Gorokan High School Workbook

YEAR 8


BE ACTIVE EVERY DAY
in as many ways as you can
FOCUS on the PRESENT
CELEBRATE
when things go well
10 Tips to Stress Less
Eat Healthy Meals
PLAY your favourite SONG
OFFER & ACCEPT HELP
do 1 thing at a time
do MORE of what's IMPORTANT to you
LEARN MORE about something that AMAZES you
take regular BREAKS

USEFUL CONTACTS:

LIFELINE: 13 11 14

KIDS HELPLINE: 1800 551 800

www.kidshelpline.com.au

HEADSPACE: 1800 650 890

https://headspace.org.au/eheadspace/

YOUTH BEYOND BLUE: 1300 224 630

au.reachout.com

YEAR 8 POETRY BOOKLET

Poetic Techniques

Ideas:

- **Theme:** The text's key ideas. This is a statement about what the composer (the person who wrote the text) is telling us about the theme. For example a theme in Harry Potter could be that **friendship** allows people to overcome terrible hardships.

Figurative Devices:

- **Simile:** a comparison using 'like' or 'as'. For example, 'as hard as nails'.
- **Metaphors:** when one thing is represented as something else. For example, 'she is a hungry wolf'.
- **Personification:** giving human qualities to a non-human object. For example, 'the tree bent over like an old man'.
- **Symbolism:** a representation of something other than itself. For example, the sun could represent hope.

Sound Devices:

- **Alliteration:** repeating the first letter (consonant) at the beginning of a number of words. For example, 'the babbling brook'.
- **Assonance:** repeating the vowel sound in a number of words. For example, 'bees being erratic'.
- **Onomatopoeia:** a word that echoes the sound it represents. For example, 'splash splosh through the mud'.
- **Repetition:** a powerful way to place emphasis on the keywords and the message of a poem or song.
- **Rhyme:** words that have the same sound at the end of the words; used to create a rhythm and beat.

Imagery:

- **Imagery:** The use of language to generate ideas to evoke mental images and our imagination.
- **Tone:** This is how the composer feels about the subject of the poem or the poet's attitude to the subject. The word choice, poetic devices and symbolism will convey the tone of the poet. For example the colour red could create the feeling of anger or passion.

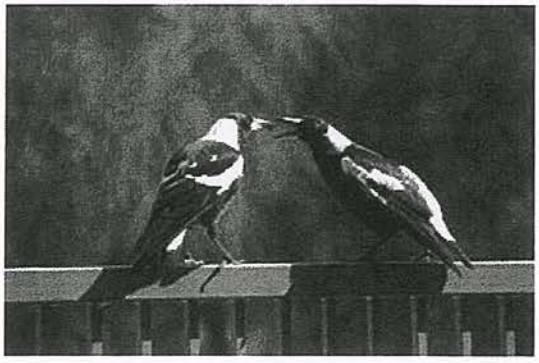
Rhetorical Devices:

- **Hyperbole:** This is when the composer makes an overstatement that exaggerates a particular event, situation, feeling or condition.

Magpies

Along the road the magpies walk
with hands in pockets, left and right.
They tilt their heads, and stroll and talk.
In their well-fitted black and white.
They look like certain gentlemen
who seem most nonchalant and wise
until their meal is served - and then
what clashing beaks, what greedy eyes!

But not one man that I have heard
throws back his head in such a song
of grace and praise - no man nor bird.
Their greed is brief; their joy is long.
For each is born with such a throat
as thanks his God with every note.



Judith Wright

1. What is the poem about?

2. What are five adjectives (describing words) Judith Wright uses to describe a magpie?

3. What line in the poem best describes what a magpie looks like? Why?

4. What is simile used in the poem?

5. What is the metaphor in the poem?

6. Personification is when an object is given human qualities. Give an example of personification used in the poem. Why do you think Judith Wright would use personification in her poem?

_____

_____

_____

_____

_____

7. An **acrostic poem** is a **poem** where certain letters in each line spell out a word or phrase. Typically, the first letters of each line are used to spell the message.

E.g.

Begins with an egg.
Underneath the shell is a caterpillar.

Teeth to chew through and come out of the shell.
Trying to eat a lot of plants.
Each time it grows, it sheds its skin.
Reaches a spot on a plant to make a chrysalis.
Forms wings and antennae.
Leaves the chrysalis as a butterfly.
Young caterpillar is gone, now it is a butterfly!

You must write an acrostic poem based on your favourite animal or bird. You must use five adjectives (describing words), one simile and one personification.

ACROSTIC ANIMAL POEM

'Timothy Winters'

Timothy Winters comes to school

With eyes as wide as a football-pool.

Ears like bombs and teeth like splinters:

A blitz of a boy is Timothy Winters.

His belly is white, his neck is dark,

And his hair is an exclamation-mark.

His clothes are enough to scare a crow

And through his britches the blue winds blow.

When teacher talks he won't hear a word

And he shoots down dead the arithmetic-bird,

He licks the pattern off his plate

And he's not even heard of the Welfare State.

Timothy Winters has bloody feet

And he lives in a house on Suez Street,

He sleeps in a sack on the kitchen floor

And they say there aren't boys like him anymore.

Old Man Winters likes his beer
And his missus ran off with a bombardier,
Grandma sits in the grate with a gin
And Timothy's dosed with an aspirin.

The welfare Worker lies awake
But the law's as tricky as a ten-foot snake,
So Timothy Winters drinks his cup
And slowly goes on growing up.

At Morning Prayers the Master helves
for children less fortunate than ourselves,
And the loudest response in the room is when
Timothy Winters roars "Amen!"

So come one angel, come on ten
Timothy Winters says "Amen
Amen amen amen amen."
Timothy Winters, Lord. Amen

By Charles Causley

football pool	*a type of gambling on the outcome of football games*
Blitz	*intensive aerial bombing*
britches	*breeches, knee-length trousers*
Welfare state	*organisation set up to make sure everyone got basic care*
bombardier	*the member of a bombing plane crew*
Grate	*a fireplace*
Helves	*hammer away at*

'Timothy Winters'

In the poem 'Timothy Winters' by Charles Causley the delicate issue of domestic abuse is used very well. Charles Causley uses symbolism well, throughout the poem you can find symbolism, imagery, simile and connotation.

The plot of the poem concerns the welfare of a boy called Timothy Winters. He lives in constant fear and neglect. He comes to school to escape home life. Although he does not seem to enjoy the lessons, in his opinion school is better than being at home where he witnesses and suffers domestic abuse.

The poem was written in the 1950's. It contains some 'old-fashioned' words like football-pool/ bombardier. Those days these words were commonly used, nowadays they are rarely used.

However, the plot of the poem is still relevant to modern society.

Charles Stanley Causley (24 August 1917 – 4 November 2003) was a poet, schoolmaster and writer. His work is noted for its simplicity and directness. He worked as a teacher at a school in Launceston, Cornwall, the same school he attended as a pupil.

His poems for children were popular, and he used to say that he could have lived comfortably on the fees paid for the reproduction of "Timothy Winters":

1. Write down the similes in the first two stanzas (hint: they have been underlined for you).

2. Write down the metaphors in the first two stanzas (hint: they have been written in bold for you).

3. Draw Timothy Winters from the similes and metaphors the poet has used. Exaggerate his features as much as possible.

4. What is the poem about?

5. What do you think the theme (main idea) of the poem is?

6. What lines, do you think, describe Timothy and Timothy's life best? Why?

7. What did/do you feel after having read the poem?

8. A cinquain is a poem that uses a 5-line pattern containing 22 syllables. For example:

Line 1 - two syllables (title)
Line 2 - four syllables (describe the title)
Line 3 - six syllables (describe the title in action)
Line 4 - eight syllables (describe a feeling of the title)
Line 5 - two syllables (refer back to the title)

Here are some examples of cinquain poems:

Lisa
Blond, shy
Gliding, sliding, thinking
Slowly, gracefully
Dancer

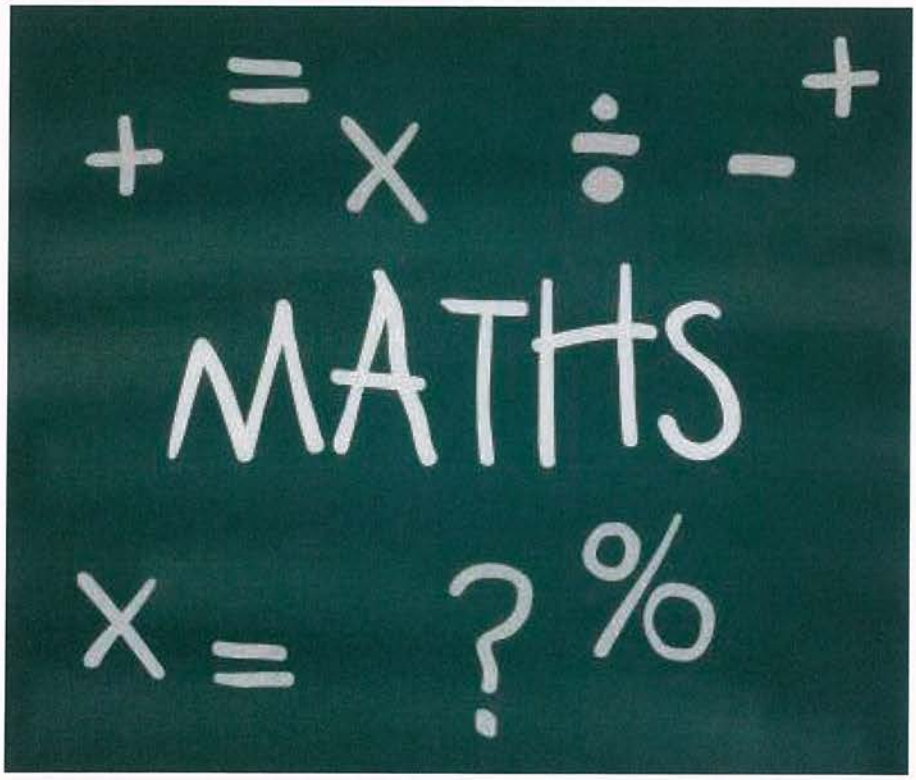
Sam
Tall, strong
Striding, bounding, jumping
High, quickly
Cager

Bike
Shiny, new
Moving, racing, flying
Smoothly, rapidly
Freedom

Dreams
Beautiful, terrible
Talking, dancing, screaming
Softly, loudly
Nightmares

You are to write a cinquain poem based on a description of yourself. You must keep to the syllables and 5 lines:

Year 8



Gorokan High School – Mathematics	
Year 8	
Area of Squares, Rectangles and Triangles + Composite shapes	
Learning Intention: To calculate the area of shapes.	**Success Criteria:** - I can calculate the area of a rectangle - I can calculate the area of a square - I can calculate the area of a triangle - I can calculate the area of composite shapes

Video Resources (Link): Not needed, but included if technology permits.

Video 1: Area of a rectangle
https://www.youtube.com/watch?v=CgqgY7a630Q

Video 2: Area of a Square
https://www.youtube.com/watch?v=QTtk2svCkDg

Video 3: Calculating Composite Shape of two rectangles
https://www.youtube.com/watch?v=4nBWCzvWfGY

Video 4: Area of a right-triangle
https://www.youtube.com/watch?v=cX6Wbs28zKc

Video 5: Area of a Triangle
https://www.youtube.com/watch?v=Rm6MpVonIhI

Video 6: Area of a Triangle – an alternate formula
https://www.youtube.com/watch?v=-FDZq7Nvv58

Resources Needed for Lesson:
Printed Workbook

Student Instructions:
Students are to work through the specified work outlined below.

Exercise 4C
Exercise 4C consists of calculating the area of Squares, Rectangles and Triangles. It takes you through the formula's needed to successfully answer questions. The exercise also asks you to calculate the area of composite shapes. Composite shapes are an irregular shape made up of two or more plane shapes.

Read the information and examples within the exercise and attempt to complete all questions. This can be done across multiple days.

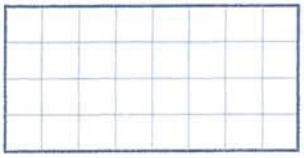
4.3 Area

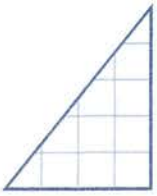
The amount of space on a surface is called area. Area is measured in square units and the common metric units are square millimetres (mm^2), square centimetres (cm^2), square metres (m^2), square kilometres (km^2) and hectares (ha).

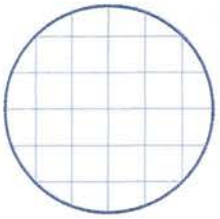
The hectare is often used to describe area of land, since the square kilometre for such areas is considered to be too large a unit and the square metre too small. A school football oval might be about 1 hectare, for example, and a small forest might be about 100 hectares.

Let's start: Estimating area

By counting squares, or by using an estimate, you can find the area of a shape.
For the following shapes find or estimate their area. Explain your method for each one.

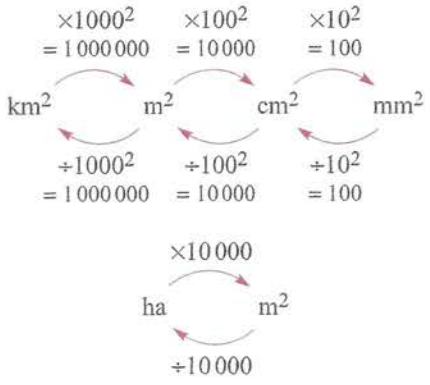




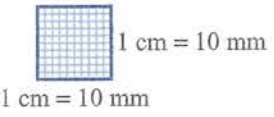


Key ideas

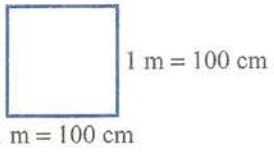
- The common metric units for area include:
  - square millimetres (mm^2)
  - square centimetres (cm^2)
  - square metres (m^2)
  - square kilometres (km^2)
  - hectares (ha)



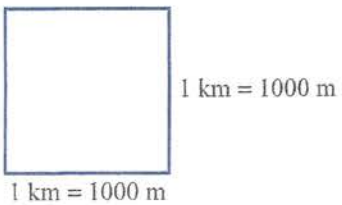
$1\ cm^2$
$= 10 \times 10$
$= 100\ mm^2$



$1\ m^2$
$= 100 \times 100$
$= 10\,000\ cm^2$

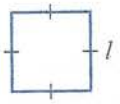


$1\ km^2$
$= 1000 \times 1000$
$= 1\,000\,000\ m^2$

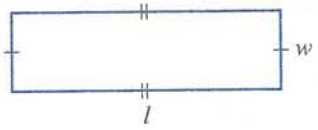


ISBN: 9781107643833

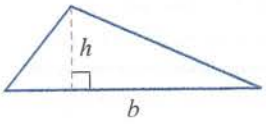
- Area of squares, rectangles and triangles
  - Square $A = l \times l = l^2$



  - Rectangle $A = l \times w = lw$



  - Triangle $A = \frac{1}{2} \times b \times h = \frac{1}{2}bh$



The dashed line which gives the height is **perpendicular** (at right angles) to the base.

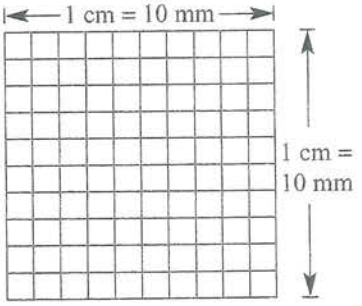
Perpendicular
At right angles to another line or surface

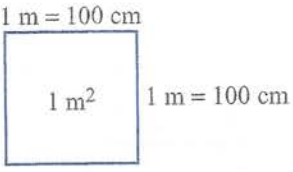
Exercise 4C

Understanding

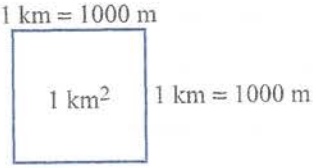
1 Write the rules for the area of these shapes.
a rectangle **b** square **c** triangle

2 By considering the given diagrams answer the questions.
a **i** How many mm^2 in 1 cm^2?
ii How many mm^2 in 4 cm^2?
iii How many cm^2 in 300 mm^2?
b **i** How many cm^2 in 1 m^2?
ii How many cm^2 in 7 m^2?
iii How many m^2 in 40 000 cm^2?

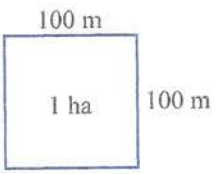




c **i** How many m^2 in 1 km^2?
ii How many m^2 in 5 km^2?
iii How many km^2 in 2 500 000 m^2?



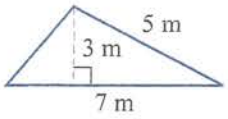
d **i** How many m^2 in 1 ha?
ii How many m^2 in 3 ha?
iii How many ha in 75 000 m^2?



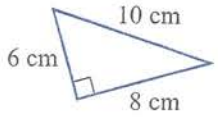
ISBN: 9781107643833

3 Which length measurements would be used for the *base* and the *height* (in that order) to find the area of these triangles?

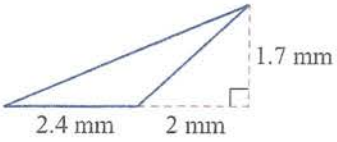
a



b



c



Recall that the base and height are perpendicular (at 90°).

Fluency

Example 7 Converting units of area

Convert these area measurements to the units shown in the brackets.

a 0.248 m^2 (cm^2) **b** 3100 mm^2 (cm^2)

Solution	Explanation
a $0.248\ m^2 = 0.248 \times 10\,000$ $= 2480\ cm^2$	$1\ m^2 = 100^2\ cm^2 = 10\,000\ cm^2$ Multiply since you are changing to a smaller unit. $m^2 \xrightarrow{\times 100^2} cm^2$
b $3100\ mm^2 = 3100 \div 100$ $= 31\ cm^2$	$1\ cm^2 = 10^2\ mm^2 = 100\ mm^2$ Divide since you are changing to a larger unit. $cm^2 \xrightarrow{\div 10^2} mm^2$

4 Convert these area measurements to the units shown in the brackets.

a 2 cm^2 (mm^2) **b** 7 m^2 (cm^2)
c 0.5 km^2 (m^2) **d** 3 ha (m^2)
e 0.34 cm^2 (mm^2) **f** 700 cm^2 (m^2)
g 3090 mm^2 (cm^2) **h** 0.004 km^2 (m^2)
i 2000 cm^2 (m^2) **j** 450 000 m^2 (km^2)
k 4000 m^2 (ha) **l** 3210 mm^2 (cm^2)
m 320 000 m^2 (ha) **n** 0.0051 m^2 (cm^2)
o 0.043 cm^2 (mm^2) **p** 4802 cm^2 (m^2)
q 19 040 m^2 (ha) **r** 2933 m^2 (ha)
s 0.0049 ha (m^2) **t** 0.77 ha (m^2)
u 2.4 ha ($m^{2)}$

$1\ cm^2 = 10 \times 10$
$= 100\ mm^2$
$1\ m^2 = 100 \times 100$
$= 10\,000\ cm^2$
$1\ km^2 = 1000 \times 1000$
$= 1\,000\,000\ m^2$
$1\ ha = 100 \times 100$
$= 10\,000\ m^2$

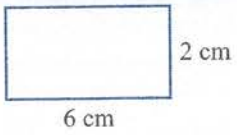
ISBN: 9781107643833

4C

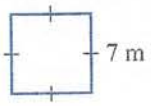
Example 8 Finding areas of rectangles and squares

Find the area of these shapes.

a



b

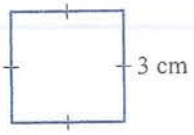


Solution	Explanation
a $A = lw$ $= 6 \times 2$ $= 12 \text{ cm}^2$	Write the formula for the area of a rectangle and substitute $l = 6$ and $w = 2$.
b $A = l^2$ $= 7^2$ $= 49 \text{ m}^2$	For a square, multiply the length of a side by itself to get the area.

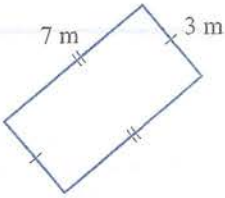
5 Find the areas of these squares and rectangles.

Use $A = l \times w$ or $A = l^2$.

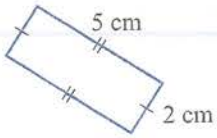
a



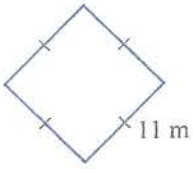
b



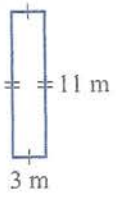
c



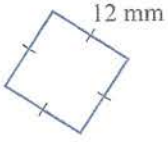
d



e



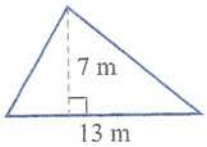
f



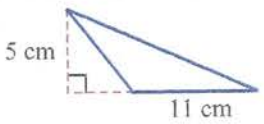
Example 9 Finding the area of triangles

Find the area of these triangles.

a



b

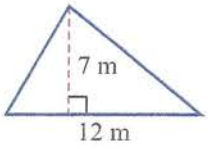


ISBN: 9781107643833

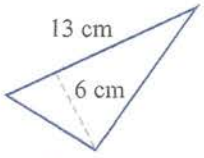
Solution	Explanation
a $A = \frac{1}{2}bh$ $= \frac{1}{2} \times 13 \times 7$ $= 45.5\ \text{m}^2$	Remember that the height is measured using a line that is perpendicular to the base.
b $A = \frac{1}{2}bh$ $= \frac{1}{2} \times 11 \times 5$ $= 27.5\ \text{cm}^2$	The base is 11 cm and the height is 5 cm so use $b = 11$ and $h = 5$.

6 Find the area of these triangles.

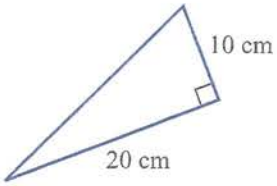
a



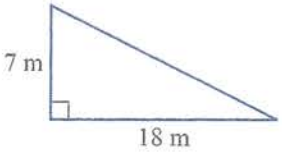
b



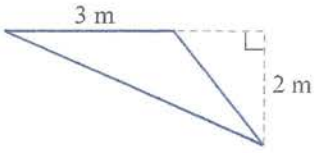
c



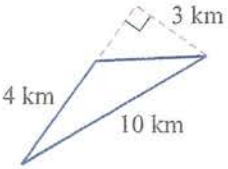
d



e



f



Use $A = \frac{1}{2}bh$ and choose the base and height so they are perpendicular (at 90°).

Problem-solving and Reasoning

7 A rectangular park has length 100 m and area 5000 m^2. What is its width?

8 A triangle has area 20 cm^2 and base 4 cm. Find its height.

9 Find the side length of a square if its area is:

a 36 m^2 **b** 2.25 cm^2

10 **a** Find the area of a square if its perimeter is 20 m.

b Find the area of a square if its perimeter is 18 cm.

c Find the perimeter of a square if its area is 49 cm^2.

d Find the perimeter of a square if its area is 169 m^2.

First find the side length of the square.

ISBN: 9781107643833

4C

11 Paint costs \$12 per litre and can only be purchased in a full number of litres. One litre of paint covers an area of 10 m^2. A rectangular wall is 6.5 m long and 3 m high and needs two coats of paint. What will be the cost of paint for the wall?

12 Use your knowledge of area units to change these measurements to the units shown in the brackets.

a 0.2 m^2 (mm^2) **b** 0.000 043 km^2 (cm^2) **c** 374 000 cm^2 (km^2)

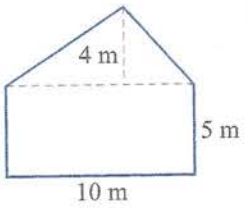
d 10 920 mm^2 (m^2) **e** 0.000 000 2 ha (cm^2) **f** 1 000 000 000 mm^2 (ha)

Composite shapes

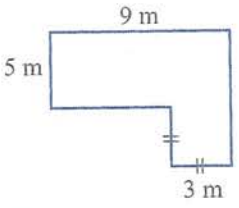
13 Find the area of these composite shapes by using addition or subtraction.

Divide into two or more shapes then add or subtract.

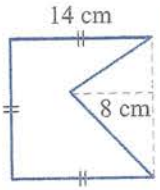
a



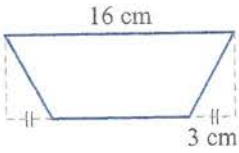
b



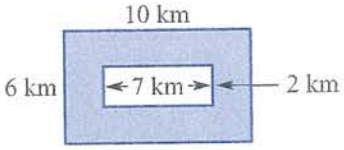
c



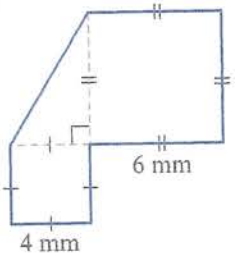
d



e



f



ISBN: 9781107643833

YEAR 8 GEOGRAPHY

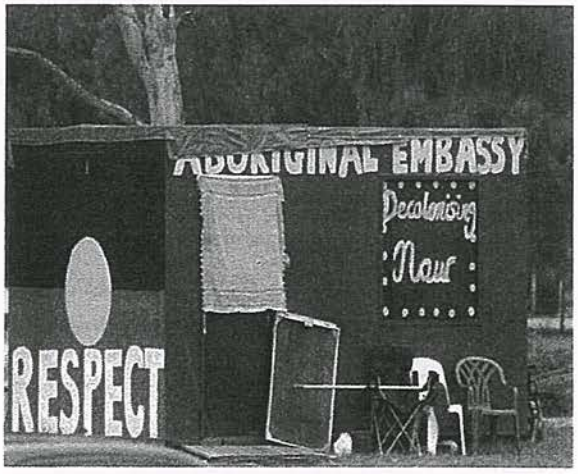
Name: _____

The Tent Embassy

- In 1972, an Aboriginal group set up a tent embassy, on the lawns of the Old Parliament House in Canberra.
- The tent embassy was a political protest in response to the McMahon government's refusal to recognise Aboriginal Land Rights.
- Instead the McMahon government granted leases to the Aboriginals which were conditional upon them making reasonable economic and social use of the land.
- The group which established the tent embassy made a list of demands. These included:

  a) Legal title and mining rights to all other presently existing reserve lands and settlements throughout Australia.
  b) Control of the Northern Territory as a State within Australia
  c) Compensation for lands not returnable in the form of a down-payment of six billion dollars.

- The tent embassy has periodically been forcibly removed, firebombed, damaged by storms or been removed by consent. However, it has been a permanent fixture since 1992.



SORRY DAY 2008. ANSWERS.

FALSE STATEMENTS	TRUE STATEMENTS
On January 26th, 1901 the newly elected Barton government officially said sorry to the Aboriginal and Torres Strait Islander Peoples for the abuses they had experienced since British settlement.	On February 13th, 2008 the newly elected Rudd government officially said sorry to the Aboriginal and Torres Strait Islander Peoples for the abuses they had experienced since British settlement.
It was a congratulations for the laws of successive Australian and colonial governments which had protected generations of Aboriginal people.	It was an apology for the laws of successive Australian and colonial governments which caused irreparable harm to generations of Aboriginal people.
It was a way to destroy the indigenous peoples of Australia who are one of the oldest continuing cultures in human history.	It was a way to honour the indigenous peoples of Australia who are one of the oldest continuing cultures in human history.
The Rudd government viewed the speech as a step towards self determination and ceding from the Commonwealth.	The Rudd government viewed the speech as a step towards reconciliation and as a way of healing the past and looking forward to the future.
The speech was an informal resolution to repeat the mistakes of the past.	The speech was a formal resolution to never repeat the mistakes of the past.
The Rudd Government viewed the speech as a way of looking backwards with mutual disrespect, mutual responsibility and mutual resolve.	The Rudd Government viewed the speech as a way of looking forward with mutual respect, mutual responsibility and mutual resolve.

THE TENT EMBASSY. ANSWERS.

Statement	True or False
In 1772 an Aboriginal group set up a tent embassy initially with a sun umbrella on the lawns of the Old Parliament House in Canberra.	**False**
The tent embassy was a political protest in response to the Howard government's refusal to recognise Aboriginal Land Rights.	**False**
The McMahon government granted leases to the Aboriginals which were conditional upon them making reasonable economic and social use of the land.	**True**
The group which established the tent embassy made a list of demands; these included legal title and mining rights to all existing reserve lands and settlements throughout Australia.	**True**
Another of the tent embassy demands was control of the Northern Territory as a State within Australia	**True**
A further of the tent embassy demands was legal title and mining rights to all other presently existing forests and endangered wildlife areas.	**False**
The Aboriginals also wanted compensation for lands not returnable to take the form of a down-payment of six billion dollars.	**True**
The tent embassy has periodically been forcibly removed, firebombed, damaged by storms or been removed by consent. However, it has been a permanent fixture since 1892.	**False**

THE TENT EMBASSY.

Answer true or false to the following statements:

Statement	True or False
In 1772 an Aboriginal group set up a tent embassy initially with a sun umbrella on the lawns of the Old Parliament House in Canberra.	
The tent embassy was a political protest in response to the Howard government's refusal to recognise Aboriginal Land Rights.	
The McMahon government granted leases to the Aboriginals which were conditional upon them making reasonable economic and social use of the land.	
The group which established the tent embassy made a list of demands; these included legal title and mining rights to all other existing reserve lands and settlements throughout Australia.	
Another of the tent embassy demands was control of the Northern Territory as a State within Australia	
A further of the tent embassy demands was legal title and mining rights to all other presently existing forests and endangered wildlife areas.	
The Aboriginals also wanted compensation for lands not returnable to take the form of a down-payment of six billion dollars.	
The tent embassy has periodically been forcibly removed, firebombed, damaged by storms or been removed by consent. However, it has been a permanent fixture since 1892.	

Year 8

SCIENCE

Middle School Science Stage 4 Course

Working Scientifically Set 1

Sydney Distance Education High School

Glossary

Read through this list of terms and their meanings that are introduced throughout this unit.

science	a way of collecting, using and recording information
scientists	people who ask questions and find answers
astronomy	study of stars and space
astronomer	uses telescopes to find answers about stars and space
biology	the study of living things
biologist	a scientist who investigates living things
chemistry	the study of different substances
chemist	a scientist who finds out about substances
geology	the study of the Earth
geologist	a scientist who investigates soils and rocks
physics	the study of movement and energy
physicist	a scientist who investigates forms of energy and movement
information	knowledge on various subjects
investigating	looking for, searching or inquiring
recording	writing down information and results
observation	information collected using our senses
communicating	sharing thoughts, ideas or information with others
collecting	gathering or bringing together
experiment	test or trial

What is Science?

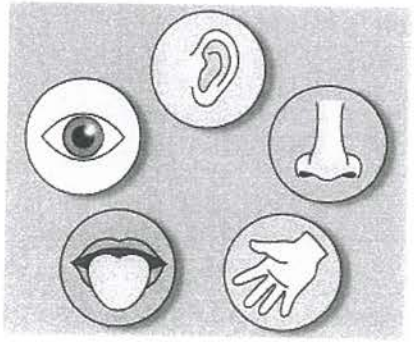
The word 'science' comes from a Latin word *scientia* which means knowledge.

What are scientists?

- People who study things and try to explain how and why they work.
- Scientists ask lots of questions and look for answers.
- Scientists find answers to questions by doing experiments.
- Science is a way of collecting, recording and using information to explain observations and answer questions.

Observations

Observations are the information we collect by using our **senses**.
Do you know what our **five** senses are?



S _____

H_____

S _____

T _____

T_____

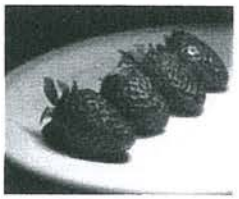
Why is Science Important?

We live in a society where scientific discoveries are made every day. If you look through a newspaper, chances are you will see an article related to science. It might be about cloning, genetically modified food, global warming, fossils or a natural disaster. It is important to understand science in order to form opinions about different topics in everyday life.

Activity 1 – Science headlines

Match the headline stories to the pictures below.

GLOBAL WARMING – a hot topic!



CLONING – will there ever be another you?

GENETICALLY MODIFIED FOOD – what are you eating?

NEW CONSTELLATION DISCOVERED – out of this world!

The Study of Science

Science includes observing things from the smallest microorganisms that can only be seen with a powerful microscope, to the planets and stars that make up the universe.

There are many different branches of science and each branch investigates different parts of the world and the things in it. Every branch has its own specific scientist that works in that field. For example, a chemist works in the science field of chemistry and a biologist works in biology, even the field of computers has computer scientists.

Activity 2 – Branches of science

Using the glossary of terms on page 5 to help you, complete the missing field of science or description below.

A _____ - the investigation of stars, planets and space.

BIOLOGY - the _____ .

C _____ - the investigation of substances.

GEOLOGY - the _____ .

P _____ - the investigation of movement and energy.

Become a Biologist

Biology is the branch of science that investigates life. This includes all living organisms (bacteria, plants and animals) and examines their structure, function, growth, origin, evolution, distribution and reproduction.

Have a look at the soft part of your fingertips. They are covered in a pattern of small ridges called a fingerprint.

There are three main patterns.

arch loop whirl

Activity 4 – Fingerprint examination

Aim

To find out what pattern do you have on your fingerprint

Materials

Newspaper (or lead pencil); white paper; scissors; wide sticky tape; glue.

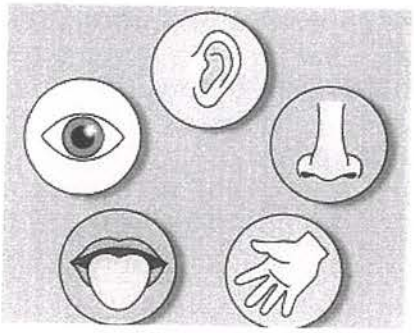
Method

1. Rub the tip of your finger over the newspaper (or blacken with a pencil) until your fingertip looks black.
2. Press the tip of your finger onto a piece of sticky tape.
3. Carefully peel off the sticky tape and stick it onto the white paper.
4. Practice doing this until you have a clear print. Paste the best print into the box below.
5. Write the name of the pattern beside it.

Fingerprint **Pattern**

The Role of the Senses

Science involves the search for new information. We can collect information using special tools and our senses. Our five senses are sight, hearing, smell, taste and touch. Did you get them right earlier?



Activity 6 – What are the five senses?

Complete the missing words in the paragraph below by using the word bank.

We have five _____. They are _____, _____, _____, _____ and _____.

- Sight – our _____ allow us to see.
- Hearing – our _____ allow us to hear.
- Smell – our _____ is able to detect odours.
- Taste – our _____ allows us to experience different flavours.
- Touch – our ability to _____.

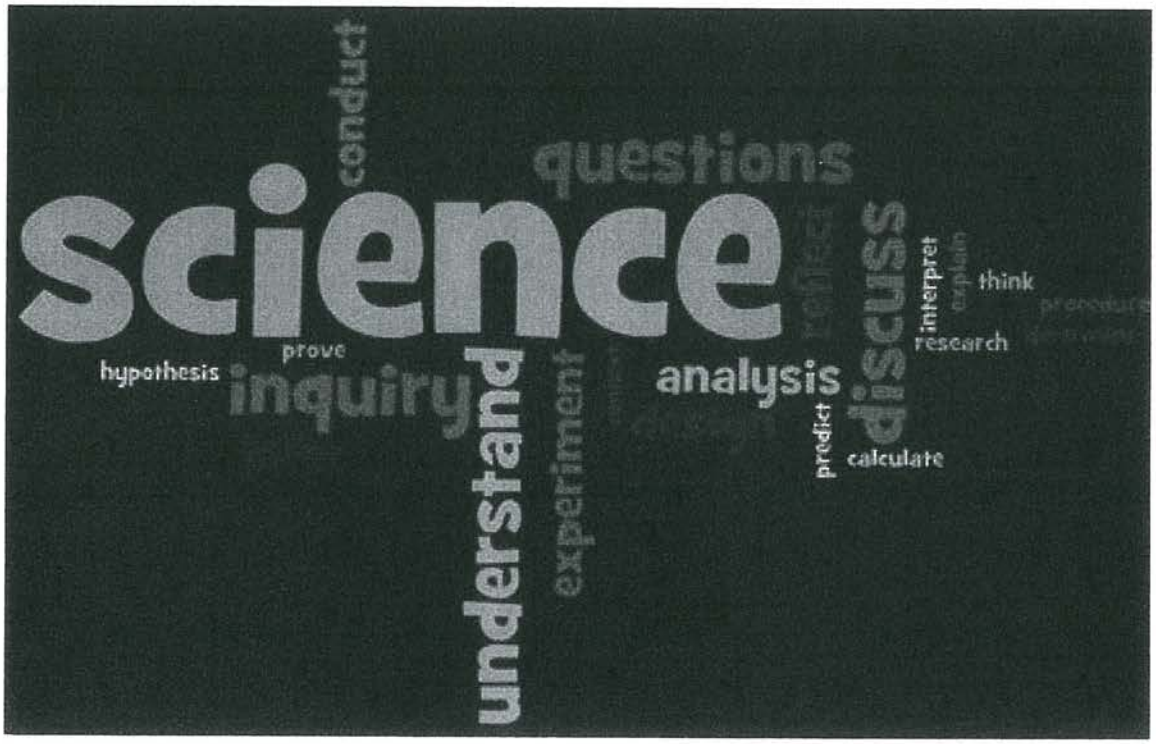
smell	ears	senses	tongue	taste
touch	nose	messages	sight	feel
linked	eyes	hearing	understands	

Our senses are _____ by tiny nerves to the brain. These nerves send _____ to the brain and the brain _____ the message it receives and tells us what we see, touch, hear, smell or taste.

Activity 8 – Word cloud poster

Now you are going to create a poster using the terms you are learning in Science.

1. Visit the website https://monkeylearn.com/word-cloud/
2. Type in as many science words as you can think of (you can use the glossary to help you). Alternatively paste in some text about science from an online source. An example poster is shown below.
3. Click on the Generate Cloud button.
4. Your poster will be created. You can make changes to it by choosing different options on the page.
5. Save and print out your poster, attach it to this booklet and return to your teacher. If you do not have Internet access, design and draw your own word poster in the space provided on the following page.



Use this page to draw your word poster if you do **not** have internet access.

Year 8

ART

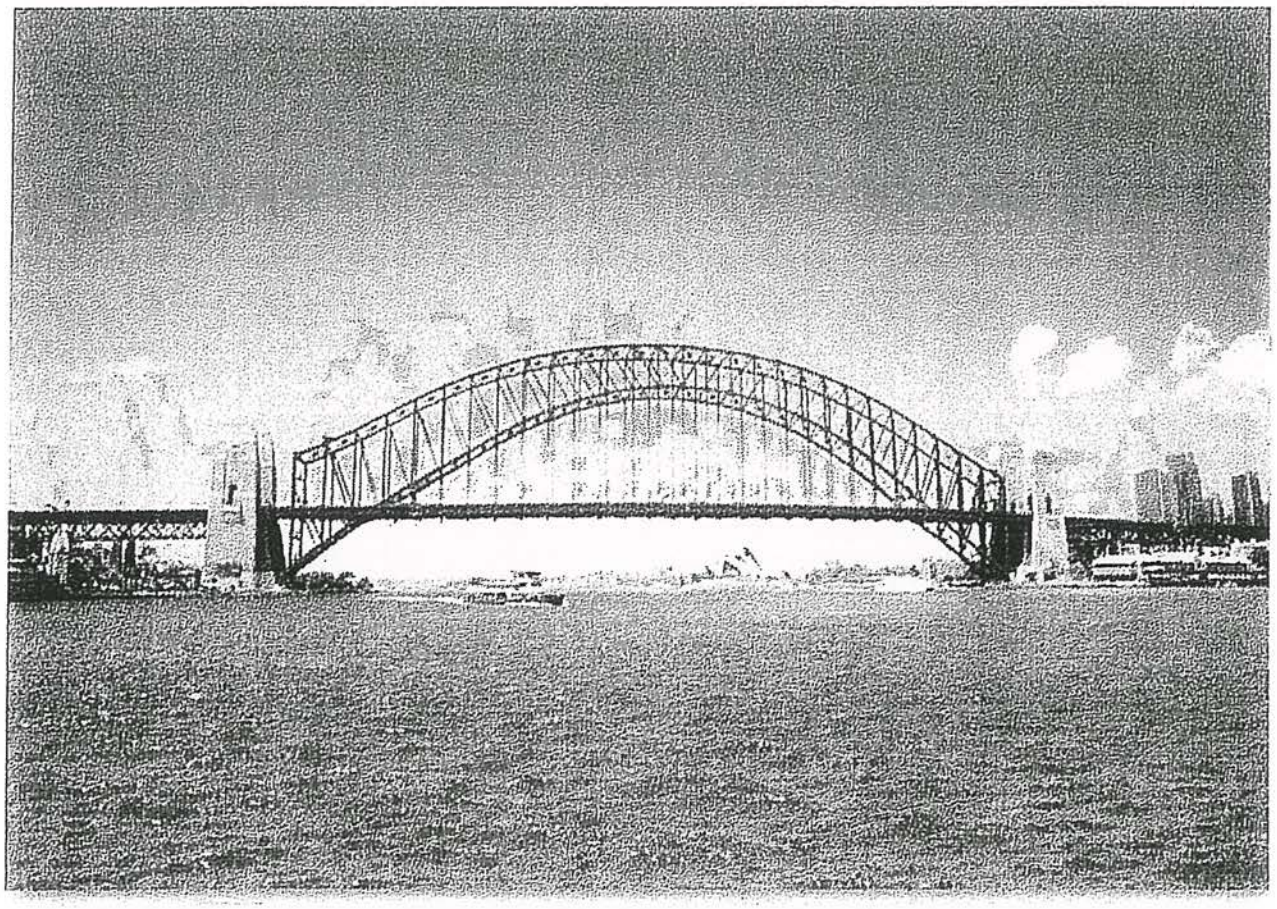
Australian States

Search for 4 Australian states in these rows of letters.

x n e w s o u t h w a l e s p
p i v e q u e e n s l a n d t i
v i c t o r i a x p w q v d r
o i u t x t m t a s m a n i a

The Sydney Harbour Bridge is one of the most famous bridges in the world.

Carefully draw this bridge on the next page.



Year 8 Art Random Things Assignment

TASK: To create FIVE different Random Things artworks from the list provided by your teacher.

DATE:

UNIT: Random Things

PURPOSE: Students will demonstrate their ability to create FIVE different Random Things artworks and comment on their overall effort in the assignment

Task Description:

Students are to create FIVE different Random Things artworks using the list provided as inspiration. Students will present their work in a suitable and agreed manner for marking— Visual Arts Book, Display Folder, Digital, etc... Students can use whatever media is available to them in the creation of their Random Things artworks. Students will also complete and submit the questions along with all lead up and planning work.

EQUIPMENT: paper, pens, pencils, erasers, art media available for use

METHODOLOGY:

		TASK	COMPLETED
Before the presentation	1	Write Assignment into Diary or record into electronic device	
	2	Choose FIVE different Random Tings ideas from the list provided by your teacher. Choose the different media each will be created in.	
	3	Work on Assignment both in class and in your own time	
	4	Answer all of the questions on the attached sheet and choose how to display your work for submission.	
On the day	5	Hand in your FIVE Random Things, planning and questions	

Random Things Artwork Ideas

1 Self	26 Small sea creatures
2 Plant	27 Something homemade
3 An animal/pet	28 A collection
4 Something you can't live without	29 Large sea creatures
5 Something you love	30 Weird super hero
6 Doodle your name	31 Clouds
7 A scene from your favourite book	32 Rain clouds
8 Inspiration	33 A pair of ...
9 Favourite place	34 Fairy tale character updated
10 A bird in flight	35 Something close by
11 Something brand new	36 Something on your way to ...
12 Design with the number 2	37 Street lights
13 A scene from your favourite song	38 A night scene
14 An exotic animal	39 Native animals
15 Imaginary Candy Land	40 Farm animals
16 Eyes	41 It's in the detail
17 Bugs	42 Comic strip
18 Water birds	43 A magical monster
19 Family portrait	44 Something yummy
20 Dream Job	45 A friend
21 Half animal, half human	46 Sweet treat
22 Hands	47 Destination unknown
23 A new breed	48 A postcard from ...
24 Man as machine	49 A page full of patterns
25 Scene from you favourite movie	50 Design with your initials

Random Things Assignment Questions.

All answers can be completed on this sheet OR can be presented in any way you wish on A4 paper only OR in Digital Format

1. What is the name of your collection of Random Things Artworks?

_____

_____

2. What Media did you choose to use and why? _____

_____

_____

_____

_____

_____

_____

3. What did you find easy about this assignment and why? _____

_____

_____

_____

_____

4. What did you find hard about this assignment and why? _____

_____

_____

_____

_____

5. If you could do this assignment again what would you do differently and why? _____

6. What did you learn by doing this assignment? _____

7. How did you demonstrate creativity in your collection of works?: _____

8. Choose ONE Random Things artwork and write down the steps you took to create it.

Don't forget to include the media you used, any inspiration and planning.

Year 8

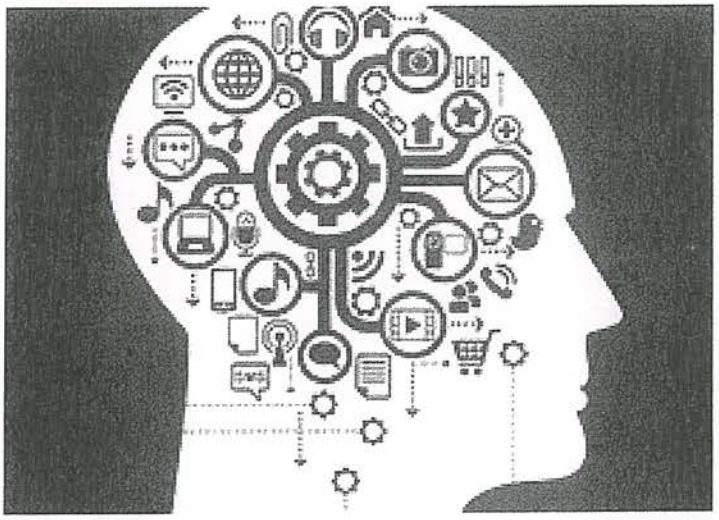
PE

YEAR 8 PDHPE - TERM 1

STUDENT WORKBOOK

COME TOGETHER

(MENTAL HEALTH)



STUDENT NAME_____

CLASS_____

OUTCOMES:

PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others

PD4-9 demonstrates self-management skills to effectively manage complex situations

Influences on a healthy body image for young people

Factorial explanations

Factorial explanations explain the causes or reasons for a phenomenon. This factorial explanation explains influences on a healthy body image for young people. The phenomenon (thing being explained) is a healthy body image.

Influences on a healthy body image

General statement
Identify phenomenon to be explained

Factors
Factor 1: positive role models

Factor 2: respecting what your body can do

Factor 3: question media messages

A healthy body image means being comfortable with how you look and feeling good about yourself. **Influences** on healthy body image include positive role models, respecting your body, questioning media messages and using positive self talk.

Positive role models **can contribute** to a healthy body image. Positive role models might include real people of all shapes and sizes, relatives and friends, who are happy with how they look. Real life role models are important **because** they can show us that everybody is different. **For this reason**, we can celebrate diversity and individuality.

Another influence on positive body image involves respecting what your body can do. Each body is amazing and can move, jump, run and dance, as well as keep us healthy. Respecting our body can **lead to** positive feelings about our body's abilities.

Questioning messages in the media enables a more realistic view of body image. Since photos of celebrities are often photo-shopped, their images are not realistic. Often, celebrities spend many hours preparing to be photographed, **so** this is also unrealistic. **Therefore**, it is important to be suspicious of all media photographs and to avoid unrealistic images.

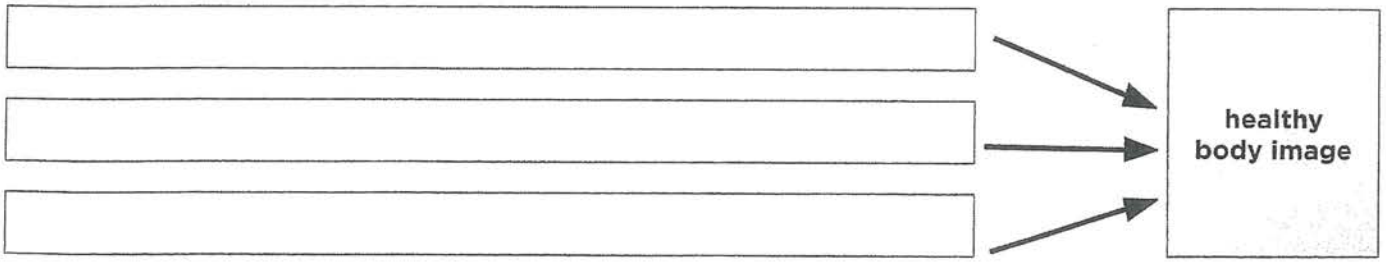
Topic sentences preview each paragraph (underlined).

Each factor has its own paragraph.

Cause and effect language is in **bold**.

Summarise this explanation above by writing one factor in each of the boxes below.

causes/factors/influences



Write a short paragraph about another influence on healthy body image: positive self talk.

WORKSHEET 3.4

Updating my support network

ACTIVE OUTCOMES 2, CHAPTER 3, page 72

Support network person	Address	Contact phone numbers

SUPPORT NETWORKS

A support network is _____

_____

List 5 people and 3 groups that are part of your support network.

People	Groups
_____	_____
_____	_____
_____	_____
_____	
_____	

Families are very important in our support network. If they breakdown life can become very stressful for involved. The people and groups you named above can help you through these situations.

Feelings at these times could include _____

_____

What are some of your needs that your family provides for you?

Draw 5 pictures below of what things your family provides for you that you would not be able to live without.

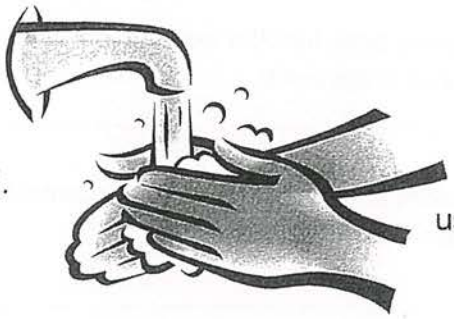
YEAR 8

TECHNOLOGY MANDATORY

HYGIENE PRACTICES ARE IMPORTANT

It is essential that hygienic habits be observed when working with food. Complete these hygiene rules by filling in the spaces.

1. _____ must be thoroughly washed before handling food. _____ should be clean.
2. Keep _____ neatly in place and avoid touching it. Long hair should be ties back.
3. All clothes must be clean. Wear a _____ apron to protect outer clothing.
4. Always cover mouth or nose if you _____or _____; wash you hands immediately afterwards.
5. Cover _____ or _____ with a sterile, waterproof dressing.
6. Use a _____ for tasting food. Do not put a spoon that has been in your mouth back into the food.
7. All utensils and work areas should be thoroughly _____.
8. When possible, use a spoon or _____ to avoid the hands coming into contact with food.
9. Wash hands, chopping boards and knives after using them to cut fresh _____ e.g. _____.
10. Do not use chipped _____ or _____.
11. Wash dishcloths and _____ often, so that only clean ones are in use.
12. Always _____ food from dust and flies with a clean throwover.
13. Check the _____ date on packages before buying.
14. After shopping, place perishable food in the _____ as soon as you arrive home.
15. _____ and _____ should always be washed before using.
16. Never refreeze _____ food.



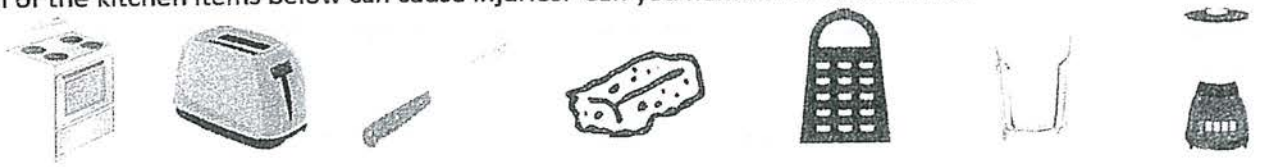
WORD BANK

burns	use-by	spoon	washed
tongs	refrigerator	cough	tea towels
cuts	fingernails	thawed	crockery
vegetables	hands	protect	fruit
glasses	hair	chicken	clean
meat	sneeze		

Kitchen Safety

Cooking can be fun, but your kitchen can be a very dangerous place. You are more likely to get injured or sick in your kitchen than any other room in your house.

All of the kitchen items below can cause injuries. Can you name each item below?



_____ _____ _____ _____ _____ _____ _____

There are many accidents that can happen in the kitchen. Here are some of the most common.

- Burns –when a part of your body touches something that is hot causing injury. Name some things in your kitchen that can cause a burn:

  _____ _____ _____

- Cuts – an open incision wound made with a sharp-edged tool or object. Name some kitchen items that can cause a cut:

  _____ _____ _____

Falls – moving downward without any control to the ground. Name some things in your kitchen that could cause you to fall:

_____ _____ _____

- Bacteria – tiny organisms that live on food and unsanitary items in your kitchen. Name some items in your kitchen that could harbor bacteria:

  _____ _____ _____

Fill in the blanks on the sentences below that show how to prevent kitchen accidents:

1. Always use a _____ when removing hot items from the oven.
2. Make sure your smoke _____ is working.
3. Know how to use your _____ so you do not cut yourself.
4. Clean up _____ quickly to prevent slipping and falling.
5. Wear _____ and safe clothes while cooking.
6. Wash your _____ after touching raw meats to prevent the spread of bacteria.
7. Have a _____ extinguisher handy to put out any kitchen fires.

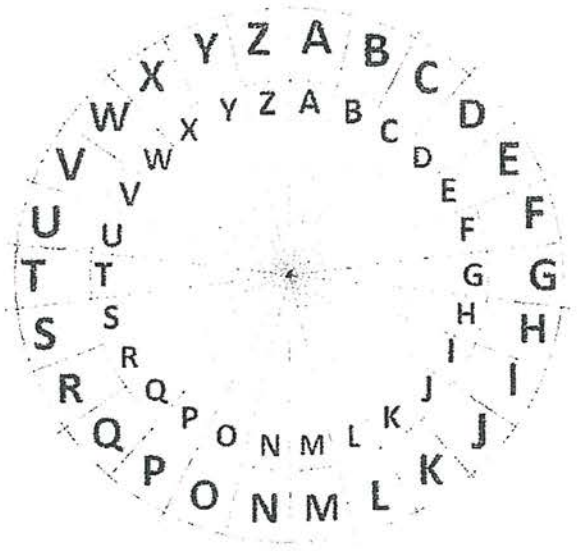
shoes	detector	fire	spills	hands	oven mitt	knives

How did we survive?

What would it be like if all technology suddenly failed?

Write a paragraph describing the impact on the lives of people if all electronic technology suddenly stopped working.

Cybersecurity and encryption



Encryption is used to convert information or data into a form that cannot easily be understood unless you have the key or authority to read it.

One famous and easy type of encryption system is the Caesar Cipher. It is not secure enough to be used for Cybersecurity today but does give a simple example of how information can be hidden or disguised from people not authorised to view it.

Try it!

Decrypt the following sentence: IDVW DQG WKH FXULRXV (You'll need the key which is 3)

Start by finding the first letter on the inner circle:"I"

Count three places above the top left corner of "I".

The letter is "F".

Now do the same with "D". You will get "A"

Continue until you have decoded every letter.

What is your answer?

Extension – Make your own code and get someone to decode it