

# **Year 9 Lockdown Workbook**

**This is Free**

Please Take This Home to your Year 9 Child



Kia ora, Talofa lava, Kia ora, Fakaalofa lahi atu,  
Kia orana, Ni sa bula Vinaka, Namaste,  
Malo e lelei, Kam na Mauri, Ia orana,  
Talofa koutou, Taloha ni, Sa-laam, Hello, and  
Warm Greetings to you.

Hopefully lockdown is going OK for you, and also for  
those who live with you.

If you are worried or concerned about something or  
anything please text or phone our Leonie Johnson, our  
Guidance Counsellor, on 021 871 094

She and our amazing Health & Wellbeing Team are  
on-call to you, and can help with all sorts of things.

This workbook is in two parts.

The first part is about our school MANA values, and we  
are asking that you complete this part first. You can write  
into the booklet itself.

When school re-opens, please bring it back to school for  
marking and recording for your Junior Diploma.

The second part is a whole lot of activities from different  
curriculum areas that you can choose from. You can  
choose any order, but you will need to write this in your  
own exercise book or on your own paper please.

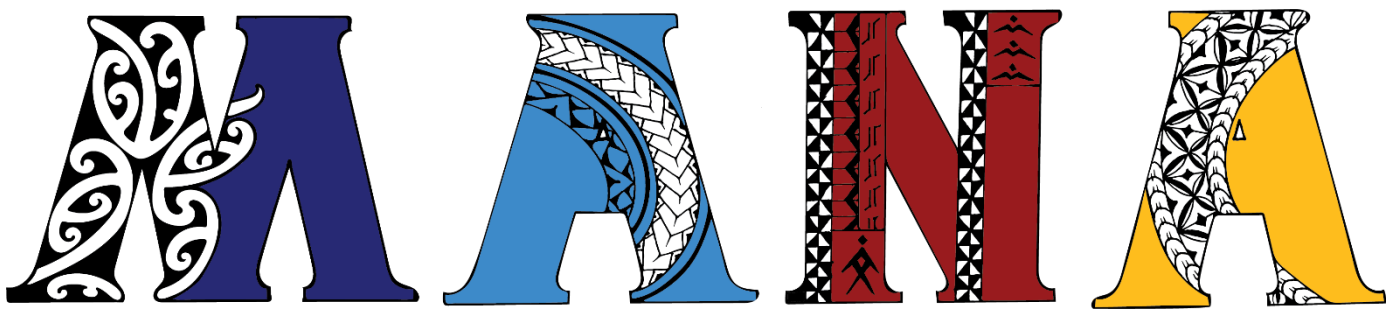
Again, please bring this work back with you when you  
return to school.

Some of you will also have Google Classrooms for some  
of your classes. Please join these if you can. Our school  
website has more information about learning in lockdown.

Please look after yourself and those around you. Remember the importance of this lockdown and why  
we are all doing it. Please keep yourself and others safe by regular handwashing or sanitising; safe  
sneezing, wearing a face-mask when you are out.

If you or someone you know has symptoms, please encourage them to get a Covid test.  
Take care,

Mr McMillan, Tumuaki • Principal



# OUR JCHS VALUES

Name: \_\_\_\_\_

Tutor Group: \_\_\_\_\_

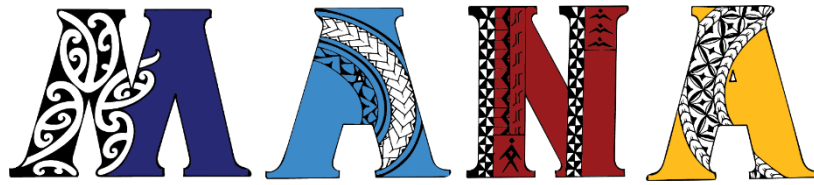
**We Care**

**We  
Contribute**



**We  
Endeavour**

**We Learn**



### *Living our Values at James Cook High School*

At James Cook High School, there are several things that really matter to us. While we want all of you to work hard to gain excellence in your studies, we also believe that everyone here can strive to be an excellent human being 😊

In order to explain and reflect what that means, there are several core Values that we uphold here at JC – we call this the **MĀNĀ** philosophy.

You will complete activities about each of the four Values:

- **Manaaki**
- **Atawhai**
- **Nanaiore**
- **Ako**

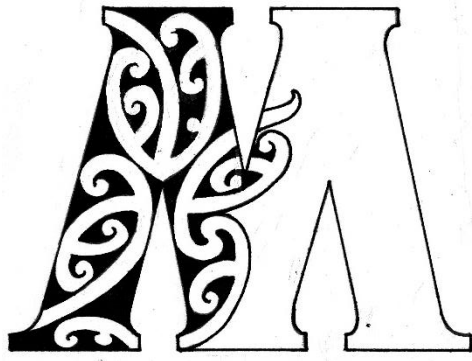
*This workbook is worth **3 JC9 Credits**, and it is one of the compulsory Citizenship units from this year in order to complete your JC9 Diploma.*

**Lockdown is the perfect opportunity to complete this booklet!!**

**Use your own ideas and the JC Code to complete the different sections – it's fine to discuss your ideas with others, the key is learning about our Values**

**JC Scholars have**





# Manaaki

English Language Equivalent: \_\_\_\_\_

Do you know a word for this Value in any other languages?

\_\_\_\_\_

What does this word/Value mean to you? Like what do you think it means, how would you explain it to someone who asked you?


Explain one way you show **Manaaki** (Care) at school – what's one thing you do that demonstrates or reflects this Value?


Write 'True' of 'False' next to each of these statements, based on your own understanding/opinion:

Statement	T/F
Caring for and supporting someone is only important when there's something in it for me	
You have to be really intelligent in order to show <i>manaakitanga</i>	
If you don't bother showing care for someone in the first place then you don't get stuck having to help them	
I'll show care and support for someone in things that I like, but give up easily in things I don't	
I'll <i>manaaki</i> someone if I think other people are watching me	
Giving care and support to my peers and friends, even when it is tough, is one of the best feelings you can have!	
I'm more likely to <i>manaaki</i> someone if they've supported me before	

In the diagram below, circle or highlight which statements show **Manaaki**. Discuss your choices with the people around you, to see how others understand **Manaaki** and how we show it 😊



Use the six sections of the JC Code to complete these activities! Either your paper copy, or the electronic version on the JCHS website.

JC Scholars show **Manaaki** for **Being Here** by

JC Scholars show **Manaaki** for **Being On Time** by

JC Scholars show **Manaaki** for **Learning** by


JC Scholars show **Manaaki** for **Our School Community** by

JC Scholars show **Manaaki** for **Representing** by

JC Scholars show **Manaaki** for **Our JC Whānau** by



JC Teachers and Staff show **Manaaki** by:

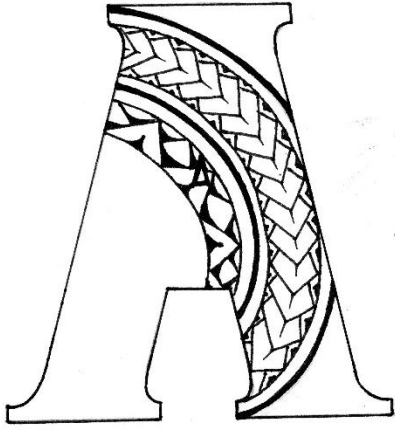


If you could suggest some ways that JC Teachers and Staff could show more or better **Manaaki**, what would those be? In other words, what are some ways that Teachers and Staff could do better at showing and using this Value?

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# Atawhai

English Language Equivalent: \_\_\_\_\_

Do you know a word for this Value in any other languages?

What does this word/Value mean to you? Like what do you think it means, how would you explain it to someone who asked you?

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Explain one way you **Atawhai** (Contribute) at school – what's one thing you do that demonstrates or reflects this Value?

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Write 'True' of 'False' next to each of these statements, based on your own understanding/opinion:

Statement	T/F
It's only worth contributing to someone or something if you get something in return	
<i>Atawhai</i> is only to be done by people who plenty of money to spare	
Time and effort are the most valuable things you can contribute	
I'll <i>Atawhai</i> and contribute if I get recognised for it in front of others	
An act of <i>tautoko</i> (support) is an awesome way of contributing	
People who <i>Atawhai</i> are likely going to lose out or get ripped off, so it's better not to bother	
You have to contribute your time, effort or money to something if someone older tells you to	

What are three barriers to *Atawhai*, things that can stop you contributing positively:

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What are some things you think you (and your friends 😊) can do to help overcome those barriers:

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Use the six sections of the JC Code to complete these activities! Either your paper copy, or the electronic version on the JCHS website.

JC Scholars **Atawhai** to **Being Here** by

JC Scholars **Atawhai** to **Being On Time** by

JC Scholars **Atawhai** to **Learning** by

JC Scholars **Atawhai** to **Our School Community** by

JC Scholars **Atawhai** to **Representing** by

JC Scholars **Atawhai** to **Our JC Whānau** by

JC Teachers and Staff **Atawhai** by:

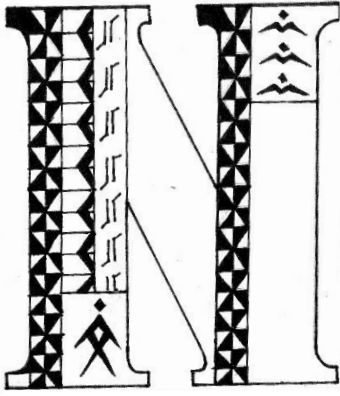


If you could suggest some ways that JC Teachers and Staff could **Atawhai** more, or in better ways, what would those be? In other words, what are some ways that Teachers and Staff could do better at showing and using this Value?

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# Nanaiore

English Language Equivalent: \_\_\_\_\_

Do you know a word for this Value in any other languages?

\_\_\_\_\_

What does this word/Value mean to you? Like what do you think it means, how would you explain it to someone who asked you?


Explain one way you **Nanaiore** (Endeavour) at school – what's one thing you do that demonstrates or reflects this Value?


Write 'True' or 'False' next to each of these statements, based on your own understanding/opinion:

Statement	T/F
The ability to Endeavour or try hard is something you're born with - you either have it or you don't	
You have to be really intelligent in order to show <i>Nanaiore</i>	
If you don't bother trying then there's no chance you'll be embarrassed in front of others	
I'll endeavour and make effort in things that I like, but give up easily in things I don't	
My teachers appreciate me endeavouring and making effort, even if I don't get things right first time	
If <i>Nanaiore</i> doesn't work, then it's better to just give up rather than wasting more energy	
Earning success through effort and <i>Nanaiore</i> feels way better than just being given it	

One of the biggest issues or barriers in **Nanaiore** is COMMUNICATION. Which of these words/phrases are barriers to you communicating when you are making, or want to make an effort:

<b>Stutter</b>	<b>Quiet Voice</b>	<b>Sense of shame</b>
<b>Mocking</b>		
<b>Don't Want Attention</b>	<b>Struggle with English</b>	<b>No one Listens</b>
<b>Don't Want to Look Dumb</b>	<b>It Never Worked Before</b>	<b>Scared/Fear</b>

Which word/phrase from the box above would you most like help with to overcome?

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Who do you think could help with that?

Friends   Teacher   Dean   Prefect   Counsellor   Youth Worker   Whānau

And who can support you to make the effort to ask for that help? 😊

Friends   Teacher   Dean   Prefect   Counsellor   Youth Worker   Whānau

Use the six sections of the JC Code to complete these activities! Either your paper copy, or the electronic version on the JCHS website.

JC Scholars show **Nanaiore** towards **Being Here** by

JC Scholars show **Nanaiore** towards **Being On Time** by

JC Scholars show **Nanaiore** towards **Learning** by

JC Scholars show **Nanaiore** towards **Our School Community** by

JC Scholars show **Nanaiore** towards **Representing** by

JC Scholars show **Nanaiore** towards **Our JC Whānau** by



JC Teachers and Staff show **Nanaiore** by:

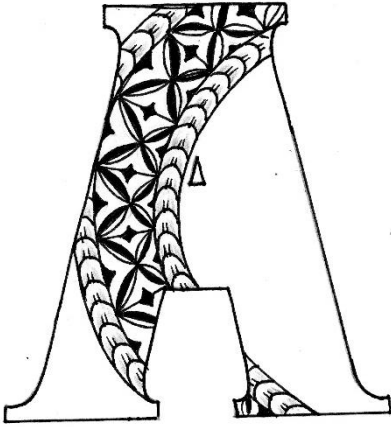


If you could suggest some ways that JC Teachers and Staff could show more or better **Nanaiore**, what would those be? In other words, what are some ways that Teachers and Staff could do better at showing and using this Value?

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# Ako

English Language Equivalent: \_\_\_\_\_

Do you know a word for this Value in any other languages?

\_\_\_\_\_

What does this word/Value mean to you? Like what do you think it means, how would you explain it to someone who asked you?


Explain one way you **Ako** (Learn) at school – what's one thing you do that demonstrates or reflects this Value?


Write 'True' of 'False' next to each of these statements, based on your own understanding/opinion:

Statement	T/F
You have to be intelligent and good at schoolwork in order to <i>ako</i>	
One of the best ways to improve your learning is by being willing to learn in the first place	
It's easier to <i>ako</i> when you believe that your teachers believe in you	
I'm happy to learn in things that I like, but give up easily in things I don't	
<i>Ako</i> is something I have to do on my own	
My learning has not been successful unless I reach Excellence level	
If I trust my teachers and what they're helping me to do, my <i>ako</i> <u>will</u> improve	

One of the keys to learning is taking academic risks - getting out of our comfort zone and trying things we haven't done before. And this can make us feel vulnerable, nervous and even a little scared - all of which are normal emotions! 😊

But there are ways to deal with these so we can improve our *ako* experience. Fill in the chart below using the options in the box, identifying things we can do by ourself and those which can see us getting help from friends and whānau 😊

<b>Asking for Help</b>	<b>Trying something new</b>	<b>Extra reading</b>
<b>Admitting I don't know what to do</b>	<b>Tutoring from a prefect/senior scholar</b>	
<b>Ask the teacher to explain it a different way</b>	<b>Accepting mistakes are OK</b>	
<b>Using a Growth Mindset</b>	<b>Trusting the advice of my teacher(s)</b>	

By Myself	With help from friends and whānau

Use the six sections of the JC Code to complete these activities! Either your paper copy, or the electronic version on the JCHS website.

JC Scholars gain **Ako** for **Being Here** by

JC Scholars gain **Ako** for **Being On Time** by

JC Scholars gain **Ako** for **Learning** by

JC Scholars gain **Ako** for **Our School Community** by

JC Scholars gain **Ako** for **Representing** by

JC Scholars gain **Ako** for **Our JC Whānau** by

JC Teachers and Staff gain **Ako** by:



If you could suggest some ways that JC Teachers and Staff could gain more or better **Ako**, what would those be? In other words, what are some ways that Teachers and Staff could do better at showing and using this Value?

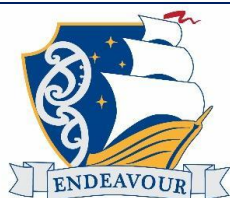
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***We're all about***



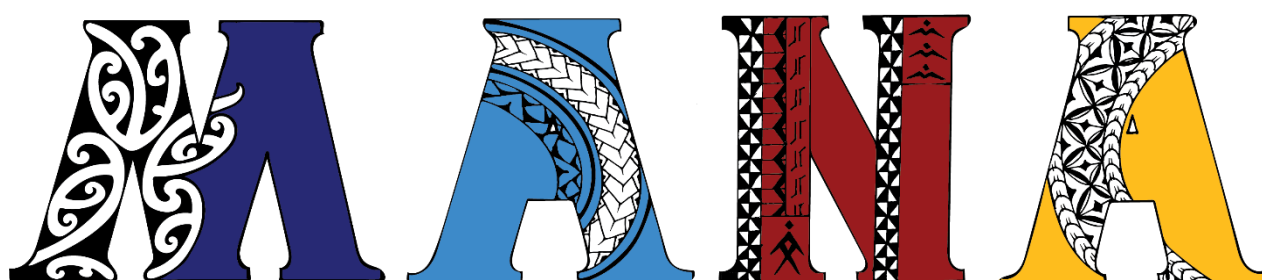


**JAMES COOK**  
HIGH SCHOOL

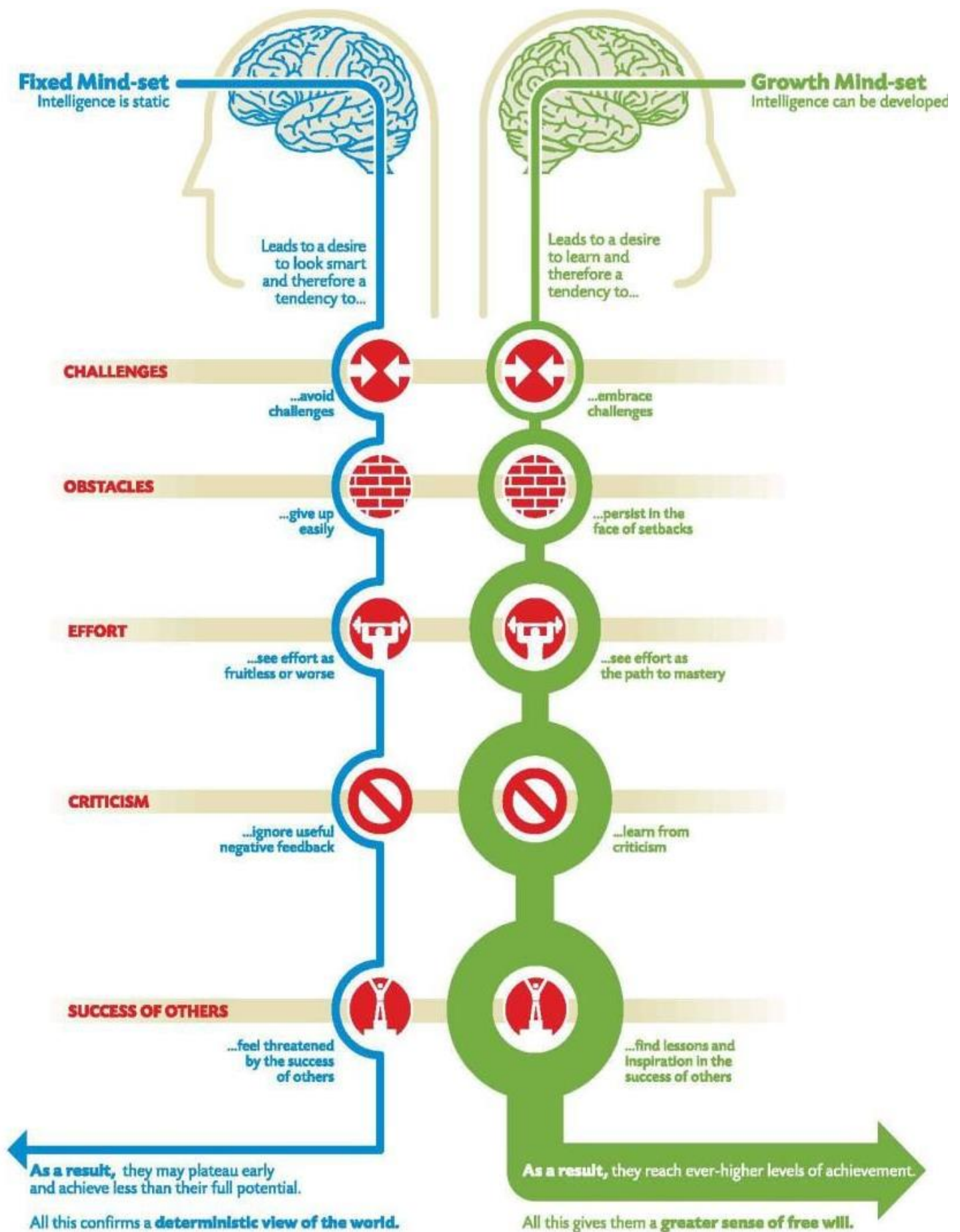
# JUNIOR SCHOOL ACTIVITY BOOK

**Home Learning Tasks for JC Scholars**

*August 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



## 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 😊**

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: Superhero Scenario

<b><u>The Different Uses</u></b>  If you could employ a superhero for a day who would it be and what would you make them do? Explain your choice	<b><u>The Commonality</u></b>  In today's world of Covid-19 what kind of superhero does the world need?	<b><u>The Forced Relationship</u></b>  Who would be the best duo if 2 superheroes had to work together? Why?
<b><u>The Ridiculous</u></b>  Choose a famous celebrity and turn them into a superhero. What powers would they have and what would they look like?	<b><u>The Interpretation</u></b>  Write a character profile for your superhero: Name; Age; Occupation; Appearance; Personality; Fears; Leisure/Hobbies; Family; Ambition; Past/Secrets	<b><u>The Picture</u></b>  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?

[illegible]

## 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.

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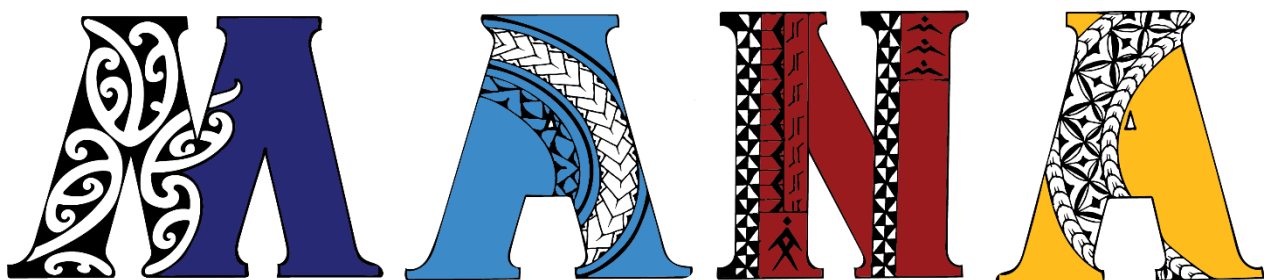
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### Thinker's Keys: Measurement

<b><u>The Different Uses</u></b>  List 10 different items at home that could be used to measure length, weight, time or volume (capacity).	<b><u>The Interpretation</u></b>  Tai is measuring the length and width of his vegetable garden. What are different reasons why he might be doing these measurements?	<b><u>The Brick Wall</u></b>  To find the area of a rectangle we multiply the length and width. Are there other ways to find the area of a rectangle?
<b><u>The Ridiculous</u></b>  “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.	<b><u>The Question</u></b>  The area of a rectangle is $24\text{cm}^2$ . What could the length and width be?	<b><u>The Alternative</u></b>  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?

# 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.

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 😊**

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.

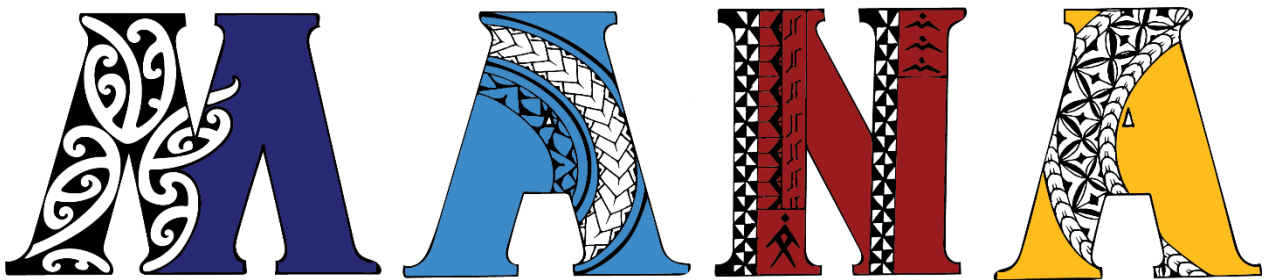
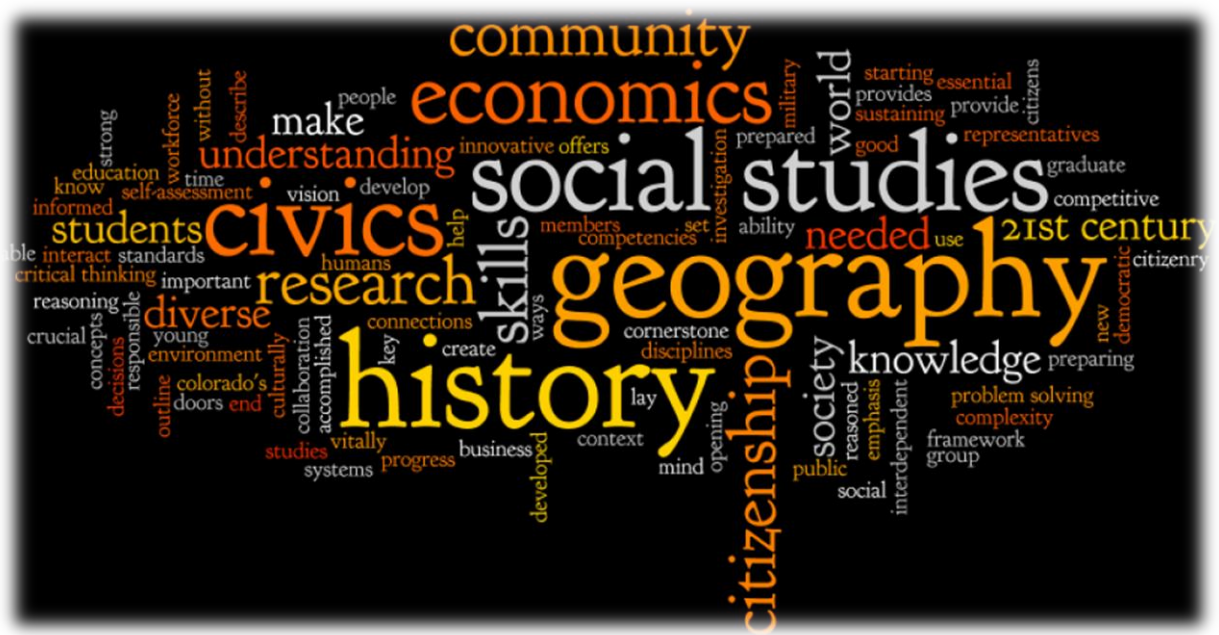
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**JC Scholars do great work, develop great habits and build for success!**

### Thinker's Keys: Climate Change

<p><b><u>The Ridiculous</u></b></p> <p>All petrol cars should be scrapped immediately &amp; only electric vehicles be sold. Argue for this idea.</p>	<p><b><u>The Forced Relationship</u></b></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><b><u>The Question</u></b></p> <p>“The sun’s energy can be harnessed for billions of years.” Write 5 questions linked to the above statement.</p>
<p><b><u>The Brick Wall</u></b></p> <p>Fossil fuels are more and more seen as a “dirty” source of energy Discuss why you agree or disagree.</p>	<p><b><u>The Commonality</u></b></p> <p>Find common points between solar energy and chocolate.</p>	<p><b><u>The Alternative</u></b></p> <p>Work out 3 ways to make cars stop at intersections without using traffic lights.</p>

# SOCIAL STUDIES





## 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.

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 😊**

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.

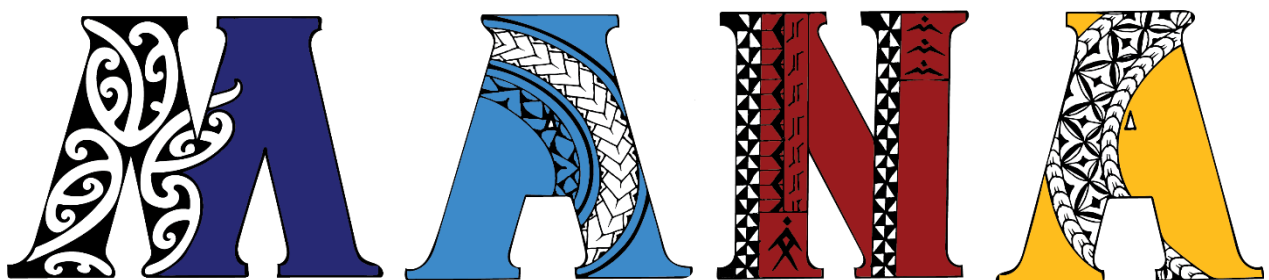
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**JC Scholars do great work, develop great habits and build for success!**

### Thinker's Keys: Governments

<b><u>The Ridiculous</u></b>  How well do you think our country would be run if you and your friends were in charge?! Give reasons for your answer 😊	<b><u>The Question</u></b>  Write FIVE questions you would like to ask the Prime Minister. (Make sure you ask a couple about the job she does!)	<b><u>The Different Uses</u></b>  Identify 5 ways in which high school students could influence government policy (not just about education, but anything!)
<b><u>The Interpretation</u></b>  Give some reasons why the government cannot make sure that students have 95% school attendance.	<b><u>The Brick Wall</u></b>  List at least 3-5 strategies or ideas that the Government could introduce that would make high school students like you want to be at school.	<b><u>The Alternative</u></b>  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 without having to rely on the government to help.

# HEALTH & PHYS ED



# 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.**

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 😊

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## Hauora Activity Grid

### **TAKING CARE OF OURSELVES**

Research the 5 ways to wellbeing (use the website [wellplace.nz](http://wellplace.nz) to help you if you need). Attempt to complete 1 small thing for each of the ways to wellbeing over 5 days. For example:

- Be Active: Today I went for a walk with my family.

Keep a journal diary recording what you do 😊

### **DECK OF CARDS - FITNESS**

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. Encourage the whānau to join in.

### **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.

### **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.



# PERFORMING ARTS



## 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.**  
**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 😊**

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

<b><u>The Alternative</u></b>  Design a costume for a celebration event with items from the environment.	<b><u>The Alphabet</u></b>  Using each letter of the alphabet, name celebration foods.	<b><u>The Question</u></b>  Write five questions that give the answer: <b>For a celebration.</b>
<b><u>The Interpretation</u></b>  Explain this: “Dancing is creating a sculpture that is visible only for a moment” <i>Erol Orzan</i>	<b><u>The Brick Wall</u></b>  Dance, Drama and Music should not be taught in New Zealand schools to all students. Discuss why you agree or disagree.	<b><u>The Commonality</u></b>  List ten different types of celebrations. List ten different children's TV programmes. Compare and find anything that is common.



# 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

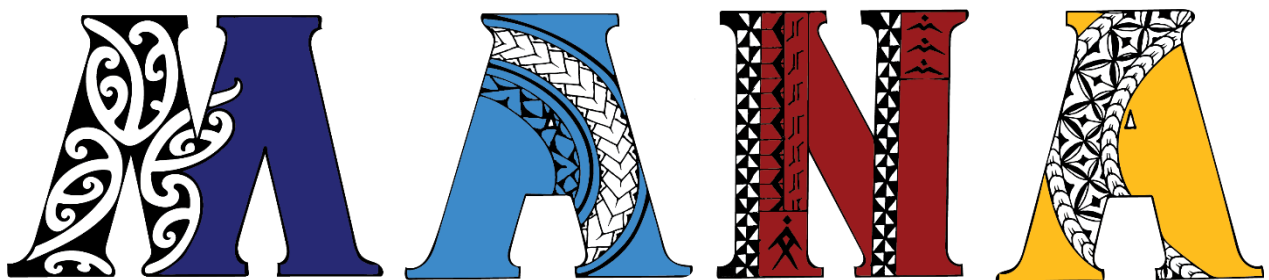
**Year 10 Scholars who are focused on their Diploma:**

- 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





## 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.

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 😊**

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 😊

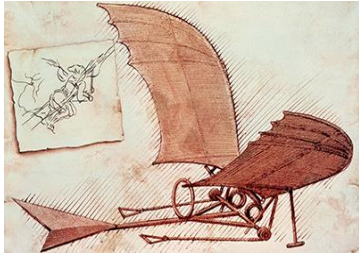
**JC Scholars do great work, develop great habits and build for success!**



# Thinker's Keys: The Da Vinci Code

## The 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.

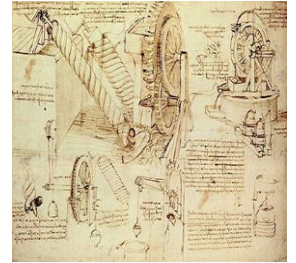
Brainstorm how you would make use of this awesome talent.

## 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".

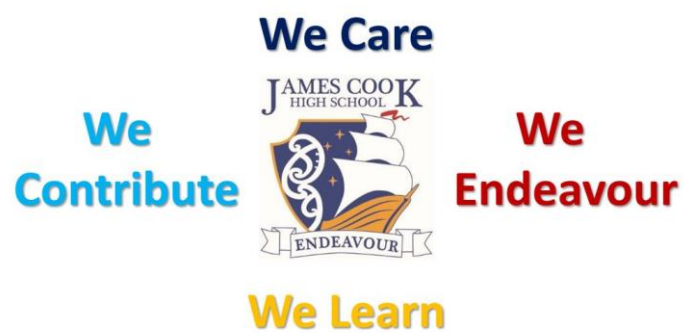
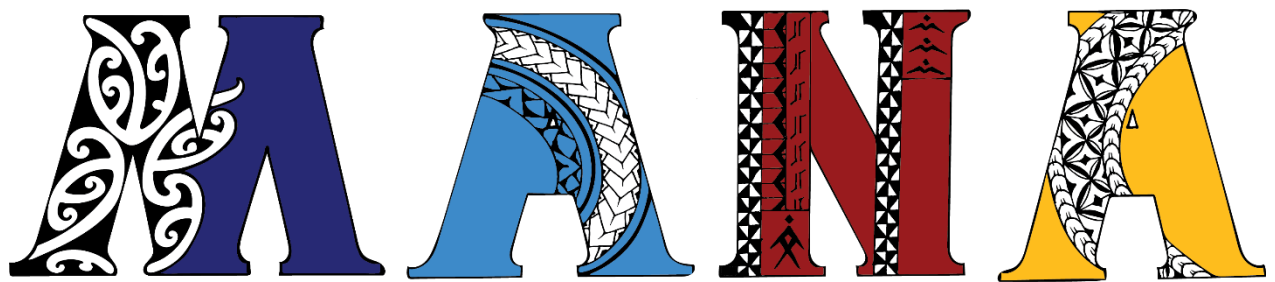
Given that Da Vinci usually painted a range of wealthy peoples' self-portraits or historical biblical scenes such as 'The Last Supper', and that he was also a very creative inventor, What do you imagine the subject matter of this secret painting would be about?



## The 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





# Protect yourself and others from COVID-19



Wash your hands  
with soap and water  
often (for at least 20  
seconds). Then dry.



Cough or sneeze  
into your elbow or by  
covering your mouth  
and nose with tissues.



Clean and disinfect  
frequently touched  
surfaces and objects,  
such as doorknobs.



Don't touch your eyes,  
nose or mouth if your  
hands are not clean.



Put used tissues  
in the bin or a bag  
immediately.



Stay home if you  
feel unwell.

For updates and more information on  
keeping yourself safe, visit **Covid19.govt.nz**

New Zealand Government

Unite  
against  
**COVID-19**