



NOVA PIONEER

SCHOOLS FOR INNOVATORS & LEADERS

At-Home Learning Pack Term 1 2020

Week of: April 6 - 9

Grade: 5

Recommended Schedule for



Monday 6 April

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:00	English & Writer's Workshop	Catch up on previous work.	N/A
9:00 - 9:15	Break		
9:15 - 10:15	Mathematics	Using the correct order of operations	N/A
10:15 - 10:30	Break		
10:30 - 11:15	Kiswahili	Sarufi: Ngeli ya U-I Mifano ya nomino na sentensi katika umoja na wingi.	N/A
11:15 - 11:30	Break		
11:30 - 12:15	Exploration	Family Lockdown Challenge Setting a Vision	https://bit.ly/2R6lblq
12:15 - 1:00	Lunch		

Recommended Schedule for



Tuesday 7 April

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:00	English & Writer's Workshop	Write a postcard.	N/A
9:00 - 9:15	Break		
9:15 - 10:15	Mathematics	Using the correct order of operations	N/A
10:15 - 10:30	Break		
10:30 - 11:15	Kiswahili	Kusoma Ufahamu: Ufahamu wa Janga la Virusi vya Korona.	Taarifa kuhusu virusi vya Korona https://www.dw.com/sw/idha-a-ya-kiswahili/s-11588
11:15 - 11:30	Break		
11:30 - 12:15	Exploration	Family Lockdown Challenge Setting a Goal	https://bit.ly/2R6lblq
12:15 - 1:00	Lunch		

Recommended Schedule for



Wednesday 8 April

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:00	English & Writer's Workshop	Sketching and writing.	N/A
9:00 - 9:15	Break		
9:15 - 10:15	Mathematics	Using the correct order of operations	N/A
10:15 - 10:30	Break		
10:30 - 11:15	Kiswahili	Msamiati Viungo vya nje ya mwili.	N/A
11:15 - 11:30	Break		
11:30 - 12:15	Exploration	Family Lockdown Challenge Daily Activities & Themed Days	https://bit.ly/2R6lblq
12:15 - 1:00	Lunch		

Recommended Schedule for



Thursday, 9 April

Choose fun activities for the last day of Term 1!

Online Activities	Offline Activities
Visit a museum at Google Arts & Culture: https://artsandculture.google.com/	Write a play, and act it out!
Take a tour of the universe at the Hayden Planetarium: https://bit.ly/2V8nHZN	Set up a treasure hunt for others in the house. Write a series of clues to lead them to the treasure!
Write your name in ancient Egyptian hieroglyphics: https://bit.ly/2wZ1NzZ	Design the best paper airplane possible! Build several versions until you perfect it.
Visit the surface of Mars: https://accessmars.withgoogle.com/#	Interview the members of your household and write a home newsletter with your findings.
Learn how to draw cartoons: https://bit.ly/341jn2r	Make a scrapbook with items from your childhood.
Go on a virtual expedition around the world using Google Earth http://tiny.cc/onncmz	Create a daily morning meeting to check in with everyone
Pixar in a Box: Learn how animation movies are made on Khan Academy https://www.khanacademy.org/partner-content/pixar	Come up with one themed day per week and dress up
Complete a coding challenge on Hour of Code https://www.khanacademy.org/hourofcode	Create a shout out jar at home

Literacy & Writer's Workshop Activities

Monday, 6 April

Time: 60 minutes

Learning Goal:

Students will work on any activity from previous weeks which they were unable to complete.

Materials Required:

- Notebooks

Instructions for Learning:

Today you will have the opportunity to catch up on activities you may have been unable to finish:

- Select any Literacy activity you were unable to complete from the previous work packs to work on today.

Tuesday, 7 April

Time: 60 minutes

Learning Goal:

Students will write a postcard.

Materials Required:

- Notebook

Instructions for Learning:

- Write a postcard or letter to your teacher.
 - Tell your teacher what you miss most about school.
 - Share how you have been spending your days away from school.
 - Draw a picture for your teacher.

Wednesday, 9 April

Time: 60 minutes

Learning Goal:

Students will draw a sketch, and write a short paragraph.

Materials Required:

- Notebook

Instructions for Learning:

- Find a photograph; or a picture of a person, place or object which stands out to you.
- Sketch it on a piece of paper, paying careful attention to the details of the picture.
- After drawing your picture, write a short paragraph describing why you selected this particular picture

+ Mathematics Activities

Monday, 6 April

Time: 30 minutes

Learning Goal:

The student will
Work out the correct answers using
blocks or counters and using the rules of
the order of operations.

Materials Required:

- Worksheet provided
- Counters or blocks
- Exercise book, pen or pencil

Instructions for Learning:

Read the example and answer the questions.

Ally and Joe worked out the value of the expression $8 + 20 \div 4 - 2$
Ally's answer was **5**. Joe's answer was **11**.

Whose answer is correct? Show the answer with blocks or counters.

1

$8 + 20 \div 4 - 2$
 $= 8 + 5 - 2$
 $= 11$

The correct answer is 11.

For each problem below, Ally and Joe found different solutions. You must decide who is correct and use counters or blocks to check.

1. Nellie had 10 stickers. She gave away 4 and bought 5 more. How many stickers did Nellie have in the end.

$10 - 4 + 5 = ?$

Allie says 11 and Joe says 1. Who is correct?

2. Max divided 16 crayons equally among 4 boys. Two of the boys broke their crayons. How many crayons did the boys break altogether?

$16 \div 4 \times 2 = ?$

Allie says 2 and Joe says 8. Who is correct?

3. Roy had 9 apples. He gave away 3 bags of 2 apples. How many apples did Roy have left?

$$9 - 3 \times 2 = ?$$

Allie says 3 and Joe says 12. Who is correct?

4. Rina baked 8 cookies and divided the cookies equally among 4 people, including herself.

Then her sister gave her another 12 cookies. How many cookies does Rina have?

Tuesday, 7 April

Time: 20 minutes

Learning Goal:

The student will work out the answers using the correct order of operations.

Materials Required:

- Worksheet provided
- Pen, pencil and exercise book

Instructions for Learning:

Sometimes we can work out which numbers to use first based on the real problem context provided, as we did in the questions from Monday.

When there is no context, we have to use the order of operations that has been decided on centuries ago and applies all over the world in every maths situation.

We work in this order:

- **B**rackets first
- **O**f or **O**rder (also E for exponents) These are not used in Grade 5.
- **D**ivision and **M**ultiplication, working from left to right, whichever comes first.
- **A**ddition and **S**ubtraction, working from left to right, whichever comes first.

1. Find the value of $34 + 96 \times 2$ and compare it to the value of $(34 + 96) \times 2$. Why are the answers different?

2. Do the same with these calculations:

- a) $68 + 120 \div 4$ and $(68 + 120) \div 4$
b) $900 - 25 \times 30$ and $(900 - 25) \times 30$
c) $82 + 64 \times 12 - 7$ and $(82 + 64) \times 12 - 7$
d) $520 + 248 \div 4 \times 2$ and $520 + 248 \div (4 \times 2)$
e) $965 - 480 \div 5 + 3$ and $965 - 480 \div (5 + 3)$

Wednesday, 8 April

Time: 20 minutes

Materials Required:

- Worksheet provided
- Pen, pencil and exercise book

Learning Goal:

The student will work out the answers using the correct order of operations.

Instructions for Learning:

We work in this order:

- **B**rackets first
- **O**f or **O**rder (also **E** for exponents) These are not used in Grade 5.
- **D**ivision and **M**ultiplication, working from left to right, whichever comes first.
- **A**ddition and **S**ubtraction, working from left to right, whichever comes first.

Choose the expression that matches each problem and then solve the problem.

a. Mpho bought three light bulbs for R14 each, and paid with R50. What was his change?

(1) $3 \times R14 - R50$

(2) $R50 - R14 + R14 + R14$

(3) $R50 - 3 \times R14$

(4) $R50 - (R14 - R14 - R14)$

b. Shirts that cost R46 each are discounted by R5, so Mum buys six of them. What is the total cost?

(1) $R46 - R5 \times 6$

(2) $6 \times (R46 - R5)$

(3) $R46 \times 6 - R5$

(4) $(R46 - 6) \times 5$

c. Andrew buys a salad for R18 and a pizza for R23. He shares the cost evenly with his friend. What is Andrew's share of the cost?

(1) $R18 + R23 \div 2$

(2) $R2 \div (R18 + R23)$

(3) $2 \times R18 + 2 \times R23$

(4) $(R18 + R23) \div 2$

d. Martie shares equally the cost of a meal with three other people and the fare for a taxi with two other people. The meal costs R48 and the taxi fare is R30. How much does Martie pay?

(1) $R48 \div 4 + R30 \div 3$

(2) $(R48 + R30) \div 3 \div 2$

(3) $R48 \div 3 + R30 \div 2$

(4) $(R48 + R30) \div 5$

Second Languages Activities (SA)

Monday, 6 April

Time: 30-40 min

Learning Goal:

Students will use recycled products to create characters for their puppet show

Materials Required:

- Recycled material / spoons / old socks
- Scissor
- Glue
- Buttons
- Story from last week Tuesday

IsiZulu-

https://nalibali.org/sites/default/files/media/nb_ed165_zulu_lr.pdf

Afrikaans -

https://nalibali.org/sites/default/files/media/nb_ed165_afr_lr.pdf

Setswana -

https://nalibali.org/sites/default/files/media/nb_ed165_tswana_lr_0.pdf

Instructions for Learning:

- Looking back at the story that you've read last week Tuesday
- Create characters out of toilet rolls, spoons, old socks or any recycled products and practice to use these characters to host your own puppet show based on the storyline
- If students struggle with the story from last week, they can retell their favorite story in Afrikaans / Setswana
 - Afrikaans will do the story: Die prinses wat nooit gelag het nie
 - Setswana will do the story: Moipone le Sego sa gagwe

Examples of puppets:



Tuesday, 7 April

Time: 30 min

Learning Goal:

Students will be able to present a puppet show based on a story they've listened to

Materials Required:

- Puppets
- Story from last week

Instructions for Learning:

- Students will get their puppets that they've made the previous day
- Students will perform a puppet show based on the story from last week
Afrikaans will do the story: Die prinses wat nooit gelag het nie
Setswana will do the story: Moipone le Sego sa gagwe

Wednesday, 8 April

Time: 20-30 min

Learning Goal:

Students will play charades with isiZulu words

Materials Required:

- IsiZulu word cards
- Scissor
- Dictionary
- Family members

Instructions for Learning:

- Students will play charades with the IsiZulu words
- Students will cut out the cards and read the IsiZulu words and if they aren't sure about the meaning of the words, then they can use a dictionary to check the meaning of the word in English

- Students will mix the cards and then play a round of charades with family members
- Students can say the word in English or IsiZulu

Yebo



Cha



Siza



Ingozi



Ngiyakucela



Ngiyabonga



Kuyaphuthuma



Uxolo



Ngiyaxolisa



Ngiyakuthanda



Thursday, 9 April

Time: 20-30 min

Materials Required:

- 2 cut out dices

Learning Goal:

Students will be able to make sentences in past, future and present tense according to a picture

- **Scissor**

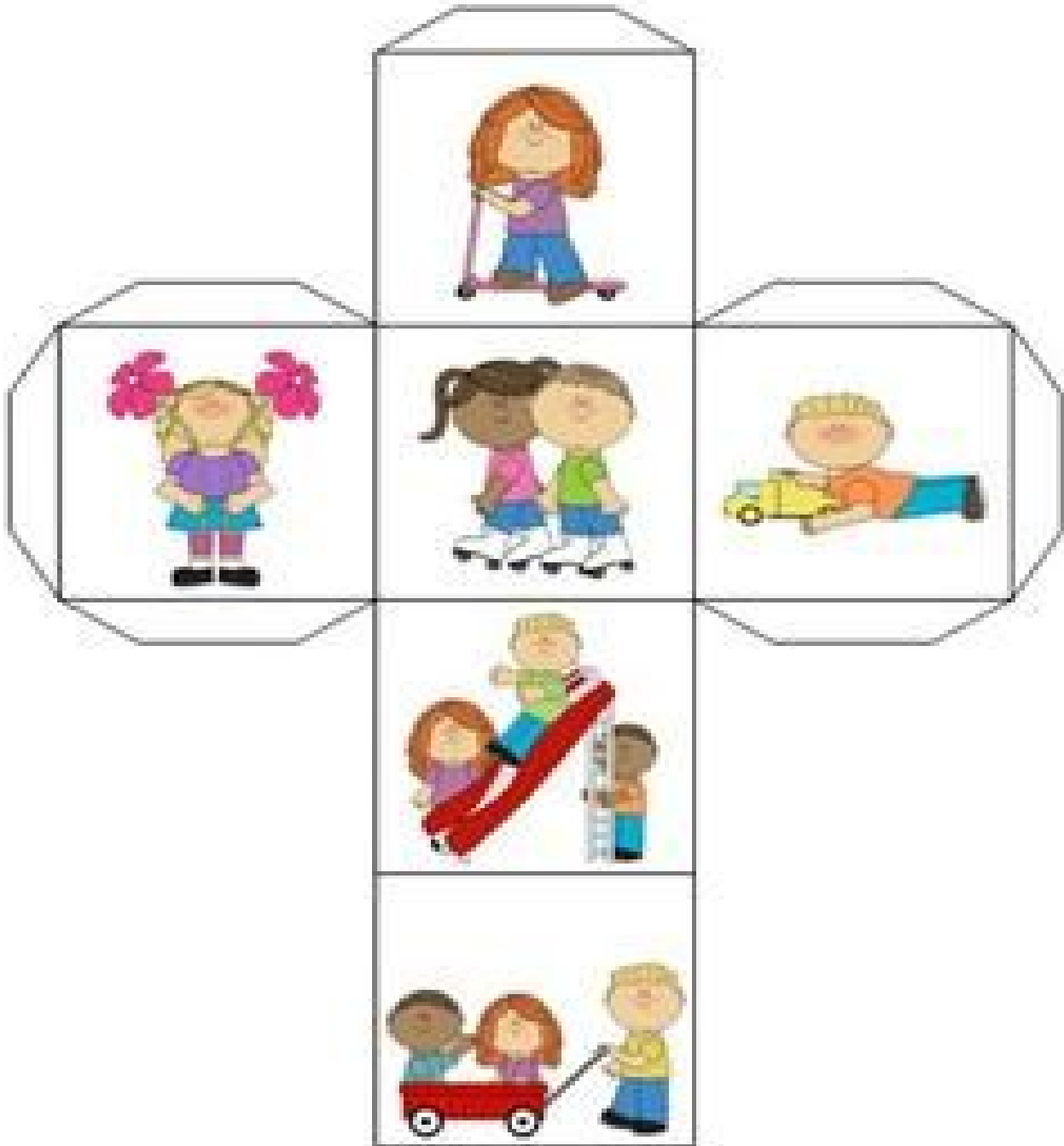
- **Glue**

Instructions for Learning:

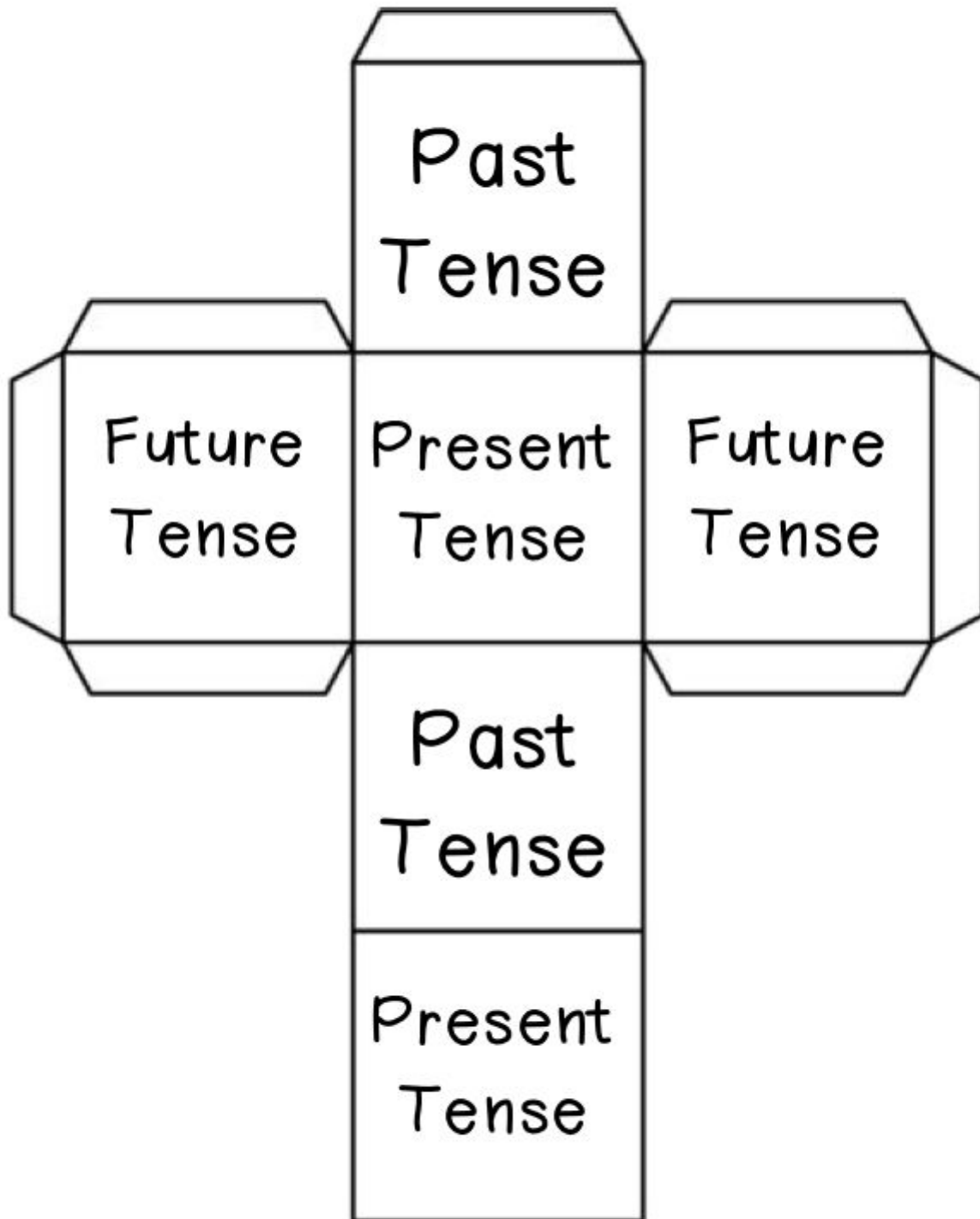
- Students will recall how to make past, present and future tense sentences
- Students will cut out the two dices and use glue to stick the sides together to form dices
- Students will roll both dices at the same time
- The one dice will land on a picture and the other dice will land on a specific tense
- Students will use the picture to make a specific sentence in (according to the tense that it landed on)
- Students will pick in what specific additional language they would like to do this activity - Afrikaans / IsiZulu / Setswana

Dice

Past, Present, Future tense



Tense Dice



🗨️ Kiswahili Activities (KE)

Monday, 6 April

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze kutambua nomino katika ngeli ya LI-YA na kuzitumia katika sentensi.

Vifaa Vinavyohitajika:

- Chati yenye sentensi katika ngeli ya LI-YA.
- Kalamu
- Penseli
- Daftari

Maagizo ya Somo:

- Katika kipindi hiki mwanafunzi ataendelea kujikumbusha kuhusu nomino katika ngeli ya LI-YA.
 - Je, Ngeli ni nini? Chukua dakika moja kujikumbusha. Unaweza kurejelea kazi ya hapo awali ili kupata maelezo sahihi.
 - **Kamilisha maelezo haya.** Ngeli ni _____
- _____
- _____

Tazama mifano hii.



Mti mfupi **u**naonekana



Miti mifupi **i**naonekana



Muwa mtamu **u**taliwa



Miwa mitamu **i**taliwa



Mlima huu **u**napendeza



Milima hii **i**napendeza



Mshumaa **u**namulika



Mishumaa **i**namulika



Mkuki **u**mehifadhiwa vizuri



Mikuki **i**mehifadhiwa vizuri.

- Nomino katika ngeli ya **U-I** huanzia kwa **M** au **MW** katika umoja na kisha wingi wake huanzia kwa **MI**.

- Unapozitumia katika sentensi yenye vitensi ndipo utakapogundua kiambishi **u** katika umoja na i katika wingi. Tazama viambishi vilivyoyandikwa kwa rangi nyekundu katika mifano iliyoko hapo juu.

Zoezi A : Andika kwa wingi au umoja. Pigia mstari viambishi vya umoja(u) na wingi(i).

Umoja

wingi

1. Mkono umeoshwa kwa maji na sabuni. _____
2. Mfano umeandikwa kitabuni. _____
3. Mkoba utanunuliwa kesho. _____
4. _____. Miguu iliumia sana.
5. _____. Milango imepakwa rangi.

Zoezi B. Tunga sentensi (umoja na wingi) ukitumia nomino hizi.

1. Mhogo- Mihogo.

2. Mpira-Mipira

3. Mtego -Mitego

4. Mwezi -Miezi

5. Mlima-Milima

Tuesday, 7 April

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze kusoma ufahamu na kuyajibu maswali kutoka katika ufahamu huo.

Vifaa Vinavyohitajika:

- Kifungu cha ufahamu.
- Penseli

Maagizo ya Somo:

- Katika kipindi hiki mwanafunzi atasoma ufahamu kuhusu suala ibuka virusi vya Korona na kisha kuyajibu maswali.

Janga la Korona.

Hiki ni kirusi cha aina gani?

Corona ni jamii kubwa ya virusi vinavyosababisha maradhi kwa wanyama na binadamu. Kwa binadamu, jamii kadhaa za virusi vya Corona vinafahamika kusababisha maambukizi kwenye njia ya hewa na mfumo wa upumuaji. Maradhi yaliyowahi kusababisha madhara makubwa kutokana na virusi vya Corona ni pamoja na MERS na SARS yaliyozuka mwanzoni mwa miaka ya 2000. Kirusi cha Corona kilichogundulika hivi karibuni kinasababisha ugonjwa unaofahamika kama COVID-19.

COVID-19 ni nini?

COVID-19 ni ugonjwa wa kuambukiza unaosababishwa na virusi vya Corona. Virusi hivyo vipya havikuwa vikifahamika hapo kabla na sayansi ya tiba. Na vilianza nchini China mwezi Disemba mwaka 2019.



Dalili za Corona ni zipi?

Dalili kuu za Corona ni pamoja na Homa kali, Uchovu na Kikohozi kikavu na zinatokea taratibu. Dalili kubwa na inayoweza kutia hofu, ni mtu kukosa pumzi. Lakini isikutishe, ni mtu 1 pekee kati ya watu 6 walioambukizwa virusi vya Corona hufikia dalili hiyo ya hatari. Na asilimia 80 ya walio na virusi hivyo hupata nafuu bila kuhitaji msaada wa matibabu.

Makundi yaliyo kwenye hatari zaidi ni yapi?

WHO inasema wazee na watu wenye magonjwa ya kudumu kama Shinikizo la Damu, Kisukari, Matatizo ya Figo ndiyo walio kwenye hatari zaidi ya kuathika pindi wanapopatwa na virusi vya Corona. Watu wa umri wa wastani na wenye afya imara wanaweza kupata virusi vya Corona na kupona bila kuhitaji matibabu.

Virusi vya Corona vinasambaa vipi?



Watu wanaweza kupata Virusi vya Corona kutoka kwa watu walioambukizwa. Virusi vinaweza kusambaa kupitia maji maji kutoka kwenye pua au mdomo wa aliyeathirika. Iwapo mtu anagusa maji maji kama mafua, mate na makohozi ya mtu aliye na virusi na kisha kujigusa mdomo, macho na pua anaweza kupata virusi vya Corona.

Ninaweza kujikinga vipi na Virusi vya Corona?

1. Nawa vizuri na kila wakati mikono yako kwa maji ya vuguvugu, sabuni au dawa za kuua vijijidudu kwa angalau sekunde 20.
2. Kaa umbali wa angalau hatua mbili (2) kutoka mtu anayepiga chafya au kukohoa.
3. Epuka kushika macho, pua na mdomo kwa mikono isiyo safi kwa sababu mikono hushika sehemu nyingi na ni rahisi kubeba vimelea vya maradhi.
4. Hakikisha wewe, na walio karibu yako wanazingatia ustaarabu wa kuzuia pua na mdomo wakati wa kukohoa au kupiga chafya.
5. Baki nyumbani ikiwa hujisikii vizuri. Iwapo una mafua makali, homa, kikohozi na kushindwa kuhema nenda hospitali kwa sababu huko wataalamu watakupatia msaada muhimu
6. Epuka kuwa sehemu yenye msongamano, kama vyombo vya usafiri, maduka na maeneo yenye yenye mgandamizo wa hewa.
7. Nunua kifunika mdomo na pua na kukivaa ukiwa kwenye mikusanyiko.
8. Fuatilia taarifa za afya na matangazo yake kuhusu virusi vya Corona.

Kwanini watu wanawekwa karantini?

Kwa ufupi neno Karantini linamaanisha kuwa chini ya uangalizi. Watu wenye dalili au wanaotokea maeneo yenye maambukizi makubwa ya virusi vya Corona hulazimikwa kuwekwa karantini (kutengwa na watu wengine) ili kufuatilia afya yao kwa karibu na kuzuia kueneza virusi. Ukiambiwa unapaswa kuwekwa Karantini, usiogope. Ni kwa ajili ya afya yako na wengine.

Virusi vya Corona vina tiba?

Hadi sasa hakuna tiba au chanjo dhidi ya virusi vya Corona lakini kwa sababu virusi hivyo vinaleta dalili mfano wa zile za mafua makali, mchanganyiko wa tiba unatumika kupunguza athari za virusi vya Corona.

Ninapaswa kuwa na hofu?

Hapana. Hupaswi kuogopa wala kuwa na hofu. Bali unapaswa kuchukua tahadhari. Kila mtu duniani yuko kwenye uwezekano wa kupata virusi vya Corona lakini kama tulivyokufahamisha, athari zake bado hazitishi. ***(Taarifa hii imetolewa kutoka katika wavuti wa Idhaa ya Kiswahili ya DW) Unaweza soma taarifa zaidi hapa <https://p.dw.com/p/3ZMuk>***

Maswali.

1. Virusi vya Korona husababisha ugonjwa upi? _____
2. Kisa cha kwanza cha virusi vya Korona kiliripotiwa nchi gani? _____
3. Taja dalili zozote tatu za ugonjwa wa COVID-19.
 - a) _____
 - b) _____
 - c) _____
4. Taja njia zozote tano za kujikinga dhidi ya virusi vya Korona.
 - a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____

Muda: Dakika 45

Vifaa Vinavyohitajika:

- Picha za viungo vya nje ya mwili.
- Penseli
- Daftari

Lengo la Somo:

Mwanafunzi aweze kutaja na kueleza baadhi ya viungo vya mwili vya nje.

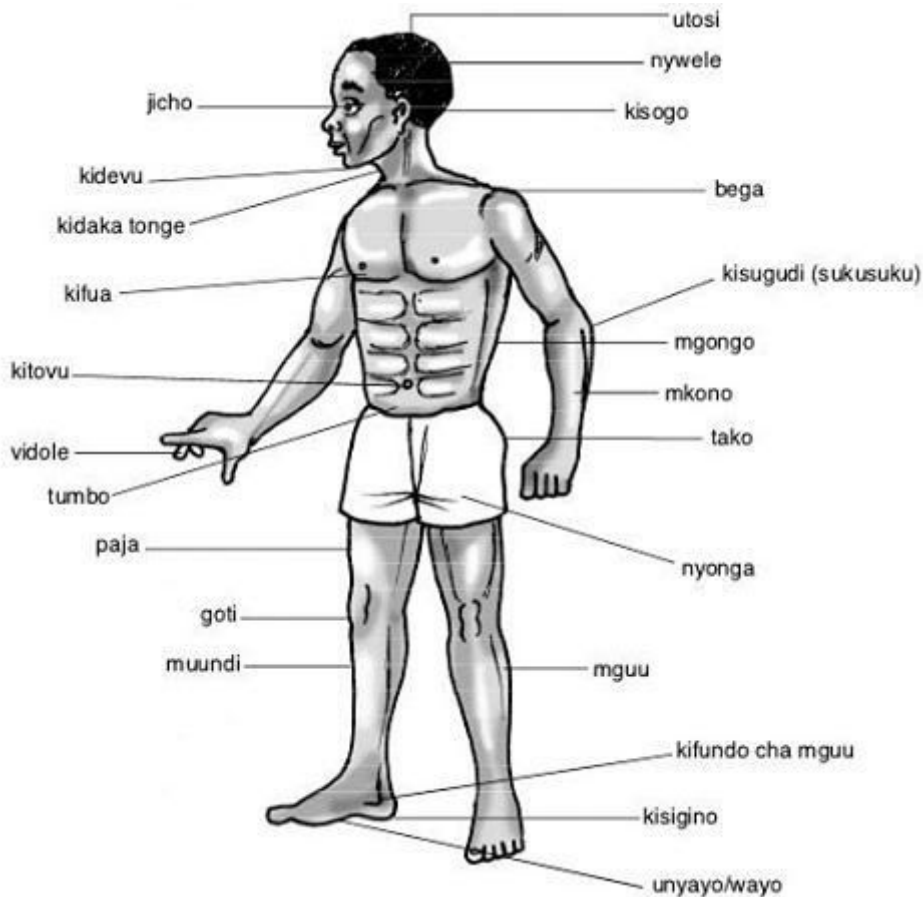
Maagizo ya Somo:

- Je, unavifahamu viungo vyovyote vya mwili? Viorodheshe hapa bila kurejelea kwingine. (chukua dakika 5)

Viungo vya mwili ninavyofahamu.

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

Tazama mchoro huu kwa makini. Linganisha na mifano ulioandika hapo juu. (chukua dakika 10)



Tafuta usaidizi wa mzazi au mlezi wako katika zoezi hili.

1. Simama kisha umwombe mzazi au mlezi wako akutajie baadhi ya viungo katika mchoro huu.
2. Kila anapotaja kiungo utakigusa na kukitaja tena kiungo hicho.
3. Iwapo utakosea omba usaidizi ili uifahamu vizuri sehemu iliyotajwa.
4. Mshukuru msaidizi wako baada ya shughuli hii.

(sehemu ichukue dakika 20)

Changamka!! Mraba huu una majina mengi ya viungo vya mwili vya nje. Tumia dakika chache kadri ya uwezo wako kutafuta majina hayo.

P	A	J	I	C	H	O	U	O	S
A	T	K	I	S	K	L	K	N	H
J	A	E	B	E	G	A	Y	F	F
A	K	R	P	U	G	H	J	E	O
T	O	O	S	T	D	F	W	S	N
K	K	N	Y	O	N	G	A	S	O
U	I	W	P	S	A	O	Y	U	K
I	W	P	O	I	I	T	O	V	M
D	I	T	Y	U	K	I	F	U	A
F	K	I	S	I	G	I	N	O	Z

Viungo vya nje ya mwili.

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

Thursday, 9 April

Muda: Dakika 45

Lengo la Somo:

Vifaa Vinavyohitajika:

- Usaidizi wa watu wa familia.
- Simu ya kurekodi video.

Lengo la kipindi hiki ni kufurahia jinsi lugha ya Kiswahili inavyotumika katika kukabili masuala ibuka kwa mfano **Jango ya Korona.**

Maagizo ya Somo:

- Katika kipindi hiki mwanafunzi atahitajika kuwa mbunifu (be creative) ili aunde wasilisho la Kiswahili na kurekodiwa katika video.
- Mwanafunzi anaweza kuchagua jambo lolote lile kwa mfano;
 - kuigiza
 - kuimba wimbo wake alioutunga wimbo unaweza kuwa wa mtindo wowote ule hata 'Rap' bora utumie lugha ya Kiswahili.
 - kutunga na kukariri shairi.
 - kuigiza usomaji wa taarifa.

Mambo ya kuzingatia.

1. Video iwe na urefu wa kati ya dakika moja na dakika mbili (1-2 minutes in length)
2. Ujumbe uwe unataja jinsi ya kujikinga dhidi ya Virusi vya Korona.
3. Ujumbe uwe katika lugha ya Kiswahili.
4. Mwanafunzi arekodiwe akiwa peke yake ispokuwa pale panapohitajika mtu mwingine katika wasilisho hilo.
5. Video ichukuliwe tayari kutumiwa mwalimu wa Kiswahili ili aitathmini na iwapo imefikia kiwango cha ubora inaweza kusambazwa.

Kila la Heri!!!!!!!!!!!!!!!!!!!!

Science Activities

Monday, 6 April - Wednesday, 8 April

Time: 45 minutes

Learning Goal: Students will

- Revisit any past lessons they might have missed

OR

- Complete a different thinking routine each day

Materials Required:

- Pen
- Learning Packs from Previous Weeks

Instructions for Learning:

Monday _ Connect Extend Challenge

Pick one science lesson from past weeks, one which really got you thinking, and answer these questions below:

How were the ideas and information presented connected to what you knew already?	What new ideas did you get that extended your thinking in new directions?	What puzzles came to mind from the ideas and information presented in Week 3 Science lessons?

Tuesday _ Headline

Pick your favourite science lesson from last week, and think of the big ideas and themes in what you have been learning about. Write a headline for this topic that summarizes or captures a key aspect that you feel is significant and important:

Headline

Wednesday _ I used to think, now I think

Pick a science lesson from past weeks, one which really got you thinking. Then write below how the lesson made you think differently by answering the following prompts.

I used to think ...	Now I think ...

Exploration Activities

Monday, 6 April

Time: 45 mins

Learning Goal: Students & guardians will

- Set a vision for their 21 day lockdown challenge

Materials Required:

- Survival Guide
<https://bit.ly/2JvWmLv>

This survival guide was put together by our superstar dean of instruction at Midrand called Tsholo. Please contact Tsholo (tmoyo@novapioneer.com) if you have any questions about this survival guide or just want to give him your appreciation.

Instructions for Learning:

21 DAY LOCKDOWN SURVIVAL KIT



Connectedness

The next few weeks are probably going to feel long and stressful, and they might even lead to a little cabin fever here and there, but we have the solution for that.

The next few weeks are a great opportunity to not only spend time with your children, but actually get to know them and help them develop their EQ a little bit more daily.

This survival kit has a few daily activities and ideas that can help with connecting with your child and also remind them of our culture principles while their home.

Happy connecting!



Day 1

Setting a Vision

Setting boundaries and parameters for the home is very important. The next 21 days will require the whole family to come together and make the stay at home as palatable as possible for everyone involved **(not just parents)**. Start by setting the vision for the whole family together. Ask questions like:

- What does a happy space look like for you?
(1 word)
- How should we treat each other?
- What does our home look during these 21 days?

Use the list of words to create one common statement for your families vision
eg. We commit to...



Tuesday, 7 April

Time: 45 mins

Learning Goal: Students & guardians will

- Set a goal for their 21 day lockdown challenge

Materials Required:

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Instructions for Learning:

Day 1

Setting Goals

Now the next few weeks might feel like they are dragging for the whole family, but not if each person uses this time to set a goal for themselves that they would like to reach by the end of the lockdown. This is also an opportunity to develop your child's interests and also assist them in obtaining new, healthy habits.

Remember, it takes 21 days to start a new habit

Here are a few things to take into consideration:

- The goal needs to be attainable in 3 weeks and require effort to obtain.
- The whole family needs to set a specific goal (losing weight, writing, learning how to cook etc)
- It is important to keep at it! DO NOT GIVE UP!
- Write everyone's goal and put it on the fridge so that the whole family can refer back to it

#ALWAYSGROWING



Wednesday, 8 April

Time: 45 mins

Learning Goal: Students & guardians will

- Choose a daily activity from the lockdown challenge booklet
- Continue with the lockdown challenge throughout the holidays

Materials Required:

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Instructions for Learning:

Daily Activities

Creating daily activities for you and your child/ren will set a tone of consistency in the household and also allow kids to start taking ownership of certain tasks that will empower them a bit more. Your options are

- Morning Meeting
- Jar fillers / Shout outs
- Behaviour Management Chart
- Hugging Vouchers
- Family Recipe Book
- Dinner Talk

Commit to one daily activity.

Themed Days

Try these activities daily to bring joy and fun around the household and set a routine that will keep the whole family engaged and entertained while being reflective.

Commit to one themed day per week.

For all the goodies, please see this link: <https://bit.ly/2JvWmLv>