
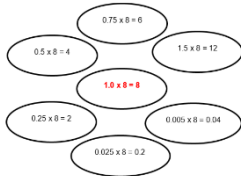


## Contingency Learning Third Level Week 2

We have included a Self-Reflection Grid at the end of this pack to help you think about your learning at the end of each day.

<p style="text-align: center;"><b>Literacy and English – Talking</b></p> <p><b>Talk</b> to a member of your family about either the newspaper article you have read or the text you listened to. Tell them what you learned from the texts and what your opinion is of the topics raised in these. Ask them for their opinions.</p>	<p style="text-align: center;"><b>Numeracy and Mathematics – Scale Drawings</b></p> <p>Scale drawings help us understand a space and find our way around new spaces. This task requires you to create a sketch then a scale drawing of parts of your school. Imagine how it could be used to help a new student find their way around.</p>	<p style="text-align: center;"><b>Technologies (Computing) – Flowcharts</b></p> <p>Create a flowchart to explain a simple task you do every day. It should have at least 3 decisions. Can you then follow the flow chart when you complete this task to check the flow chart works? For example, running a bath (2 decisions) – this flowchart is on a later page so you can see this example in practice.</p>
<p style="text-align: center;"><b>Expressive Arts (Drama) – Haunted House</b></p> <p>Develop your own ideas and write your own <b>Haunted House script</b>. You need to make a list of <b>characters</b> and decide on the <b>location, time period</b> and <b>plot</b>. Try to create a dark and tense <b>mood and atmosphere</b>. Next write a script for a key scene in your story. This could be when the ghosts are discovered, when the ghosts try to scare the main characters, how the characters escape the house, etc. As an additional task, record an audio file of your script. You can either voice all the characters or ask those in your household to help!</p>	<p style="text-align: center;"><b>Health and Wellbeing – Growing Confidence Trees</b></p> <p>Our confidence grows over time, like a strong tree. This activity will help you explore some of the things you can do that will help your confidence grow stronger. Find the activity later in this pack. You will need a piece of paper and some leaf shapes.</p>	<p style="text-align: center;"><b>Social Studies (History) – Timeline</b></p> <p>A timeline helps us organise our facts and knowledge. In this activity, think about someone in history who you have been learning about or who you are interested in. Use the activity later in the pack to help you make a timeline of their life.</p> 
<p style="text-align: center;"><b>Science – Making It Stick</b></p> <p>Look back over a topic you have recently been studying. There is a lot of information to remember. We can create a mind map to help us organise, understand and retain our learning. Make a mind map for the topic you have chosen. This link helps us understand what a mind map is and some tips on how to make a good one. <a href="https://www.bbc.co.uk/bitesize/articles/zkmpng8">https://www.bbc.co.uk/bitesize/articles/zkmpng8</a></p>	<p style="text-align: center;"><b>Numeracy and Mathematics – Decimal Fractions</b></p> <p>This activity explores how we can use relationships between numbers to help us solve problems. Find the activity later in this pack.</p> 	<p style="text-align: center;"><b>Literacy and English – Reading</b></p> <p><b>Read</b> a newspaper article online or in print form. Who do you think the text you have chosen is aimed at? How do you know? What do you think is the purpose of this text? How do you know that? Summarise the key ideas in your own words. Create 5 questions for someone else to answer. You should try to create a mix of understanding questions (who, what, where) and analysis questions (why/how). Make sure you write the answers too.</p>

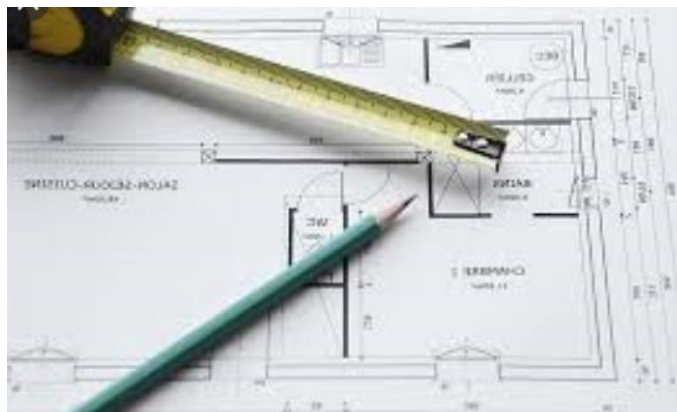
## Contingency Learning Third Level Week 2

<p><b>Literacy and English – Writing About Friendship</b>          Complete a piece of personal writing, of around 500 words, focusing on your relationship with a close friend. Explain what makes them a good friend to you and describe some happy events you have recently shared together. You may also want to describe times when your friend has supported and helped you. Make sure you plan your writing before you start by thinking about what you want to say and events you wish to describe. When writing, think about why friendship is important and how it improves and enriches our lives. Include your views on this in the final paragraph of your writing. Using statements like 'Looking back', 'I learned that' and 'From this experience, I discovered' will help you to reflect on friendship and not just describe the events.</p>	<p><b>Numeracy and Mathematics – Strategy Game</b>          Nim 7 is a strategy game for 2 players. You will need 7 objects, e.g. counters, sticks or pebbles. Place the chosen objects in a pile and decide who will go first. Players then take turns at removing either 1 or 2 objects. The player who takes the last object wins. Play again with the other player going first this time. Can you find a winning strategy? Does it matter who goes first? When you have found the strategy, invite another player to play against you. Can they spot your strategy?          Investigate what happens when you start with a different number of objects or when you take away 1, 2 or 3 objects on each turn. Can you spot any patterns that will help you find a winning strategy whatever number you start with, and however many you are allowed to take each time?</p>	<p><b>Health and Wellbeing – Increase Your Heart Rate</b>          Before starting, remember to warm up your muscles with some stretches. Exercises to increase your heart rate don't need to be about running or treadmills. Many games increase your heart rate without you realising it. Try this activity to help you move quickly and in different directions.          Place at least 6 objects in different areas around the room or garden. Place 6 markers in another area or in another room. Move one object at a time to the marker as fast as you can. Repeat until you have moved each of the objects to a different marker. How long did it take? Can you do it again but faster? Can you increase the number of objects?          Create a weekly activity plan. Try to aim for the recommended amount of 60 minutes of physical activity each day across the week. All activities should make you breathe faster and feel warmer. Choose activities you enjoy.</p>
<p><b>Media Studies – Advertising Analysis</b>          Watch at least 5 TV adverts. Which one do you think is best? Which is worst? Why? What makes a good TV advert? How does it achieve the purpose of promoting a product?</p>	<p><b>Technologies (Food and Consumer Technology)</b>          Keep a food diary to record what you eat in a week. Look at how much of each food group you have eaten (the Eatwell Guide later in the pack may help you work this out). Make 2 suggestions to make your weekly diet healthier.</p>	<p><b>Health and Wellbeing – Being Kind and Safe Online</b>          There are many positive things about living in an increasingly digital world. Write a list of positive examples of the use of digital technology. Ask other people (maybe in your family) about how they use digital technology in their lives, and the positive difference it makes, e.g. booking a holiday. There can be downsides to digital technology too. Write a list of negative things that might arise using digital technology. What can you do about online content you come across which is inappropriate, upsetting or illegal? Think about some aspects of using digital technology that present risks or concern you. Find out more about how to deal with these issues by looking for advice online at <a href="https://www.thinkuknow.co.uk/">https://www.thinkuknow.co.uk/</a>.</p>

## Numeracy and Mathematics – Scale Drawing

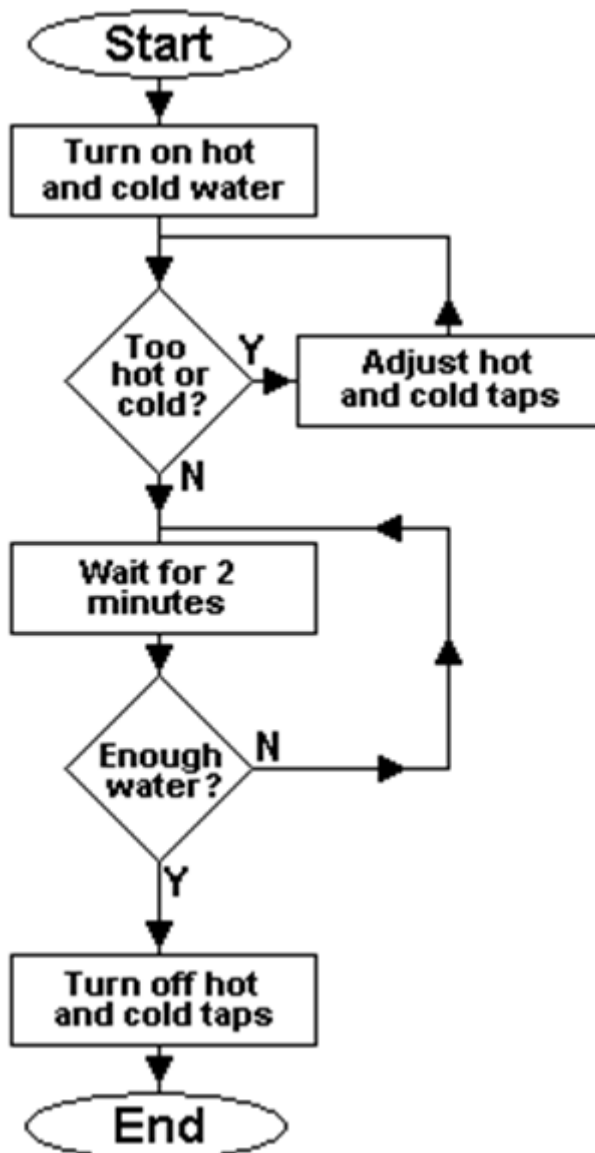
You have been tasked with producing a plan that should help young people new to S1 to find their way to the mathematics department in your school.

- Draw a sketch outline of your school buildings indicating the entrances and the location of the mathematics department. You may wish to include other locations such as the dining hall or school office.
- Prepare a set of written instructions to go with your plan to help a new pupil find their way to the mathematics department.
- Make a sketch of the mathematics department. Your sketch should include:
  - rooms, corridors and doorways
  - an indication of any one-way systems used
  - other areas, for example, break out spaces, toilets and storage areas.
- Estimate the dimensions of rooms and corridors on your plan and record these on your sketch. Ensure that your room and corridor dimensions make sense and think about the most appropriate units to use.
- If the mathematics department is on 2 or more floors of the school, show each floor on a separate sketch.
- From your sketch produce a scale drawing of your Mathematics department. Remember to choose a suitable scale to fit your drawing on an A4 page.



### Technologies (Computing) – Flowcharts

Here is the flowchart example to help you with ideas for creating your own.



## Health and Wellbeing – Growing Confidence Trees

Our confidence grows over time, like a strong tree. This activity will help you explore some of the things you can do that will help your confidence grow stronger.

You will need a large piece of paper and some leaf shapes for this activity.

Draw a large tree, with roots, a trunk and branches. (If this doesn't suit your context you could adapt the design to become a skyscraper or other tall building and write on its bricks rather than leaves.)

Along the roots write ways in which you are already growing in confidence. For example, 'I can already smile at people I do not know', 'I helped Kerry and Jamie when they dropped their books last week'.

Along the trunk of the tree write 'My confidence is growing in....' and then write an area where you would like their confidence to grow. This could be making new friends, public speaking or in competitive sport for example.

On some of the leaf shapes, write one thing you could do to help your confidence develop (for example asking someone to help when you don't understand a word in a book) and then stick these to the left-hand side of the tree.

On some other leaves, write things that other people could do to help you become more confident. For example, encouraging you when you feel like giving up, appreciating the efforts you are making. Stick these leaves to the right-hand side of the tree.

You may want to add some extra leaves onto the tree so that you can add more ideas in future, as you think of them.

When you notice that your confidence has grown you could write what went well on a red apple shape and add it to the tree. You should keep the tree to encourage you to grow in confidence and to value the journey you have made.

Consider:

- What areas you are most confident in.
- How did you become confident in these areas?
- How can the way your confidence grew in one area help you to become more confident in another area?
- How can you help other people become more confident?
- What difference do you feel it will make to your life when your confidence grows in the way you want it to?
- What, if anything, can you learn about growing in confidence from thinking about a tree?

## History – Timeline

A timeline is very useful for presenting information in a clear and concise way.

### Your challenge is to:

1. Choose a famous person from the past
2. Create a timeline that illustrates their life.

### What must it include?

- ✓ At least 6 key life events
- ✓ At least 3 photos/pictures
- ✓ Why your person is important in History

### What does it have to look like?

- ✓ A3/A4 piece of paper
- ✓ Straight lines
- ✓ Equally spaced out
- ✓ Colour

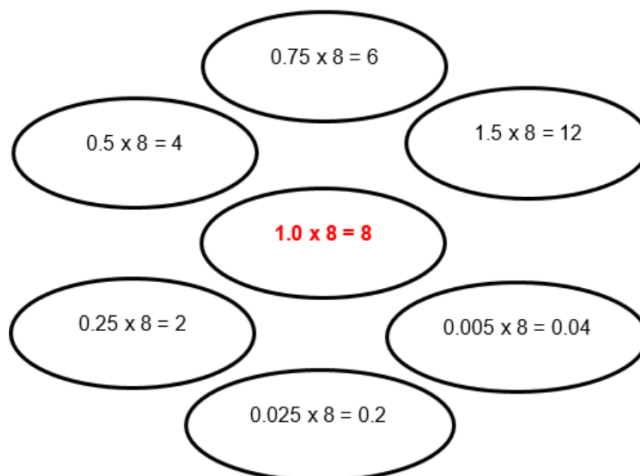
### Why am I doing this?

- ✓ To show you can interpret evidence from a range of sources
- ✓ To show that you can place events in *chronological* order
- ✓ To show the significance of a person in History



## Numeracy and Mathematics – Decimal Fractions

The diagram on the right shows some examples of multiplying decimal fractions by 8.



Can you spot patterns in the diagram above? We can use any of the calculations to find the answers to related calculations. For example, we can halve either of the numbers in a question, and the answer will also halve.

$1.0 \times 8 = 8$

$0.5 \times 8 = 4$

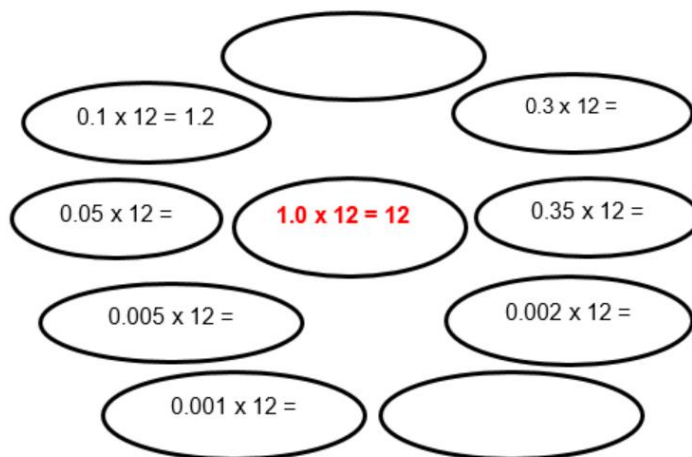
$0.25 \times 8 = 2$

$0.01 \times 8 = 0.08$

$0.02 \times 8 = 0.16$

### Part 1

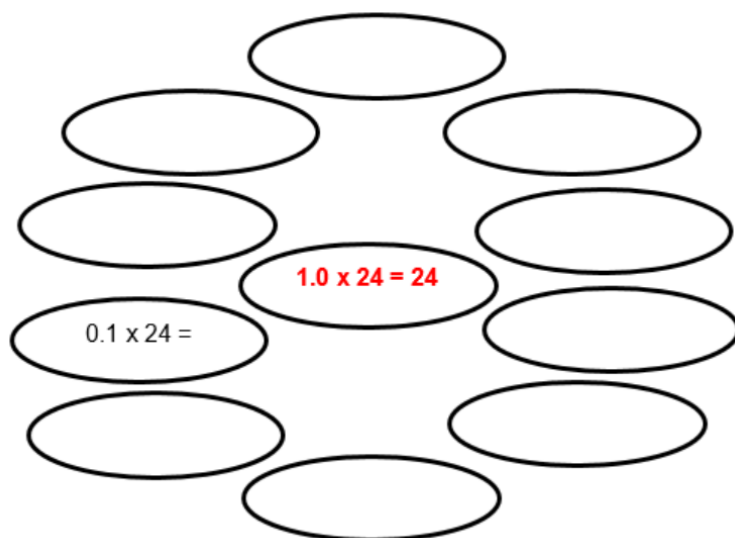
Copy and complete these calculations. For each new calculation, try to use an answer you already know using a similar pattern to the example. Can you find two more?



What other related calculations could you find the answers to?

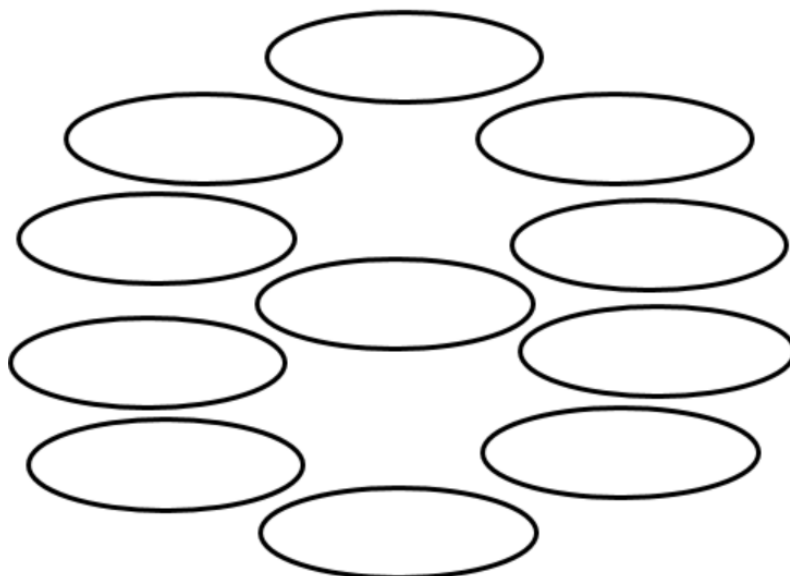
**Part 2**

Using the template below, can you write up to nine calculations involving decimal fractions that are related to  $1.0 \times 24 = 24$ ? Ask somebody in your household or a friend to work out the answers after you have explained the pattern.



**Part 3**

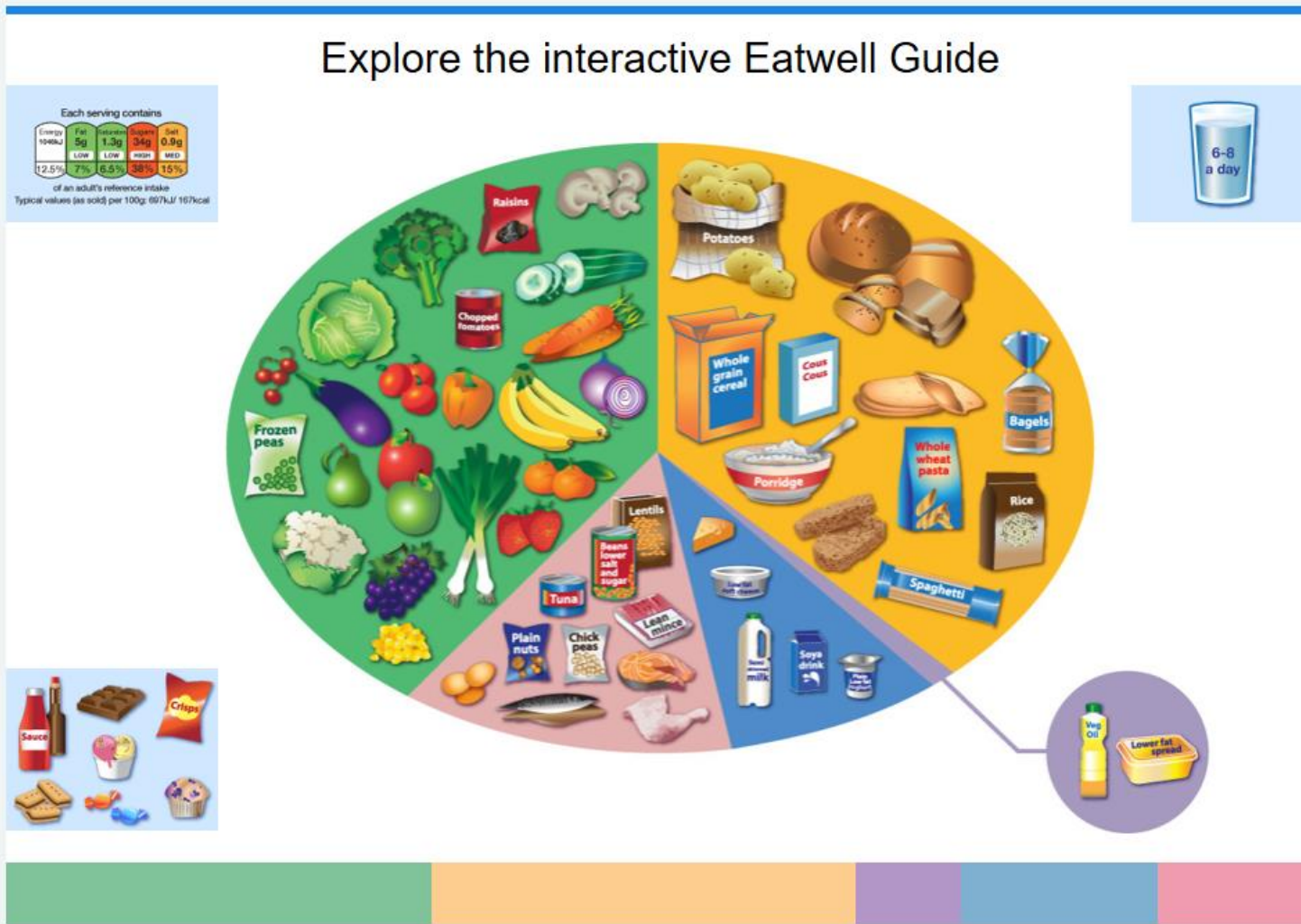
Using the template below, make up a set of your own questions and ask somebody in your household or a friend to answer them.





The Eatwell Guide

Explore the interactive Eatwell Guide



## Contingency Learning Third Level Week 2

### Self-reflection Grid

At the end of a day of learning you might like to roll a die to select a self-reflection question. You can look at them by yourself or, even better, discuss them with someone else.



1	2	3	4	5	6
Did I find it easy to stay on task? What helped/hindered this?	Am I worried about anything after today's work? What can do if I am worried?	Did I get stuck? How did I get past that? Did I give up or try something else? What did I try?	What made my learning stick today? What did I do that helped me understand a particular task?	Did I have everything I needed to complete the tasks? Did I use anything to help me?	Were there any tasks today that I found too easy? Why? Could I have added my own challenge?