting would be about?



The Construction

Leonardo Da Vinci is not only known for his painting, but also for his amazing inventions. Imagine you are a famous inventor. Design an invention that you would construct to make life easier for people living in the 16th century.



The Forced Relationship

Da Vinci had a complicated relationship with the church, who often employed him to create many of his religious paintings. It has been said that he often included hidden messages within these paintings. If you had to paint a painting for your boss, would you include any subtle hidden messages in your painting? What would the symbol or object that you include be and what would it represent?



The Alternative

The Mona Lisa was a portrait of an Italian woman from Florence. Her real name was Lisa Gherardini. She was a wealthy noblewoman of the time. There are many famous people in history or pop culture who have had portraits painted. If you were to paint a portrait of someone in the style of the Mona Lisa, who would it be and why?



