



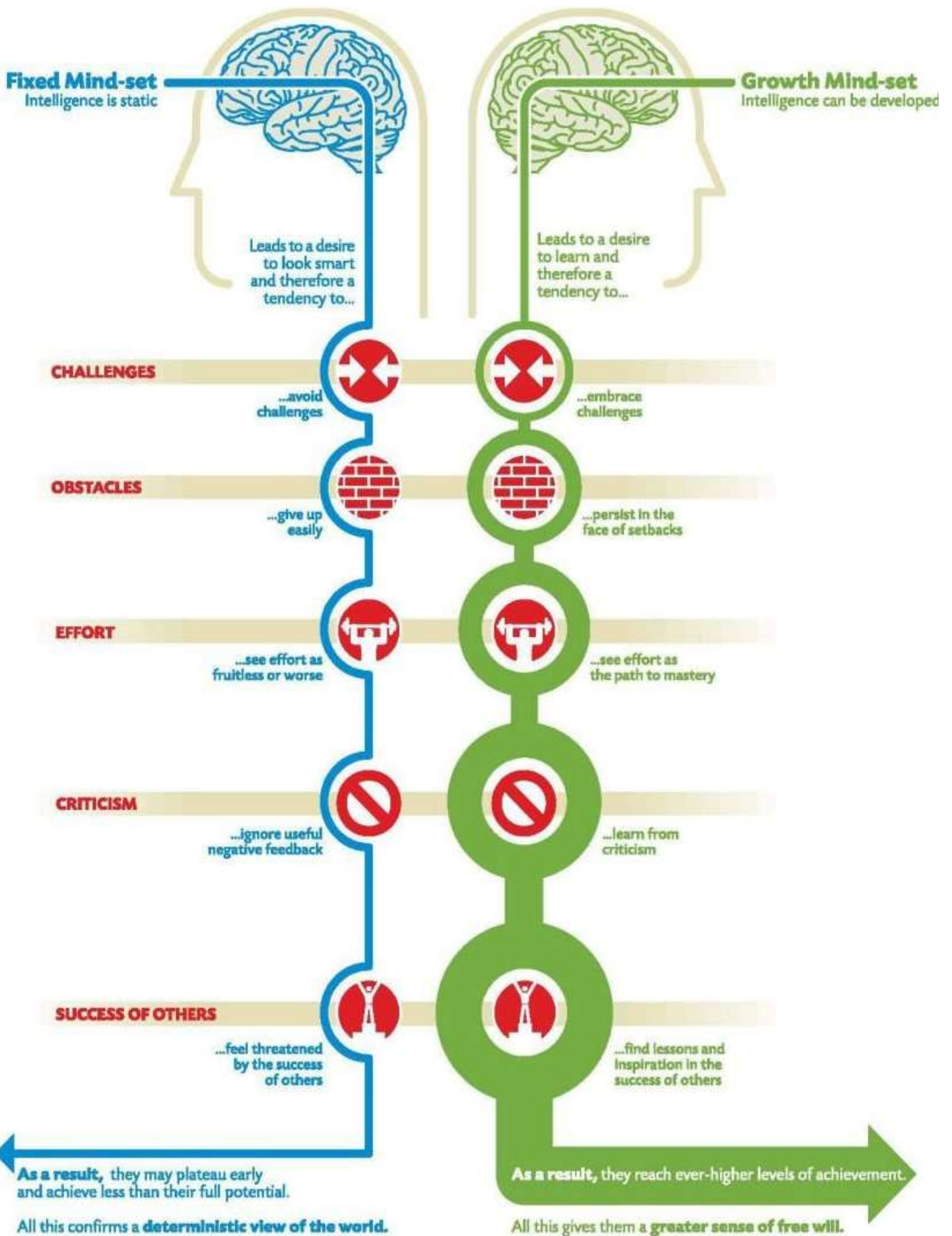
JAMES COOK
HIGH SCHOOL

JUNIOR SCHOOL ACTIVITY BOOK

Home Learning Tasks for JC Scholars
March 2021



JC Scholars use a Growth Mindset! 😊



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 several 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 2021 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



M **A** **N** **A**

English Instructions

Below you will see a **Thinking Keys** grid about **Superheroes**.
In that grid there are 6 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.

This activity is worth 3 JC Diploma credits.

**In order to earn those credits, you need to correctly complete
any 5 of the 6 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 😊**

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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 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 Alphabet</u></p> <p>Write an A-Z of potential superpowers.</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.

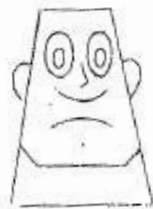
THE HEAD

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



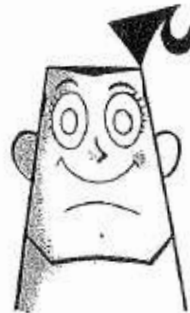
Stage 1
Draw the outline of the head, neck and jaw.



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

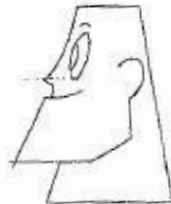


Stage 3
Fill in the details such as eyelashes, eyebrows and hair.



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.

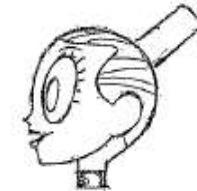


Stage 3
Fill in the details such as eyelashes, eyebrows and hair.

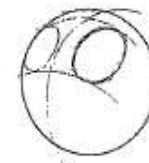


Stage 4
And finally ink and colour it.

Side On



Different Angles



Stage 1



Stage 2



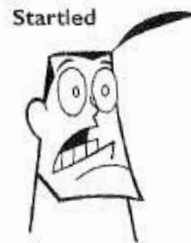
Stage 3



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.

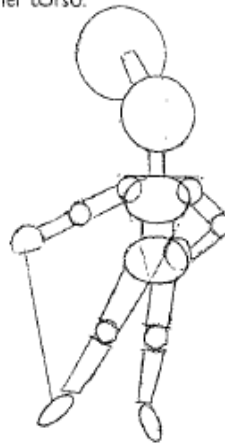


Stage 4
And now for some colour...



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.



Maths Instructions

Below you will see a **Thinking Keys** grid about **Measurement**.
In that grid there are 6 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.


This activity is worth 3 JC Diploma credits.
In order to earn those credits, you need to correctly complete any 5 of the 6 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 😊

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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 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>  |

SCIENCE



Science Instructions

Below you will see a **Thinking Key** grid about **Climate Change**.
There are 6 different activities for you to attempt – the instructions for each activity are in the grid squares.

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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 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>  |

Social Studies Instructions

Below you will see a **Thinking Keys** grid about **Governments**.
In the grid there are 6 different activities for you to attempt – the instructions for each activity are in the grid squares.

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Thinker's Keys: Governments

| | | |
|--|---|--|
| <p><u>The Reverse</u></p> <p>What would Aotearoa New Zealand 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 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 Alphabet</u></p> <p>Write a list of 5 words that are associated with the idea of government, eg. voting.</p> |

Health and PE Instructions

In this section, you will see an **Activity Grid** about **Hauora**. In that grid there are 4 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.

This activity is worth 3 JC Diploma credits.

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

- **any 2 or more of the available tasks in the grid for Achieved.**
- **any 3 or more of the available tasks in the grid for Merit.**
- **all 4 of the available tasks in the grid for Excellence.**

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Hauora Activity Grid

TOGETHER EVERYONE ACHIEVES MORE

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.)

For each, list:

- 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

ONLINE REALITY

Take a log of the amount of time you spend 'online' over the course of two days. Note down for each day

- 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?

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.

GAME CREATORS

Create a game that you can play with more than 2 people at home.

You must only use the resources at your house. You must include rules, equipment, photos.

Reflect on how it went and what changes if any you could make.

HAUORA POSTER

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.

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 6 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.

This activity is worth 3 JC Diploma credits.
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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 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> |

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:

- Work towards the best possible grades
- Ask teachers for help and trust their guidance
- Act with **MANA** and live our school values
- Are in the right place at the right time, all day, every day!

Let's Do This!



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 **100** credits

Year 10 Scholars who are focused on their Diploma:

- Plan their work, one task at a time
- Are focused and committed to their learning
- Work with their teachers and trust their guidance
- Act with **MANA** and live our school values
- Are in the right place at the right time, all day, every day!

We've Got This!



VISUAL ARTS



A A N A

Visual Arts Instructions

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

In that grid there are 6 different activities for you to attempt – the instructions for each activity are in the grid squares.

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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 Alphabet

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



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 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 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.



We're all about



We Care

We
Contribute

We
Endeavour

We Learn

The logo for James Cook High School features a stylized white ship on a blue sea, with a red banner below it containing the word 'ENDEAVOUR' in white capital letters. Above the ship, the text 'JAMES COOK HIGH SCHOOL' is written in a serif font.