

## Stage 3: Welcome to Term 2

## Reminder to read

- Stage 3 Term 2 Remote Learning Parent Information
- Mrs Beach's post from Wednesday Term 1 Week 11

## Changes this term

Incorporating DoE lesson duration recommendations, to assist parents/carers in facilitating your learning remotely:

- You will be able to access some additional, extension or enrichment work through links that follow or set by your teacher.
- There will be catch up and teacher check in time on the timetable.
- Don't forget you can also practise your instrument, sport or other skill; OR learn a new skill.

## Links: Mathematics

- <https://mathigon.org/>
- <https://www.mathplayground.com/math-games.html>
- <https://www.coolmath4kids.com/>
- [https://www.artfulmaths.com/?fbclid=IwAR3jDRqRbdz\\_DOByo\\_7\\_6YND42I9je0ntUBKAthapYtZszxIH6UbOR7wtmE](https://www.artfulmaths.com/?fbclid=IwAR3jDRqRbdz_DOByo_7_6YND42I9je0ntUBKAthapYtZszxIH6UbOR7wtmE)
- <https://nrich.maths.org/>
- [https://mathskit.net/essentials/?fbclid=IwAR0kMdjGPGmwPVS06TRZoH-Q0XDMx-Xsamde\\_k2E6ATSB6AhVMfRFC6t-4U#essentials-graph-paper](https://mathskit.net/essentials/?fbclid=IwAR0kMdjGPGmwPVS06TRZoH-Q0XDMx-Xsamde_k2E6ATSB6AhVMfRFC6t-4U#essentials-graph-paper)
- <https://education.abc.net.au/newsandarticles/blog/-/b/2358992/top-10-maths-games-for-year-6-students>

## Links: English

- <https://ebookfriendly.com/free-public-domain-books-sources/?fbclid=IwAR2DFYkQ39kiVgqz2BTHzEU9xw8jZKwNYeacxv-d0lAbOzPZzEx-jOjH4us>
- [https://digital.artsunit.nsw.edu.au/subject/premiers-challenges?fbclid=IwARlm0xdgj\\_xs0VERENvi3afds0Cj7yxg7sodE6snY4ixOicrcgVvrKSHp8#author-eclips](https://digital.artsunit.nsw.edu.au/subject/premiers-challenges?fbclid=IwARlm0xdgj_xs0VERENvi3afds0Cj7yxg7sodE6snY4ixOicrcgVvrKSHp8#author-eclips)
- <http://gutenberg.net.au/>

## Links: Thinking

- <https://www.jamesdysonfoundation.com/resources/challenge-cards.html>
- <https://www.sbs.com.au/ondemand/program/letters-and-numbers>

## Links: Seeing and Listening I

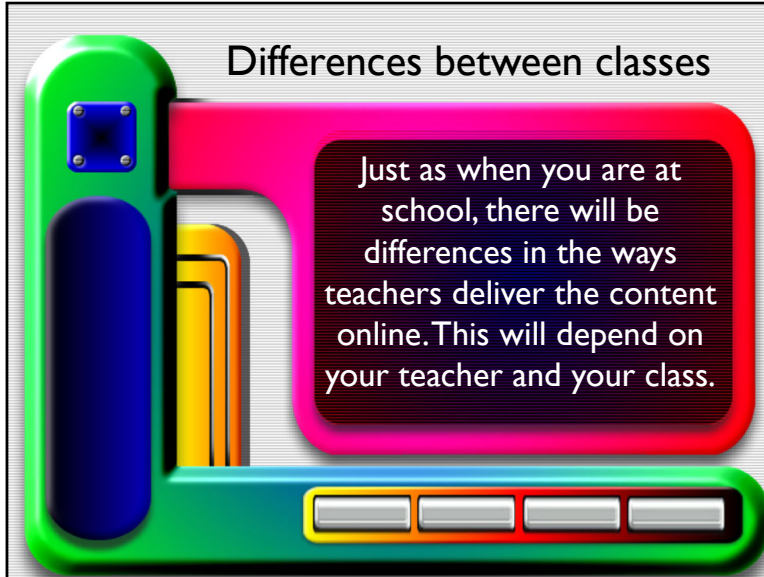
- <https://www.visitnsw.com/love-nsw/virtual-activities-for-kids?fbclid=IwAR0MV3SFAKgQ0fctqyugNlcWtyUhZySxvIOmzNhGocazRkj92qV0HKMXaLO>
- <https://www.teachstarter.com/au/blog/10-fun-and-educational-podcasts-for-kids?fbclid=IwAR3qySVKL9jaVoYIGKsyaGtSWtPSIkXI2lgOTVeyo3YjvMC3bBrseqHErD0k>
- <https://www.youtube.com/channel/UCXEA-bmkdoOnx-YnzjNLDsQ>

## Links: Seeing and Listening II

- <https://www.sydneyaquarium.com.au/explore/live-stream/>
- <https://www.sydneyaquarium.com.au/plan/feed-s-and-talk-times/>
- <https://taronga.org.au/taronga-tv>
- <https://www.sydneyoperahouse.com/visit-us/bring-the-kids/for-the-kids.html?fbclid=IwAR3Ssn3eKijOzYXHxcSHkv4prCurdRbY0A2LC2sO2RjiougSuLh2b6ATKx0>

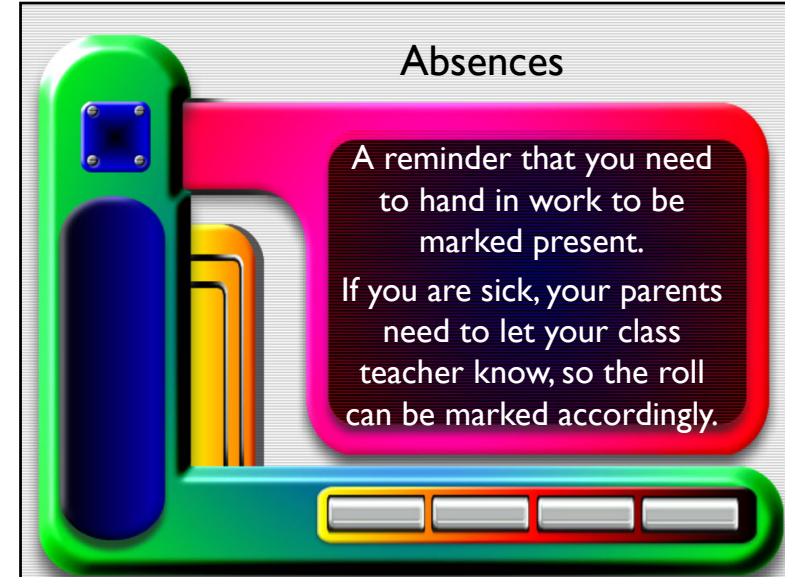
### Differences between classes

Just as when you are at school, there will be differences in the ways teachers deliver the content online. This will depend on your teacher and your class.



### Absences

A reminder that you need to hand in work to be marked present.  
If you are sick, your parents need to let your class teacher know, so the roll can be marked accordingly.



### ABC

See ABC Me (formerly ABC3) or ABC iview for a range of educational programs.



### New for this term

- PDH
- Library
- Genius Hour
- Catch up time
- Optional activities
- Teacher check ins
- Debrief - COVID-19 Time Capsule



## Stage 3 Flexible Learning Timetable: Term 2 Week 1 2020

NB the timetable for this week has been altered slightly to suit the shortened week.

Monday	
Staff Development Day	
Tuesday	
Staff Development Day	
Wednesday	
8:55am	<b>Roll Call; Welcome</b>
9:10am	<p><b>PDH</b>  Mrs Farrell (Monday-Wednesday) and Mrs Kukucka (Thursday) will be facilitating PDH this term. They will upload the assignments, mark your work, answer your questions and will also inform class teachers if any students do not hand work in.</p> <p>Cybersafety: <i>Cybersmart Forever</i> – Each week's lesson begins on Wednesday and finishes on Thursday.</p> <p><b>Students working online</b> – You will need to go to your class' PDH Google Classroom to access the task. The code will be posted by your class teacher on your class Google Classroom.</p> <p><b>Students working offline -</b></p> <ol style="list-style-type: none"> <li>1. Should I post this?' Brainstorm the benefits and challenges of sharing content/images online. Example: peer pressure, wanting to be popular etc.</li> <li>2. Come up with your own scenarios and comment if you would share/post/delete. You may like to discuss this with someone at home.</li> <li>3. Design a visual product to encourage other students to be respectful when posting online. You could choose a range of communication methods, e.g. infographic, artwork, poster or postcard</li> </ol> <p>Designs should include:</p> <ul style="list-style-type: none"> <li>- An engaging design concept</li> <li>- A range of media, e.g. paint, pencil, text, graphic design</li> <li>- Protecting information and privacy</li> <li>- When to accept friend requests and who to invite to be friends - do's and don'ts of sharing content/images online</li> </ul> <p>Show your design to your family.</p>
9:40am	<p><b>Reading</b>  Read a fiction text – this could be from your School Magazine.</p> <p><b>Students working online</b> – Follow your class teacher's instructions regarding the text, on Google Classroom.</p>
9:55am	<b>Crunch 'n' Sip Break</b>
10:10am	<p><b>Language Conventions</b>  Today we are looking at Inverted Sentences -  Sometimes an author can change the word order in a sentence to increase its interest for the reader. This can be called an inverted sentence.  For example:  Normal (Subject/Verb/Object) word order - An eagle flew overhead.</p>

Inverted word order - Overhead flew an eagle. (The verb stays in the middle – the object and subject are switched around)

Invert these sentences:

1. The boy raced away.
2. The fire engines sped towards the burning building.
3. The tide crept higher and higher.
4. If you have time, select a sentence or two, from any text and see if you can invert them.

10:25am

### English unit

We will be starting an English unit called Bushfire Perspective today. You will be learning how to write descriptions using your 5 senses and figurative language.




1. Firstly, have a look at the 5 senses graphic organiser below. You will be using this to help you in future lessons.

**Students working online** – follow your class teacher's instructions on Google Classroom.

**Students working offline -**

2. Think of some phrases that could fit into each column. They do not have to be of one particular topic. You may like to draw up a table like below:

**Five Senses Graphic Organiser**


I can see...	I can hear...	I can smell...	I can touch...	I can taste...
				

3. After you have completed the above task, please read the paragraph below and look at the picture that has been described. From reading this description, write down what you think could be the success criteria for a descriptive paragraph. Revise what you learnt in Term 1 about descriptions to assist you. What about parts of speech or figurative language if you know any?

		<p>The thirsty, barren earth sat despairingly beneath the hot, blazing sun. A dusty odour permeated the air. The gentle pattering of rain had not been heard in this unforgiving landscape for many years now. The heat, scorching and oppressive, draped thickly over the land like a blanket. No living soul could ever survive in this stark and desolate place. A collection of rocks, the sole inhabitants, sat as still as statues on the hot desert floor. Above them, a wisp of white cloud scribbled lazy patterns across the turquoise-blue sky.</p>	
10:55am	<b>Recess Break</b>		
11:25am	<b>Mathematics</b> Data: Dot Plots <b>Students working online</b> – follow your class teacher' instructions on Google Classroom. <b>Students working offline</b> – see powerpoint notes attached.		
12:10pm	<b>Brain Break</b> - time for a stretch, yoga, or a short meditation. Maybe just a walk around the house or yard. You will be doing this each day at this time.		
12:25pm	<b>Science</b> Today we are beginning our Science unit: <i>Journey 2050</i> where you will learn about sustainable farming. Each week's lesson begins on Wednesday and finishes on Thursday. Today is an introduction - you will explore examples of managed environments and answer the questions: Why is 2050 important? What is a sustainability barrel? What is the ripple effect? You will also investigate food wastage and how this affects sustainability and hunger? <b>Students working online</b> – your class teacher will be guiding you through lessons on Google Classroom. <b>Students working offline</b> – see powerpoint notes attached.		
12:55pm	<b>Teacher Check in</b> – your teacher will organise this with you. <b>Students working offline</b> -you could leave some notes when you return your work to the school if you wish.		
1:10pm	<b>Lunch Break</b>		
1:55pm	<b>COVID-19 Time Capsule/Catch up</b> 1. <i>COVID-19 Time Capsule Draft Ideas</i> - Start filling in your thoughts. This will be assigned by your teacher separately, as the due date is yet to be determined. You will probably have a few weeks to do as much as you can – this will be included in another English unit later this term. Use this to debrief about the current isolation situation and talk to your family about your thoughts. You can use the powerpoint version if you are completing digitally or print the pdf version if handwriting your responses.		



	2. Catch up on any tasks you did not complete earlier today.
2:45pm	<b>Pack up; upload work</b>
<b>Thursday</b>	
8:55am	<b>Roll Call; Welcome</b>
9:10am	<b>PDH</b> Cybersafety: <i>Cybersmart Forever</i> – continued Hand In and Submit your work today
9:40am	<b>Reading</b> From what you read yesterday, select a character. You may select a different character for each question if you have to. What does the character see? What does the character hear? What does the character smell? What does the character feel/touch? What does the character taste? Use the rest of the time to continue reading.
9:55am	<b>Crunch 'n' Sip Break</b>
10:10am	<b>English unit</b> You will be taking notes about what you can see and hear. <ul style="list-style-type: none"> <li>• Turn your TV on.</li> <li>• Stand in the same room as your TV and take notes about what you see and hear - you could use as many of your 5 senses as you wish. You may also note down what you feel or think.</li> <li>• Then move to another room, where you can still either see or hear the TV. Take notes again.</li> <li>• Now move to a different room of your choice. Take notes again.</li> </ul> Hang on to these notes – you will need to refer to them at a later stage in this unit.
10:55am	<b>Recess Break</b>
11:25am	<b>Mathematics</b> Data: Interpreting and Reading Data <b>Students working online</b> – follow your class teacher' instructions on Google Classroom. <b>Students working offline</b> – see powerpoint notes attached.
12:10pm	<b>Brain Break</b>
12:25pm	<b>Science</b> Continued from yesterday
1:10pm	<b>Lunch Break</b>
1:55pm	<b>Catch up/Optional activities/Teacher check in</b> <ol style="list-style-type: none"> <li>1. Catch up on any tasks you did not complete today.</li> <li>2. Participate in optional activities your teacher has provided. This may include extension or consolidation tasks. Your parents/carers may also have activities that they would like you to complete.</li> </ol>
2:45pm	<b>Pack up; upload work</b>
<b>Friday</b>	
8:55am	<b>Roll Call; Welcome</b>

9:10am	<p><b>Genius Hour</b></p> <ol style="list-style-type: none"> <li>1. Watch the following video introducing Genius Hour: <a href="https://safeYouTube.net/w/53J7">https://safeYouTube.net/w/53J7</a>. Those without access to internet - please read the transcript. There are 3 basic rules with Genius Hour - see at right: However, for today, you will be brainstorming ideas. DO NOT GO AHEAD WITH ANYTHING ELSE, until you find out what is expected of you.</li> <li>2. Use the Genius Hour Brainstorm sheet attached (on Google Classroom is working online or attached, if working offline) to brainstorm ideas. You do not have to narrow down yet. There is a powerpoint version for those wanting to work on it online. The pdf version is for those who want to print and hand write.</li> <li>3. Over the weekend, you will need to think about how you would prefer to work on this project – remembering that this will take at least a term. You could document your work -             <ol style="list-style-type: none"> <li>a. Digitally – you will need to see your class teacher about setting up in your Google Drive</li> <li>b. Hand written – find a project book or folder to document everything</li> </ol> <p>NB this has nothing to do with your final product – you can have a completely non digital documentation of your progress but still have a digital product.</p> </li> </ol> <div data-bbox="1758 215 1953 497"> <p><b>3 Rules for Genius Hour</b> </p> <p>1.You have to <b>research</b> something.</p> <p>2.You have to <b>create</b> something.</p> <p>3.You have to <b>present</b> something.</p> </div>
9:40am	<p><b>Language Conventions</b></p> <p>★ Inverted Sentences II</p> <p>Invert these sentences:</p> <ol style="list-style-type: none"> <li>1. Several brumbies were outlined against the sky.</li> <li>2. The big ocean liner moved slowly away from the wharf.</li> <li>3. Great waves dashed against the ragged rocks.</li> <li>4. If you have time, select a sentence or two, from any text and see if you can invert them.</li> </ol>
9:55am	<p><b>Crunch ‘n’ Sip Break</b></p>
10:10am	<p><b>English unit</b></p> <p><b>Students working online –</b></p> <ol style="list-style-type: none"> <li>1. View the video that teachers took of the school grounds. As you watch the video, note what you see, hear, smell, feel. You could also note taste - associate known tastes with the other senses. For example if you see a chip packet, you could relate that to a salty taste.</li> <li>2. Your teacher will model how to group these notes of yours. Follow instructions from your teacher on your Google Classroom.</li> <li>3. Watch the <a href="#">video about adjectives</a>. Some aspects of the video may be difficult to understand as it is for people who are learning English; however, there are many aspects that you will be able to use in your writing. Remember, you can come back and rewatch the video.</li> <li>4. Then you will brainstorm adjectival phrases that could be used to improve your words - follow instructions from your teacher on your Google Classroom.</li> </ol> <p><b>Students working offline -</b></p> <ol style="list-style-type: none"> <li>1. Walk around different locations in your home and note what you see, hear, smell, feel. You could also note taste - associate known tastes with the other senses. For example if you smell a barbecue going, you could relate that to the taste of steak.</li> <li>2. Group your notes into each of the 5 senses.</li> <li>3. Complete the activities about adjectival phrases or noun groups, on the attached sheets.</li> <li>4. Brainstorm adjectival phrases that could be used as well as your original words.</li> </ol>



10:55am	<b>Recess Break</b>
11:25am	<b>Mathematics</b> Data: 2 Categorical Variables <b>Students working online</b> – follow your class teacher' instructions on Google Classroom. <b>Students working offline</b> – see powerpoint notes attached.
12:10pm	<b>Brain Break</b>
12:25pm	<b>Teacher Check in</b>
12:40pm	<b>Sport</b> Select activities of your choice from the Sport Challenge Matrix
1:10pm	<b>Lunch Break</b>
1:55pm	<b>Sport</b> continued
2:45pm	<b>Pack up; upload work</b>

## Data

Term 2 Week 1

# Dot Plots

## Dot Plots

Dot plots are a type of graph that show multiple frequencies of a specific score.

These can be used to show the results of a test, how many minutes it takes to eat breakfast or something more serious like the percent of the population with access to electricity.

A dot plot can have two axes, but not always. It has a base which indicates the different scores. From these scores, a dot is drawn above moving vertically to indicate frequency.

## Dot Plots - Distance from School

These are the results of a survey for how long it took five children to get to school. They all live very close.

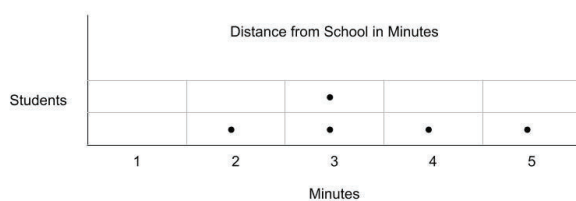
Student:	1	2	3	4	5	6
Minutes:	5	5	3	4	3	2

What can you tell from this table? What is the furthest distance from the school? What is the closest? Do you have more students living close or further away from the school?

Looking at the table, is it easy to see how many live 5 minutes away, 3 minutes away etc. Could it be easier?

## Dot Plots - Distance from School

Student:	1	2	3	4	5	6
Minutes:	5	5	3	4	3	2



## Dot Plots - Breakfast

These are the results of a survey for how long it takes a certain group of people to eat their breakfast.

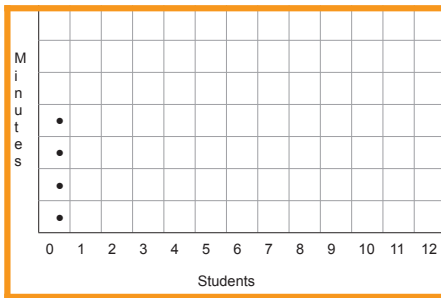
Minutes:	0	1	2	3	4	5	6	7	8	9	10	11	12
People:	6	2	3	5	2	5	0	0	2	3	7	4	1

6 people had their breakfast in 0 minutes, what could this mean? What is the most common length of time to eat breakfast? What is the longest time to eat breakfast? Are there any times that no-one eats their breakfast in? How many people were asked about their breakfast time? How many dots are there going to be in the graph?

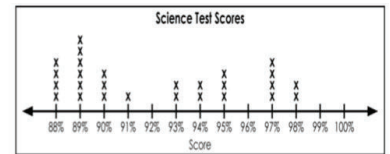
Minutes:	0	1	2	3	4	5	6	7	8	9	10	11	12
People:	6	2	3	5	2	5	0	0	2	3	7	4	1

## Dot Plots - Breakfast

Finish the dot plot by putting the correct amount of bullet points above each minute e.g. There should be 6 bullet points above the 0 etc.



## Interpreting a Dot Plot



Look at this dot plot and answer the questions next to it on the Slide.

1. How many students received a score of 94%?
2. What was the highest score in the class?
3. What was the lowest score in the class?
4. How many students received a score in the 80s?
5. How many students received a score in the 90s?
6. How many students scored 93% or below?
7. How many students are Mr Bradley's science class?

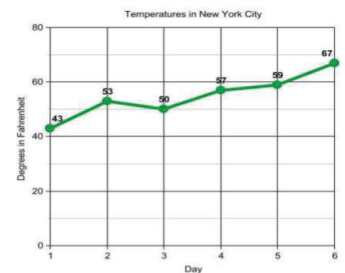
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

# Interpreting and Reading Data

## What do Displays tell us?

Information/data is input into visual displays to help a target audience to better understanding what is trying to be told.

Looking at this line graph, what information can you gather? What is this type of graph showing (not just temperatures)? What assumptions can you make about the next week? Could you suggest that a year ago to the day, the graph would have been similar?



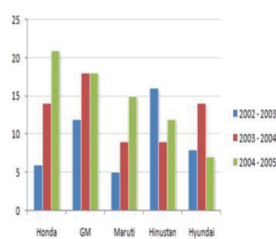
## What do Displays tell us?

This is a column graph about various car brands between 2002 and 2005.

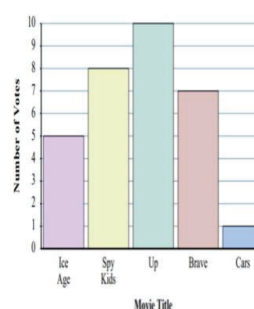
What information does it tell you?

Does it show you who has had the most sales? The most accidents? The most issues? The most amount of cars sold back?

Without appropriate titles information can be misinterpreted, so if you are creating a table it is always important to label everything.



## Interpreting Column Graphs



- 1) How many people voted for Ice Age?
- 2) Did more people vote for Ice Age or for Up?
- 3) Did fewer students vote for Cars or for Brave?
- 4) Which movie received exactly 10 votes?
- 5) What is the difference in the number of people who voted for Brave and the number who voted for Spy Kids?
- 6) What is the combined number of people who voted for Up and Brave?
- 7) Which movie received the most votes?
- 8) Which movie received the fewest votes?
- 9) How many more votes did Spy Kids receive than Brave?
- 10) How many fewer votes did Ice Age receive than Up?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Interpreting Pie Grpahs

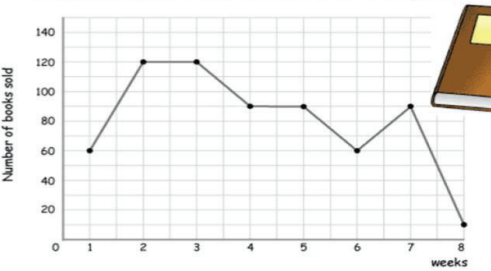


- 1. What activity did campers enjoy the most?
- 2. What fraction of the campers chose canoeing as their favorite activity?
- 3. What fraction of the campers chose horseback riding as their favorite activity?
- 4. Did more campers choose camp fires or crafts as their favorite activity?
- 5. Was camp fire or canoeing more popular with the campers?

- 1.
- 2.
- 3.
- 4.
- 5.

Interpreting Line Graphs

A bookshop made a line graph of the number of books it sold per week during a certain period. Use the information to answer the questions.



Interpreting Line Graphs

- 1) How many books were sold in week 2?
- 2) How many books were sold in week 3 and 4?
- 3) How many books were sold in week 5, 6 and 7?
- 4) How many more books were sold in week 7 than 8?
- 5) How many books were sold in all 8 weeks?
- 6) What was the average number of books that were sold each week?

- 1.
- 2.
- 3.
- 4.
- 5.

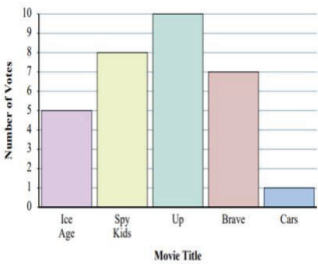
Two Categorical Variables

Regular Column Graph

This is a regular column graph. We have two axes.

The Y-axis shows numerical information while the X-axis shows categorical information i.e. how many different categories or topics the graph has.

In this case there is only one category...movies.



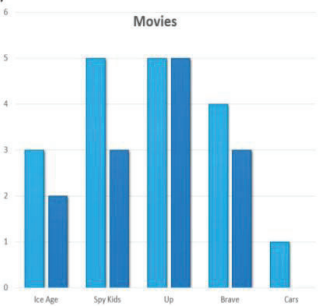
Side by side column graph

The graph has changed (apart from the colours). Now we have two columns for each Movie title.

What could these titles represent?

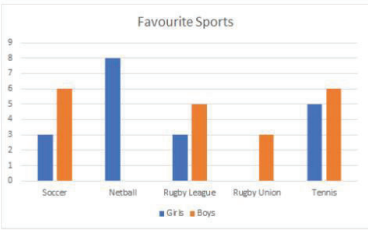
Male/female? Older than 18 and younger than 18? Blonde/Brunette?

It could be any of these things...we'll never know because the information is not given to us.



## Transferring Data from a Display to a Table

Using the information in the graph provided, fill in the blank spaces of the table.



Sport	Soccer	Netball	Rugby League	Rugby Union	Tennis
Girls					
Boys					

## Creating a Column Graph with more than one Categorical Variable

To the right is an image of the combined weight lifting team that Australia sent to the Rio Olympic Games in 2016. There are several variables that you can see that separate this group: Gender, hair colour, hair style, wearing yellow or green.

Create a side-by-side column graph showing more than one categorical variable.

Suggestion - make one of the variables related to hair colour or hair style.



## An Example

I've chosen to make the two categories shirt colour and hair colour. Hair colour has the most variables, so I will make that my main category. Shirt colour only has two options so it's my second. (The white shirt is close enough to yellow).



## INFORMATION FOR PARENTS/CARERS

NB THIS LESSON WILL BE COMPLETED WEDNESDAY AND THURSDAY

- Play the Journey 2050 video if possible: [https://www.youtube.com/watch?v=42JEkYvi4cc&feature=emb\\_logo](https://www.youtube.com/watch?v=42JEkYvi4cc&feature=emb_logo)
- Run through the slides
- Questions to be answered: Why is 2050 important? What is a sustainability barrel? What is the ripple effect?
- Slide 10 - Explanation of the three different categories of panels.
  - Ask students to picture a wooden barrel made up of several wooden slats.
  - Explain that we are going to call it a “sustainability barrel.”
  - Each wooden slat of the barrel represents a factor influencing sustainable agricultural production. Each factor can be placed into one of three challenges to sustainable agriculture—producing sustainably while maintaining economic, social and environmental systems.
  - For example, in order to be able to grow enough food to feed the world sustainably, we have to make sure that the soil stays healthy, that we have enough water to grow the food, that we don't destroy habitats and that farmers are able to earn a profit.



## INFORMATION FOR PARENTS/CARERS CONTINUED

- If possible, students could play the Journey 2050 game. <https://www.journey2050.com/play-the-game/>
- Only complete Level 1 Demo will be a tutorial level. Once the time is up, the students will be taken to a results page. They can note down their results.
- Slides on Food wastage. How does this affect sustainability and hunger?
- If you are able to watch - The Ugly Carrot video is [https://www.youtube.com/watch?v=EswyKGgk\\_Dc](https://www.youtube.com/watch?v=EswyKGgk_Dc)  
Alternatively, looking at imperfect fruit/vegetables from this week's shopping would be good enough.



**Journey 2050™**

**Sustainable Agriculture**

**LESSON 1**

## HOW MUCH IS 1 MILLION?



*If I spend \$1000 every day, how many days would it take to spend 1 million dollars?*

**2.7 years or 1,000 days**



## HOW MUCH IS 1 BILLION?



*If I spend \$1000 every day, how many days would it take to spend 1 billion dollars?*

**1,000,000 days or 2,740 years!**

*What is the current world population?*

**Over 7 billion**

*What is the world population projected to be in 2050?*

**Nearly 10 billion**



## INTRODUCTION TO SUSTAINABLE AGRICULTURE

[Watch the Journey 2050 Introduction Video](#)



**As you watch, discover:**

- Why 2050?
- What is the sustainability barrel?
- What is the ripple effect?





## WHY 2050?

*How many years until we reach the year 2050?*

*How old will you be in 2050?*



Journey  
2050

## WHY 2050?

Over **7 billion**  
people today



Nearly **10 billion**  
by the year 2050



Journey  
2050

## WHY 2050?

*What will we need more of in order to feed 2 billion additional people?*

Water

Jobs

Food

Homes

Medicines

*Who provides these resources?*

Farmers and  
natural resources from the Earth



Journey  
2050

## WHY 2050?



It is predicted we will need to grow **60-70% more food** than we currently grow today, on the same amount of land or less.

To accomplish this goal, will there be **increased** or **decreased** pressure on Earth's natural resources?



Journey  
2050

## WHAT IS THE SUSTAINABILITY BARREL?



Journey  
2050

## SUSTAINABILITY BARREL



It is estimated that by 2050, our growing population will require the equivalent of all the food grown in the last 500 years put together.

*Can a farmer take their same land, soil, seeds, water, and tractors and double their crop from one year to the next?*

**No! There are limitations**



Journey  
2050

## SUSTAINABILITY BARREL

### ECONOMIC FACTORS:

profits, jobs, incomes, community

### SOCIAL FACTORS:

food, education, health, infrastructure

### ENVIRONMENTAL FACTORS:

soil health, habitats, water, greenhouse gases



Journey  
2050

## SUSTAINABILITY BARREL



Limiting factor

A community is only as successful as the least developed factor.

We must continually try to improve the weakest one.



Journey  
2050

What are some examples of limiting factors?

## WHAT IS THE RIPPLE EFFECT?



Journey  
2050

## RIPPLE EFFECT

Can one single drop of water impact an entire body of water?



Yes. Even a small drop of water creates a ripple



Journey  
2050

## RIPPLE EFFECT

*If a farmer harvests a successful crop? What "ripples" could this create?*

Financial investments improve local economy and provide more jobs  
Earn enough money to invest in better farming technology  
Opportunity to send children to school and access medicines  
Provides our food supply



Journey  
2050

## RIPPLE EFFECT

*What if a farmer invests in a new drip irrigation system? What "ripples" could this create?*

More food could potentially be grown with the additional available water  
The local business where it was purchased would benefit  
Water will be conserved



Journey  
2050

## FOLLOW-UP DISCUSSION



## FOLLOW-UP DISCUSSION

- After growing your first crop, did you invest some of your money to purchase additional land? Why or why not?
- What was your limiting factor in your sustainability barrel? What did this mean?
- What were some of the ripple effects of your farming choices?



## DO PEOPLE WASTE FOOD?



## FOOD SECURITY RISK



- There are an estimated 1.4 billion people living in extreme poverty and around 870 million people that are hungry, malnourished and food insecure (have difficulty acquiring food).
- **Developed** countries food is thrown out and overconsumed
- **Developing** countries food is lost to unreliable storage and transportation.

Hunger is often caused by food waste and inequality of distribution, not scarcity.



## HOW DOES FOOD WASTE IMPACT SUSTAINABILITY & HUNGER

Watch [The Ugly Carrot](#) Video

- Have you ever seen a carrot or other similarly misshaped produce item at a grocery store?
- If you did see this carrot (or another similar produce item), would you buy it?
  - Why or why not?
  - Would you pay the same price as if it was perfectly shaped?



## HOW DOES FOOD WASTE IMPACT SUSTAINABILITY & HUNGER

An estimated **1.3 billion** tons of food never reaches a table.

What does it cost our environment to produce the food that we throw away?



## BRAINSTORM CHALLENGES

### When a country is hungry...

- Malnutrition and health care risks
- Violence and thievery
- Vulnerability to markets and storage
- Decline in education attendance
- Political distress and corruption
- Decline in infrastructure, investment in technology and innovation
- Risk of unsustainable practices across industries

### When a country has an overabundance of food...

- Quality food is thrown out
- Obesity - Increasing calorie-intake (eating more per meal)
- Rise in Western-style diets and desire for food from other places (increased markets, infrastructure)
- Shift to more urban population which can result in disconnect with life on the farm
- Consumer demands and perspectives influence food value chain (genetically modified, organic, free range vs barn raised animals, herbicides, pesticides, food labels, country of origin traceability, animal care, food preparation, sanitation, packaging, preservatives...)



Journey  
2050

## WRAP-UP

- By 2050, it is expected that our world will grow from over 7 billion to nearly 10 billion people.
- Sustainable agriculture is the practice of producing our food, fiber and fuel in a way that is profitable to the farmer, supports a healthy quality of life and protects our natural resources (land, air and water).
- Many factors can limit our ability to produce food for a growing population. These limiting factors are depicted in the sustainability barrel.
- Using sustainable agricultural practices can improve our society through the ripple effect.



Journey  
2050

## WRAP-UP

- Over one-third of our food is wasted in both developing and developed countries.
- Hunger is often caused by food waste and inequality of distribution, not scarcity.
- Food waste decreases sustainability due to the inefficient use of natural resources, such as arable land, soil nutrients, water and energy.
- Food waste can negatively affect our quality of life and create undesirable outcomes in a country.



Journey  
2050



## Questions?

[PROGRAMS@NAITCO.ORG](mailto:PROGRAMS@NAITCO.ORG)

## Genius Hour Introduction video transcript

What if you can learn anything in school

What would you choose would you learn about

- fashion and maybe design a never-before-seen outfit
- maybe you get into art or music or theatre
- perhaps you'd start a podcast where you review movies
- or maybe you do a video series about skateboarding tricks
- maybe you get into robotics or you learn how to code
- or you would plan to invent something never seen
- or maybe you'd study sports history and share the stories in your own voice
- would you start a foodie vlog
- would you create your own science experiment
- maybe interview an astronaut
- learn how to solve a Rubik's cube in the fastest way possible
- maybe you would geek out on Minecraft and build an entire civilization
- or you would throw yourself into a series of novels and then create a novel of your own
- maybe you would design something epic with Legos
- or you would solve complex global problems and find ways to serve your community

You are about to get your own genius hour

You get to choose the topic based upon your own geeky interests

You get to ask questions and research the answers

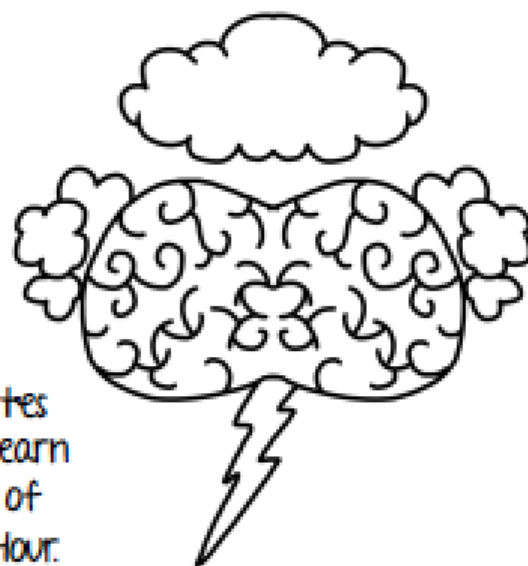
Then in the end you will create something that you share with the world

This is the chance to show your genius

So go explore and learn and make something AWESOME

Name \_\_\_\_\_

# Genius Hour Brainstorm



Think about your passions and interests. What excites you? What interests you? What would you like to learn more about? In the space below, brainstorm a list of possible ideas for your Passion Project during Genius Hour.

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Now for the hard part! Narrow down your list of ideas for your TOP 3 favorite ideas.

\_\_\_\_\_



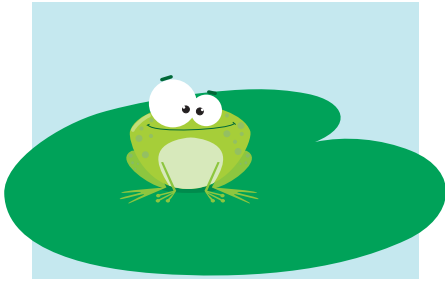
Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Packing in Meaning with Noun Groups

A noun group is a group of words built around a noun (head word). A noun group gives us more information about a person, place, thing or idea. Using noun groups helps us to communicate a lot of information quickly.

Look at the example below.



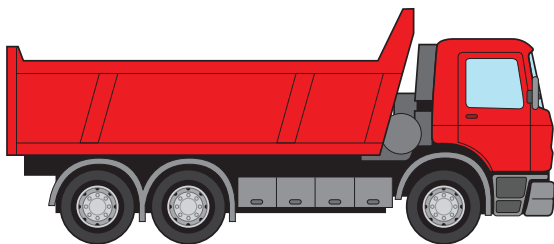
There is a frog in the pond.

There is a green frog in the pond.

There is a speckled green frog in the pond.

There is a small, speckled green frog in the pond.

1. Use adjectives (descriptors) to create a noun group by filling in the blanks in the sentences below.



The truck is on the road.

The red truck is on the road.

The \_\_\_\_\_ red truck is on the road.

The \_\_\_\_\_, \_\_\_\_\_ red truck is on the road.

2. Expand the noun (head word) in these phrases to create a noun group.

a) the \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ car

b) the \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ dog

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

Date: \_\_\_\_\_

c) the \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ girl

d) a \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ hat

e) a \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ giraffe

3. Choose a noun group from Question 2 and use it in a sentence.

\_\_\_\_\_

4. Underline the noun groups in the sentences below.

a) The bright, white full moon shone in the sky.

b) A huge, fierce brown dog barked.

c) Two red spotty frogs jumped onto the lily pad.

d) The friendly, tired old man sat on the bench.

e) A large modern brick house is being built.

5. Choose three nouns (head words) from the box below. Write three sentences that each contain a noun group with your chosen nouns as the head word.

rocket

flower

teacher

town

bus

school

city

restaurant

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Stage 3 Term 2 Sport Challenge Matrix

Without sport equipment	With sport equipment	Online
Go for a walk, jog and/or run around your yard or if you are allowed to, your local park.	Pass a ball to a sibling or other family member. You could even play tip or any other game with them.	Yoga For Kids! <a href="https://www.youtube.com/watch?v=X655B4ISakg&amp;t=856s">https://www.youtube.com/watch?v=X655B4ISakg&amp;t=856s</a>
Create your own fitness circuit. You might like to include burpees, star jumps, high knee jogging	Hit a tennis ball against a wall using a tennis racquet – how many can you get in a row? Try using your less preferred hand.	Cosmic Kids Yoga - several episodes <a href="https://www.youtube.com/channel/UC5uIZ2KOZZeQDOo_Gsi_qbQ">https://www.youtube.com/channel/UC5uIZ2KOZZeQDOo_Gsi_qbQ</a>
Blow up a balloon – try kicking and/or heading it without it getting away from you or falling to the ground.	Bounce a tennis ball on a tennis racquet or a ping pong ball on a table tennis paddle. How many can you get in a row? Try using your less preferred hand.	Kids Workout 1 Beginners <a href="https://www.youtube.com/watch?v=L_A_HjHZxfl">https://www.youtube.com/watch?v=L_A_HjHZxfl</a>
If you have someone who will play with you – use your hands to play a game of balloon tennis.	Skiping – how many times can you skip in a row? Can you move the skipping rope backwards and/or cross your arms?	Physical Activities for kids – get active at home <a href="https://www.youtube.com/watch?v=3_oIssULEk0">https://www.youtube.com/watch?v=3_oIssULEk0</a>
What's Your Name Challenge. Use your name or any other words.	Goal shooting, if you are allowed to – hockey, soccer, rugby union, rugby league or AFL ball.	PE with Joe - several episodes <a href="https://www.youtube.com/watch?v=sX05HHni9Wk&amp;list=PLyCLOPd4VxBvD7ogmmPLJXYA1q0gFF3pe">https://www.youtube.com/watch?v=sX05HHni9Wk&amp;list=PLyCLOPd4VxBvD7ogmmPLJXYA1q0gFF3pe</a>
Play a game with your dog in the yard if you are allowed to: chasings, catch.	Play any game with equipment you have at home – shoot hoops, table tennis, totem tennis etc	Little Sports – several episodes <a href="https://www.youtube.com/channel/UCTIwFB4ciFi5ZCIu-VIwaOg">https://www.youtube.com/channel/UCTIwFB4ciFi5ZCIu-VIwaOg</a>
Complete a range of stretches and balances that you remember from sport at school or remote learning activities from W9-11 last term.	How many times can you bounce a basketball? Can you use your less preferred hand? Can you bounce around obstacles?	At home with Studios (learn with the Australian Ballet) Check with your parents/carers first. <a href="https://australianballet.com.au/studios/at-home-with-studios-beginner?fbclid=IwAR2KEg7mDAFC4gDPHHOm-vum_B84Y-7zgVvV1cl4XrhDI7qlyoSV1tUraJI">https://australianballet.com.au/studios/at-home-with-studios-beginner?fbclid=IwAR2KEg7mDAFC4gDPHHOm-vum_B84Y-7zgVvV1cl4XrhDI7qlyoSV1tUraJI</a>
	Balance a ball on a tennis racquet or table tennis paddle, while standing still, walking, running, hopping. Try using different balls and/or your less preferred hand.	
Put some music on and create your own aerobic exercises.	Complete some activities using any fitness equipment you have at home.	Beep Test – you may have an app or online: <a href="https://www.youtube.com/watch?v=L9OTnZI9gYQ">https://www.youtube.com/watch?v=L9OTnZI9gYQ</a>

# what's

# Fit activity for kids your name!

SPELL OUT YOUR FULL NAME AND COMPLETE THE ACTIVITY LISTED FOR EACH LETTER. FOR A GREATER CHALLENGE INCLUDE YOUR MIDDLE NAME & DO EACH ONE TWICE! FOR VARIETY YOU CAN USE A FAVORITE CHARACTER'S NAME OR A FAMILY MEMBER'S NAME.

- |   |  |
|---|--|
| <b>A</b> jump up & down 10 times                      | <b>N</b> pick up a ball without using your hands                   |
| <b>B</b> spin around in a circle 5 times              | <b>O</b> walk backwards 50 steps and skip back                     |
| <b>C</b> hop on one foot 5 times                      | <b>P</b> walk sideways 20 steps and hop back                       |
| <b>D</b> run to the nearest door and run back         | <b>Q</b> crawl like a crab for a count of 10                       |
| <b>E</b> walk like a bear for a count of 5            | <b>R</b> walk like a bear for a count of 5                         |
| <b>F</b> do 3 cartwheels                              | <b>S</b> bend down and touch your toes 20 times                    |
| <b>G</b> do 10 jumping jacks                          | <b>T</b> pretend to pedal a bike with your hands for a count of 17 |
| <b>H</b> hop like a frog 8 times                      | <b>U</b> roll a ball using only your head                          |
| <b>I</b> balance on your left foot for a count of 10  | <b>V</b> flap your arms like a bird 25 times                       |
| <b>J</b> balance on your right foot for a count of 10 | <b>W</b> pretend to ride a horse for a count of 15                 |
| <b>K</b> march like a toy soldier for a count of 12   | <b>X</b> try and touch the clouds for a count of 15                |
| <b>L</b> pretend to jump rope for a count of 20       | <b>Y</b> walk on your knees for a count of 10                      |
| <b>M</b> do 3 somersaults                             | <b>Z</b> do 10 push-ups  |



# MY 2020 COVID-19 TIME CAPSULE

DRAFT IDEAS



BY: \_\_\_\_\_

# YOU ARE LIVING THROUGH HISTORY RIGHT NOW

TAKE A MOMENT TO FILL IN THESE PAGES FOR YOUR FUTURE SELF TO LOOK BACK ON. AND HERE ARE SOME OTHER IDEAS OF THINGS TO INCLUDE:

- |  |   |
|--|---|
| <input type="checkbox"/> SOME PHOTOS FROM THIS TIME        | <input type="checkbox"/> ANY ART WORK YOU CREATED |
| <input type="checkbox"/> A JOURNAL OF YOUR DAYS            | <input type="checkbox"/> FAMILY / PET PICTURES    |
| <input type="checkbox"/> LOCAL NEWSPAPER PAGES OR CLIPPING | <input type="checkbox"/> SPECIAL MEMORIES         |



DRAW A PICTURE OF THE PEOPLE YOU ARE SOCIAL DISTANCING WITH HERE



# ♥♥ ALL ABOUT ME ♥♥

I AM

YEARS  
OLD

I STAND

METRES  
TALL

I WEIGH

kg  
POUNDS

SHOE SIZE

## MY FAVOURITES

TOY: \_\_\_\_\_

COLOUR: \_\_\_\_\_

ANIMAL: \_\_\_\_\_

FOOD: \_\_\_\_\_

SHOW: \_\_\_\_\_

MOVIE: \_\_\_\_\_

BOOK: \_\_\_\_\_

ACTIVITY: \_\_\_\_\_

PLACE: \_\_\_\_\_

SONG: \_\_\_\_\_

## MY BEST FRIEND/S:

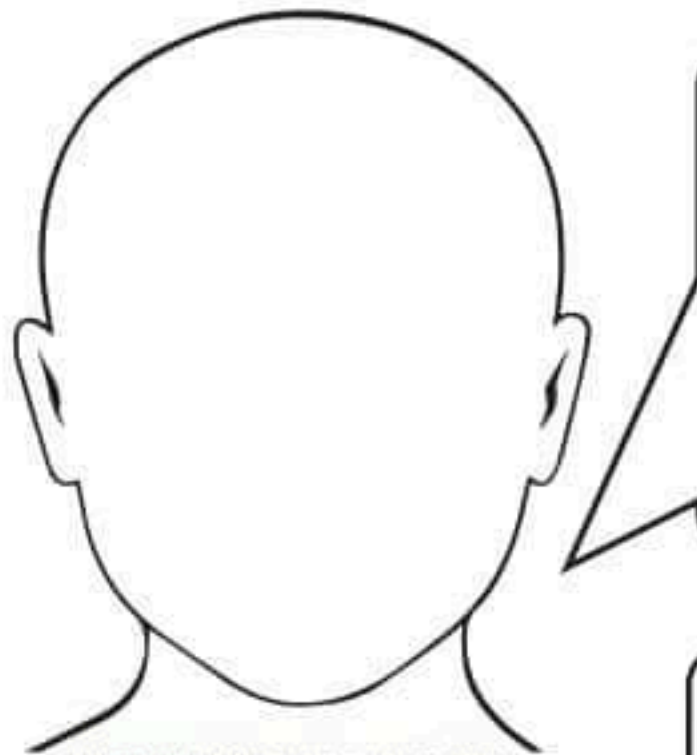
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## WHEN I GROW UP I WANT TO BE:

\_\_\_\_\_  
\_\_\_\_\_

DATE

# HOW I'M FEELING



HOW MY FACE LOOKS



I AM MOST THANKFUL FOR

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WORDS TO DESCRIBE HOW I FEEL:

WHAT I HAVE LEARNT MOST  
FROM THIS EXPERIENCE:

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THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:

1

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2

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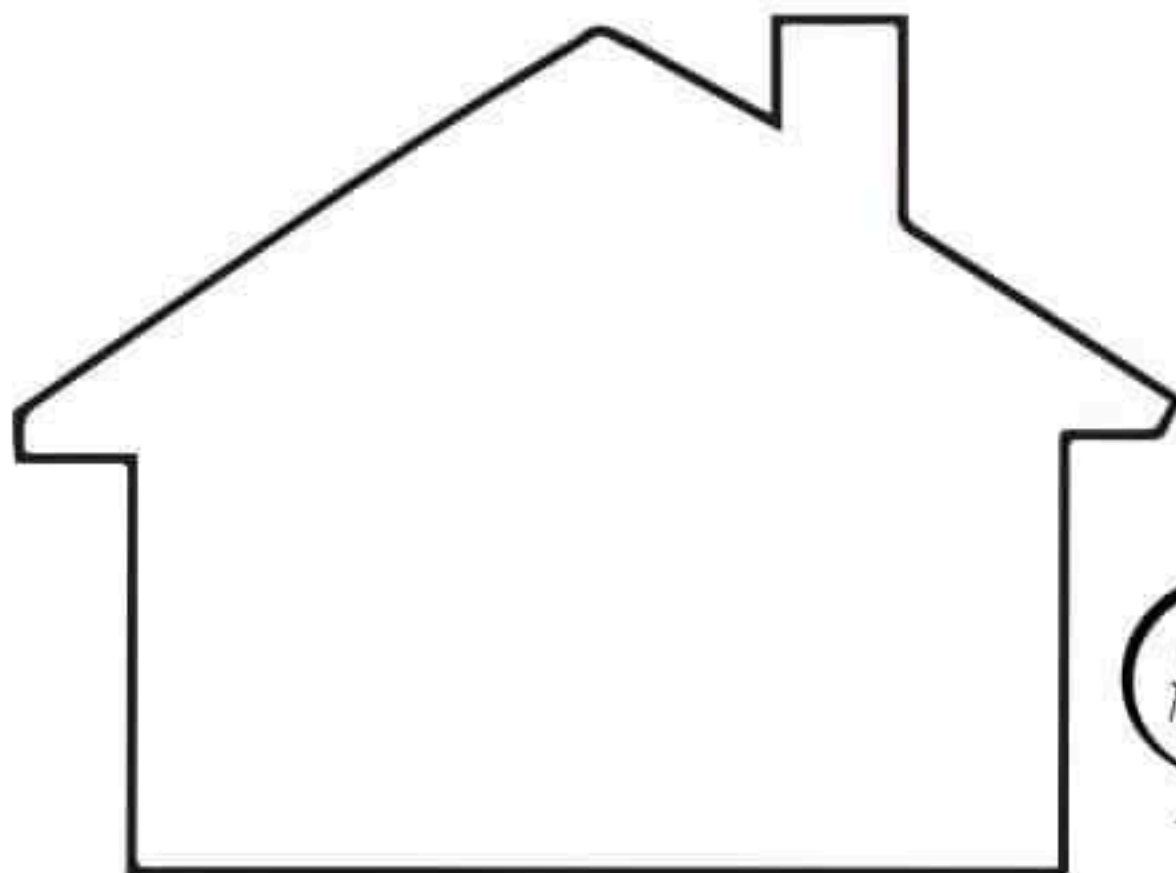
3

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# MY COMMUNITY



COLOUR THIS HOUSE  
TO LOOK LIKE YOURS

WHERE I AM LIVING DURING THIS TIME:

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WHAT THINGS ARE YOU DOING TO HELP FEEL CONNECTED/HAVE FUN  
OUTSIDE (e.g hearts in windows, chalk notes on sidewalk, etc)

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HOW ARE YOU CONNECTING WITH OTHERS?

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YOU ARE NOT STUCK AT HOME,  
YOU ARE SAFE AT HOME!



WHAT I AM DOING TO  
KEEP BUSY AT HOME:

# OUR HANDPRINTS



PRINT THE HANDS OF ALL THE PEOPLE LIVING IN YOUR HOME  
(IN DIFFERENT COLOURS) AND PLACE YOUR HANDS HERE



# SPECIAL OCCASIONS

WHAT OCCASIONS DID YOU CELEBRATE DURING THIS TIME?  
WRITE THE LIST DOWN HERE AND WHAT YOU DID TO CELEBRATE  
(E.G. ST. PATRICK'S DAY, EASTER, BIRTHDAYS, ANNIVERSARIES)

EVENT	DATE	HOW YOU CELEBRATED



# INTERVIEW YOUR PARENTS

WHAT HAS BEEN THE  
BIGGEST CHANGE?

HOW ARE YOU FINDING  
HOMESCHOOLING?



DAYS SPENT INSIDE

HOW ARE YOU FEELING?

YOUR TOP 3 MOMENTS FROM THIS EXPERIENCE:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

WHAT ACTIVITIES/HOBBIES HAVE  
YOU MOST ENJOYED DOING?

WHAT ARE YOU MOST THANKFUL FOR?

WHAT TV SHOW YOU WATCHED : \_\_\_\_\_

YOUR NEW FOUND FAVOURITE INSIDE FAMILY ACTIVITY:

\_\_\_\_\_

FAVOURITE FOOD TO BAKE: \_\_\_\_\_

FOVOURITE TIME OF DAY: \_\_\_\_\_

GOAL/S FOR  
AFTER THIS: