



# Greenacre Public School

## TOOLBOX & KLA Grid

### Stage 3

Complete one TOOLBOX activity every day. Complete one other activity from any of the subjects below every day.

#### TOOLBOX/Well being

<b>Taking Time Tool activity</b> Brainstorm some examples of when you saw someone use their Taking Time Tool	<b>Taking Time Tool activity</b> Write about a time when you had to take time in from a situation. How did it help you?	<b>Taking Time Tool activity</b> Tell me about a time that you took some time out from a situation? How did it help you?	<b>Taking Time Tool activity</b> Think about how you could use the Taking Time Tool while learning from home? Draw a picture, record a video or write a paragraph to show me your thoughts.
<b>Taking Time Tool activity</b> Explain to a family member why it is important to take “time out” from a situation. Encourage them to practice with you.	<b>Taking Time Tool activity</b> Think about how you could use the Taking Time Tool at school? It could be in the playground or the Classroom	<b>Taking Time Tool activity</b> Explain to a family member why it is important for them to take “time in” from a situation. Encourage them to practice with you.	<b>Taking Time Tool activity</b> Explain what other tools that you can use before you take time in and take time out?

#### Stage 3 History – Australia as a Nation

**Key Inquiry Questions: Who were the people who came to Australia? Why did they come?**

<b>Interview Family Member</b>  Create a set of inquiry questions using the 5Ws; ‘who, what, when, where, how and why’.  Interview a family member who came to live in Australia and establish the motivation why they migrated.  <i>*remember to interview a family member via phone if they are not a household member.</i>  An example question could be; <i>Where did they live before they arrived in Australia?</i>	<b>Creative Response</b>  Use your responses and create a visual representation of your family member.  You may want to create a collage, video, or write a newspaper article.  Ensure your history piece includes a picture of the family member you interviewed and their answers.	<b>Mind Map</b>  <b>Definition: Migration is the movement of people to a new area or country in order to find work or better living conditions.</b>  Create a mind map considering some of the emotions or experiences of people who came to Australia.  <b>Migration</b> is the centre word in your mind map.	<b>Migration</b>  Brainstorm and record reasons why people might migrate to Australia.  List as many reasons as to why they would come here?  Consider opportunities that have access to being in Australia, that they may not have before they arrived.
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## Science - Natural Disasters

**Key inquiry question: How do sudden geological changes and extreme weather events affect the Earth's surface?**

<b>Picture Collage</b> Make a collage (at least 4 images) that show how the surface of the earth changes after a natural disaster such as after an earthquake, volcanic eruption or tsunami. Label the pictures.	<b>Vocabulary A-Z list</b> Make an A-Z list of words that relate to the topic 'Natural Disasters'.	<b>Creative Arts</b> Create your own artwork based on a Natural Disaster of your choosing. Use any art equipment you have at home: pencils, paints, recycled materials, sand, dirt, leaves, bark, magazine clippings, digital programs. Upload a picture to seesaw and give your artwork a title.	<b>Diary Entry</b> Choose a natural disaster you are familiar with and write a diary entry from the perspective of someone who experienced it. Include the moments leading up to the disaster, describe what they could see, hear and feel during and reflect on the damage afterwards.
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## PDHPE

<b>Activity: Throwing and Catching</b> Throwing a tennis ball or a ball you can throw with one hand will be best for this activity. Find a wall that is safe to throw against. Start by throwing with one hand and catching with two hands. See how many in a row you can do before dropping the ball. Next try to throw and catch one handed with the hand you prefer and repeat. Swap to your non-dominant hand and repeat. Lastly try throwing right hand and catching left then throwing left and catching right. Repeat until you drop. Give yourself a target of successful catches and try to get that score.	<b>Activity: Corners</b> In the backyard create a square with 4 different objects in each corner of the square. Start in different positions in the middle of the square (laying on tummy, sitting on bottom, etc) and have a sibling, parent or carer call out one of the objects and you need to get to that object as fast as you can. You can change the movements to sprinting, skipping, crab walk, hopping, side galloping and other movements you can think of. This will help you work on your running and reaction time. Remember to take turns with your sibling, parent, or carer.	<b>Activity: Food Diary</b> Keep a food diary of what you eat and drink during the week. <ul style="list-style-type: none"> <li>• Breakfast</li> <li>• Snacks</li> <li>• Lunch</li> <li>• Dinner</li> <li>• Dessert</li> </ul> Cosmic Yoga – let's relax and do some yoga, do it with your siblings, parents or carers.  <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a>	<b>Activity: Cooking/M meal Prep</b> Prepare a healthy snack or meal with a responsible person (family member or friend).  Draw a labelled diagram of what you made.
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