

Can you beat the list? SECONDARY

| Put a cross in each box when you complete this task. | Done. |
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| <p>I know how deal with a healthcare emergency:- -</p> <p>I know who to phone in the family / friends.</p> <ul style="list-style-type: none"> - I know the signs for a fever, dehydration and coronavirus. - I know how to help someone with a fever, whilst making sure that I stay safe. - I know where cleaning products to keep the house clean are located and how to clean surfaces properly. - How to prepare a basic meal for myself and others (such as a pan of soup, sandwich). - I know when to phone an ambulance; my address and date of births of all of my family members; where items to pack into a hospital bag are located. - I have talked through with my family what to do in different situations. | |
| I have made a timetable for my day / time. | |
| I can ring a friend | |
| I have access to images of people who make me feel happy and safe | |
| <p>I have sat down with my family and thought about what life might be like for the next few weeks and how we will all behave towards one another:-</p> <ul style="list-style-type: none"> - Think about how we should behave towards one another. - Identify a space and a time for you to be on your own (and all of your family members to!) if you want to? Discuss the importance of this. - What are the clues in our behaviour that indicate that you feel stressed / frustrated? What are positive ways to deal with these? - Think about using restorative questions to help solve the situation: What happened? / What were you thinking at the time? / What have you thought about since? / Who do you think as been affected by what you did? / In what way? / What do you need to do to make things right? / How can we make sure this doesn't happen again? / What can we do to help you? | |
| I have offered meaningful help to a parent or guardian to help them if they are working from home. | |
| I can keep a diary until I next see my teachers and friends, writing down 2 positive things that happened each day; look back over these when you are feeling frustrated or fed-up. | |
| I can write / draw / explain to another person a list of the things that make me happy. I can explain why they make me happy. | |
| I have tidied my bedroom; sorting out old items that could be donated elsewhere. | |
| <p>I can write a letter, draw a picture or write a postcard for someone:-</p> <p>e.g. Who has made me happy; who has made me smile; my neighbour; a member of older people's home in the area; my teacher or school staff member who has helped me; a family member; my favourite author or celebrity.</p> | |
| Lots of people are reading accounts from survivors of previous pandemics but these have never been written from a teenagers perspective; this is your opportunity! | |
| I can design an exercise routine for my family and show them how to do this; make a training circuit around the house or garden. At each station, complete a different exercise for 30 | |

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| seconds (think dance moves, stretching activities and circuit training activities used in PE lessons.) | |
| I can play “Would you rather?” Give each player a choice of two options (for example, “Would you rather go for a walk in the snow, or on the beach? “. They have to choose one and say why. The ideas can be as silly as you like! | |
| I can play the yes/no game with someone else. Take it in turns to ask each other questions. The person being asked is out if they answer “yes” or “no”. How creative can you make your answers? | |
| I can play the alphabet game. Choose a few categories (for example, an animal, a country, a fruit) and go through the alphabet, thinking of an example that begins with every letter. Some of the letters are quite tricky. | |
| Ask each family member to write you a time-capsule letter for when you are 18 / 30 / 50. Ask them to think about:- <ul style="list-style-type: none"> - What would they like your life to be like? - What job do they think you might have? - What opportunities would they like you have to had? - What is the best piece of advice for a happy, healthy and safe life? - Ask them to draw a self-portrait or a drawing of something for you. | |
| Design a new waist-coat for Gareth Southgate for Euro 2021. | |
| I can make up a story with other people; each person is only allowed to say 5 sentences before moving on to the next person. Variation: add a requirement for the next person to include a specific word, item, action or object into their section of the story. | |
| I can create a timeline showing the main events in your life, from the day you were born to today; video or write down family memories about these important life events. | |
| Divide up the list of Pen and Paper games between yourself and your family. Play each game in turn, over a period of time. Consider carefully how to improve at the game. Start to identify what skills and qualities are needed to play the game. Start to identify which jobs/careers also need these skills. | |
| I can write or explain a set of instructions to teach people how to play a simple game. Try to convert these into another language or British Sign Language (Internet may be needed – https://www.british-sign.co.uk/) | |
| I can tidy up any litter which is outside of my house; remember to wash your hands and not approach someone who you live with. | |
| I can take the dog for a walk (remember to wash your hands and not approach someone who you live with.) | |
| I can research, plan and deliver a meditation / tai-chi / mindfulness / yoga session for my family. | |
| I can design a dance for my family to all join in. | |
| Draw or paint a landscape picture (showing the view out of your window / a fantasy land) | |
| Think about your favourite book and design a new cover for it. | |
| Look in the mirror and draw a self-portrait. | |
| Write a list of jokes and put on a comedy performance for my family. | |

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| I can design a poster and display this in the window to make someone else smile. | |
| Identify a family crest: family crests often have objects that have multiple meanings, what are some of these. | |
| I can identify 30 things that I would like to do and would like to achieve by the time I am 18 / 30 / 50. - What might you need to do to achieve this? | |
| Play a game of Pictionary; draw a picture that represents your favourite book or movie (without using any words) and ask somebody else to guess what you are drawing. | |
| Make a map of your bedroom, showing where everything is. | |
| Circle challenge / doodle challenge:- - Draw around a 2p coin on a piece of paper; set a time limit which everyone agrees to. Draw as many recognisable things in the circle that you can. Give yourself 1 point if someone else has the same idea and 3 points if you are the only person with this idea. - Did these ideas connect in some way? - What was easy / challenging about this task? | |
| Draw a bird's eye view of a building you know well. Make sure you include all the doors and windows! | |
| Choose characters from different books, films or tv shows and imagine that they came together in a new story. Imagine what they might do together. | |
| Describe life as a teenager now (think of the technology we use and how we use it; life at school, home and leisure time; what is popular and why). | |
| Can you think of a 100 ways to use a ... (a tennis ball, piece of paper, toilet roll tube etc. Set one each day with the person with the most unique ideas winning a prize) | |
| Design a community programme session for a younger year group, | |
| Looking at the books you have in the house design a football tournament knockout to whittle it down to the best book in the house. The same idea can apply to characters from TV programmes / films / food products / games. | |
| Spend a day being actively positive to everyone around you. | |
| Write a list of skills to living on your own; from learning to turn on the washing machine or the heating to basic car maintenance and to budgeting your money. Start to tick off these skills when you have mastered them. | |
| I can teach a family member something new (for example a poem, a song, a dance, an activity, memorised a passage of a text, an idea or concept from one of your subjects. | |
| Reconsidering the news: look at a recent news broadcast or newspaper. Re-design this so that the stories are aimed at teenagers. | |
| I can make some "top ten" lists. What are your top ten book characters, or books made into films, flavours of soup, ways to cook eggs, stationery items for example? | |

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| <p>Design a flick paper football game: Screw up a ball of paper; place household items around the table. Using your fingers flick the paper ball around the obstacles until you reach the goal. Count the number of flicks you make; if the football falls off the table, add points to your score.</p> | |
| <p>Design a time capsule: what were the iconic products, major news events, images, music for each year you have been alive for.</p> | |

| <p>Helping with siblings: Remember it can be fun to go back to our childhood and to re-play some of these games!</p> | <p>ICT needed tasks.</p> |
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| <ul style="list-style-type: none"> - Choose a topic (silly or serious) and help them to really develop their understanding. The Socratic questions could help. - Play a board game; can you redesign this to incorporate movements. - Play some of the pen and paper games (list with instructions to follow.) - I can help a younger sibling with their classwork or reading a book. - I can hide a small toy in a secret place and create a 'treasure map' to help somebody else find it - Design a character: fold up a piece of paper (portrait length). After each drawing, pass this to the left. Draw a head, chest, legs, feet. Design a story about the character. - I can play 'Charades'. Act like an animal, a book or a movie and ask people to guess what you are pretending to be. - I can practise my observation skills by playing i-spy. - Play a game of hopscotch. - If you have a skipping rope and outdoor space; make up some modern skipping rhymes. - Use junk materials to build a car that could transport a small toy from one place to another. - Use folded paper or card to make a bridge that spans a gap. How much weight will it be able to hold? How can you make it stronger? - Play with lego (if you have any). - Create a springwatch diary; what can you see starting to grow? - Have an indoor picnic and create some paper flowers. - <ul style="list-style-type: none"> Make paper aeroplanes: how can you make it further? - Design and make some bookmarks | <ul style="list-style-type: none"> - Using TED-ED talks that you can find online, develop your own or present this in a different unique way, on a topic you are familiar with. Now is the time to get to the bottom of all of those "why" questions you might have. Look up Genius Hour activities or focus on a topic from a GCSE topic. - Look at the local labour market info for the area - what might be the biggest jobs in the next 10 years and skills/qualities/values/qualifications needed. - Decide 100 key words that would help you to get along in another country; try to memorise them and have a basic conversation with someone else. - Watch a sports match online; act as the commentator for the match explaining what is happening in the game (internet may be needed) - Start to learn British Sign Language: https://www.british-sign.co.uk/ - I can find some fascinating facts about your favourite period from history and make a poster to share them. (internet may be needed). - Choose a famous person from the past and write a diary from their point of view. (internet may be needed). - Research 100 "Did you know" facts (Radio 2 broadcast a number of these during the Stephen Fry broadcast); write these out twice. With one set; cut these up into different slips. Add into the mix fake answers. Ask your family |

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| <ul style="list-style-type: none"> - Have some wool: plait yourself some friendship bracelets Using clothing and items from around the house; dress up as superhero and supervillain. Take photos to form a living comic strip. - Gather 10 items from around the house and hide these in the room; blindfold your sibling – can they guess what the item is and where you found it. - Put on a fashion show. - 10 Pin Bowling: Empty plastic bottles - fill them with a couple of cm's of water. With a ball and using your hands only try to knock them down. Best played outside if possible (if not ask parents permission) - Play simon says; rock, paper, scissors; marbles; pass the clap; freeze dance; telephone; hot and cold; tick-tacktoe; battleships; string game / cats cradle. | <p>to decide which ones are true and which are false.</p> <ul style="list-style-type: none"> - Can you hear the birds sing – try to identify the birds around you, what their song are and where do they fly to in the winter. - Pack of cards at home? Research card games, there are lots online, for example solitaire. - Learn origami - Have some wool: learn to finger knit and arm knitting techniques. - Choose 1 country each day: identify 10 key facts about the country and tell someone else each day. - Check out live streams (some great ideas coming soon). |
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Developing some of the ideas above further:

| DeBono Thinking Hats approach to planning:- | Socratic Questions (which can be asked when you are presenting your ideas to someone else). | |
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| <p>Approaching the activity:-</p> <ol style="list-style-type: none"> 1) If money was not limited, what would you do and why (think creatively)? 2) What information do you need to know to solve this problem and where could you find this information? 3) What are the benefits of your solution? 4) What are the problems / weaknesses / difficulties with this idea? 5) What do you feel about your idea – how might other groups of people feel (and how could you persuade them otherwise?) 6) How could we do this (practical issues) and how could we overcome them? | <p>What exactly does this mean? How does this relate to what we have been talking about? Can you give me an example? What else could we assume? What would happen if...? Why is that happening? What evidence is there to support what you are saying? Who benefits from this? Why is it better than or different from...?</p> | |
| <p>Think of questions you could use in an interview with a family member. What would you like to ask them? Think about their childhood (what is similar or different to your childhood and teenage years); what were the key events in their lives? What happy memories do they have of you or another family member? Write down their answers or (with their permission) record them using a mobile device.</p> | | |
| <p>Design your own game; think about the instructions, packaging and potential costs, the audience it is marketed at. Research the groups and companies which exist in the Black Country / UK who regularly play these games.</p> | | |
| <p>I can design a healthy menu for a café:- I can design a logo for the menu; design an advert and marketing strategy for the café (for the radio, TV and magazine, slogan, advertising jingle); decide</p> | | |

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| the price for the food (remember the cost of all of the food!), design the layout of the café, write a biography of the café owner; design what makes a great customer and how you would deal with difficult customers. | | |
| Read the dictionary (or another book in your home) and make a note of some words that you have not seen before. What do they mean? Aim to add one of these words into your everyday conversation. | | |
| I can design a chocolate bar and write a letter / poem to Cadbury about my ideas. | | |
| I can think of an alternative ending to one of your favourite books; I can start to think about what happens next in a storybook – is it always going to be “happy ever after?” | | |
| Think about ways that we can protect the environment in the home, at school, in the community and nationally. Communicate some of these ideas to another (for example in the form of a poster to teach people about different things that they can do to protect the environment.) | | |
| Have a look at some of the items of food in your cupboard or clothes in your wardrobe. Check the labels and find out which countries they have come from. Which has travelled the furthest to get to you? | | |
| Lots of people are reading accounts from survivors of previous pandemics but these have never been written from a teenagers perspective; this is your opportunity! | | |
| <p>Having watched the news - think about all of the people identified as key workers.</p> <ul style="list-style-type: none"> - Why are they so important to the country? How can we show care and appreciation to these people when this situation is over? How has the internet helped to solve this problem (and the difficulties that have arisen to – for example fake and mis-information. Is this a kind of virus to?) - How have different groups worked collaboratively (for example scientists, rival companies, politicians, the local council, volunteers) to overcome this problem? - Consider nominating someone for an award – for example the Diana Memorial Award (for a young person), local volunteer awards or a Royal Award/medal (addresses can be found online). | | |
| Think about the town you live in; how could this be redesigned so that everyone is included. Who should be a priority and why? How can we ensure everyone is happy, healthy, safe, have housing and employment? | | |
| Design a healthy social media use guide (for teenagers, younger children and grandparents) | | |
| <ul style="list-style-type: none"> • Imagine that you were designing an ideal parent; what would they look like, sound like, behave like? Now think of a variety of situations a teenager might find themselves in; how would these parents behave. Talk through some of these scenarios with your own family – do they agree with you? | | |
| <ul style="list-style-type: none"> • design a new logo, advertisement or programme for a community group / association near to you. Think about what activities might appeal to | | |

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| people of different age and community groups and when you might timetable these. How could you market this online? | | |
| • What 10 things would improve the school / their street / town / country - how could you convince someone to do this? | | |
| • Teenagers are often stereotyped: what examples can you think of to overcome these. Identify 10 ways that teenagers can be seen in a more positive way. | | |

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| Guess the answer: choose a question below. Think of your answer and don't tell anyone (or write it down); give 4 answers – 1 of which is correct. Others write down their answer. Give out points to whoever guesses right. | | |
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Get to know you questions:

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| <ol style="list-style-type: none"> 1. Who is your hero? 2. If you could live anywhere, where would it be? 3. What is your biggest fear? 4. What is your favourite family holiday? 5. What really makes you angry? 6. What motivates you to work hard? 7. What is your favourite thing about home / school / park? 8. What is your proudest accomplishment? 9. What is your favourite book to read? 10. What makes you laugh the most? 11. If you could choose to do anything for a day, what would it be? 12. What is your favourite game or sport to watch and play? 13. Would you rather ride a bike, ride a horse, or drive a car? 14. What would you sing at Karaoke night? 15. Have you ever had a nickname? What is it? | <ol style="list-style-type: none"> 20. If you could go back in time, what year would you travel to? 21. How would your friends describe you? 22. What is the best gift you have been given? 23. If you were a super-hero, what powers would you have? 24. What form of public transportation do you prefer? (air, boat, train, bus, car, etc.) 25. What's your favourite zoo animal? 26. If you could go back in time to change one thing, what would it be? 27. If you could share a meal with any 4 individuals, living or dead, who would they be? 28. What's the most daring thing you've ever done? 29. Are you a clean or messy person? 30. What's your favourite fast food chain? 31. What's your favourite family recipe? 32. What's your favourite family tradition? 33. What's your favourite movie? |
| <ol style="list-style-type: none"> 16. Do you like or dislike surprises? Why or why not? 17. In the evening, would you rather play a game, visit a relative, watch a movie, or read? 18. What is the most interesting thing that you can see out of the window? 19. Who knows you best? | <ol style="list-style-type: none"> 34. What's the most unusual thing you've ever eaten? 35. If you were ruler of your own country what would be the first law you would introduce? 36. If you had a warning label, what would yours say? 37. What song would you say best sums you up? |

Weekly Timetable

| | Monday | Tuesday | Wednesday | Thursday | Friday |
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