

STAGE 3 Year 6
HOME EDUCATION PROGRAM FOR

This program which was approved for 2 years in NSW in 2010.

It covers Yrs 6/7.

“It won’t be what everyone will want to do – it is obviously specifically designed to address the needs of my children. But the format might be something people can take and work with.”

EDUCATIONAL RATIONALE

Background

XX:

XX is an 11 year old boy who is currently enrolled in a mainstream Year 5 at Blank Public School. He has been assessed as being in the exceptionally gifted range (Stanford Binet V, FSIQ 144, Gifted IQ Composite 147), with strengths in Knowledge and Quantitative Reasoning.

XX has a passion for science and technology.

He has also been assessed as having Developmental Motor Dyspraxia, which impacts on his handwriting and gross motor skills.

XX is currently experiencing anxiety and stress, which the School Counsellor attributes to a mismatch of his abilities and his emotional intensity with the school curriculum and environment.

YY:

YY is a 10 year old girl who is currently enrolled in the Year 5 Opportunity Class at Blank Public School. She applied for the class from Year 3 and was successful in gaining entry, effectively grade skipping Year 4.

She has been assessed as being in the exceptionally gifted range (Stanford Binet V, FSIQ 145) with strengths in Fluid Reasoning, Knowledge and Working Memory.

While YY is coping quite well in her accelerated environment (gained above Band 8 for Reading, Grammar & Punctuation, Spelling and Mathematics in Yr 5 Naplan and Band 8 for Writing), in class she is often the slowest to finish her work, particularly written work.

YY has a particular passion for Mathematics.

Educational beliefs:

- In the right setting, children have a love of learning. This need for learning shows a willingness to take risks and a lack of anxiety.
- Children learn most effectively in an environment that provides security and tasks that are meaningful and placed just above the child's academic, social and emotional level.
- Children with traits of exceptionalism think and experience life differently from many other children, and therefore need an education carefully tailored to their unique learning styles and interests. The more highly gifted the child, the more differently they experience the world.
- Gifted children naturally seek patterns and order and relationships in nearly everything and have abilities to question and think in the abstract. They find "busy work" meaningless.
- Gifted children tend to think in new, divergent and creative ways and need an environment that supports, rather than limits divergent thinking.
- Gifted children's high levels of sensitivity and intensity should be seen as strengths, rather than handicaps or burdens. They require the understanding of caring adults for discussion, guidance and support.
- Gifted children have complex social needs and often several sets of peer groups in order to meet those needs. The more highly gifted the child, the more they will require different peer groups.

Long Term Goals:

- To experience joyful and meaningful learning – to develop an intrinsic lifelong learning perspective.
- To let the children learn at their own pace and develop their own interests – to develop and expand their strengths and to support their weaknesses.
- To tailor subjects and content of study to each child's particular advanced content knowledge.
- To develop higher order thinking skills and processing activities – analysing and synthesising knowledge and critically evaluating.
- To integrate disciplines around themes that promotes connections between disciplines.
- To develop the children's self confidence and self worth and reduce XX's anxiety and stress levels.
- To help the children reach a level of self-acceptance that leads to true friendships with others, rather than experience conformity for its own sake.
- To develop creative and divergent thinking skills – to encourage XX to ask questions and seek answers and make connections.
- To develop self-directed learning skills and self-discipline.
- To provide opportunities for socialisation with a mix of adults and children of varying abilities and be able to work and play cooperatively.
- To be able to confidently express and communicate thoughts, ideas and opinions.
- To guide XX to understand that there are many different ways of knowing and understanding the world, and to be tolerant and respectful of other peoples perspectives, to develop cultural and personal awareness.

ENGLISH:

Reading/Literature:

XX and YY read well above age level, both silently and out loud. The goal for the next year will be to widen their reading to cover a variety of texts, that are suitably advanced and also complex in language and situation, for both pleasure and as part of unit studies.

They will have the opportunity to read a variety of quality texts, and to respond to them in a variety of ways. They will read broadly across subject areas and exposed to the genres of poetry, plays, essays, biography and autobiography.

They will start to critically analyse fictional works, with an emphasis on discussions relating to intent of author, personal response, bias and style and they will also participate in family reading sessions. We will supplement existing personal libraries with visits to the local Council library.

XX and YY will also be encouraged to become skilled users of information sources such as the library, internet, newspapers, magazines, encyclopaedias, dictionaries, thesaurus, atlases and other non-fiction books.

Spelling, punctuation, grammar

XX and YY will continue to develop their spelling, punctuation and grammar skills, which are above average for their age. We will use a mix of worksheets (Excel workbooks) and unit studies to develop these skills. We will develop an individualised spelling program from words they find difficult through reading, writing and unit studies.

They will be encouraged to comprehend structure of English, its uses, develop their vocabulary, understand word relationships and origins and develop an appreciation for semantics, linguistics, and the history of language.

Talking and Listening

The children will continue to develop their oral skills. Reading out loud, debates, presentations and discussion will further develop these skills. Various activities will be provided to help XX and YY develop evaluative listening skills, debate skills and discussion skills (question-asking, probing, and building on ideas stated).

Writing

Handwriting

XX struggles with handwriting and both experience difficulties completing writing tasks in a school environment. We will continue working with them to develop a legible and fluent handwriting style, using a mix of kinaesthetic activities and handwriting practice.

Writing

While both children are achieving at or above Year 5 average in writing, the process is often slow and laborious. We are hopeful the kinaesthetic activities will help speed this up, but we will also give them the opportunity to improve his touch typing skills and are using the Dragon Naturally Speaking voice recognition software.

Our writing program will emphasize skills in expository and persuasive writing and teach them the process of draft development, revision, and editing, as well as techniques for developing ideas and arguments on current issues.

POSSIBLE ENGLISH RESOURCES:

- NSW Board of Studies K-6 English syllabus (Stage 3)
- Addy, L. 2004. *Speed Up! – A kinaesthetic programme to development fluent handwriting*, LDA, Nottingham
- Unknown, 1998. *Excel Basic Skills – English and Mathematics: Year 6 Ages 11-12*, Pascal Press, Glebe
- Brown, K, 2005. *Excel Basic Skills – English Workbook: Year 6 Ages 11-12*, Pascal Press, Glebe
- Kirby, A and Peters, L, 2007. *100 Ideas for Supporting Pupils with Dyspraxia and DCD*, Continuum International
- Sheila Wray Gregoire - *Any Novel Study Guide*
- Libby Hathorn and Gregory Rogers - *Way Home*
- Jeannie Baker - *Belonging*
- Christopher Cheng & Steven Woolman - *One Child*
- Narelle Oliver - *Home*
- AB “Banjo” Patterson, *The Man From Snowy River*
- Henry Lawson, *Blue Mountain*
- Karl Kruszelnicki, *Dinosaurs Aren’t Dead*
- Bill Bryson, *Troublesome Words*
- Bill Bryson, *A Short History of Nearly Everything* (audiobook)
- Tim Flannery, *The Future Eaters*
- DVD – ABC *Great National Parks of Australia*.
- Premier’s Reading Challenge
- WriteOn Writing Competition
- ICAS English, Spelling, and Writing Competitions
- Board of Studies K-6 English Teacher’s Reference List
- NSW Premier’s Reading Challenge book list
- Children’s Book Council of Australia book list
- e:lit (Primary English Association)

MATHEMATICS

Both XX and YY are currently achieving above age level in Mathematics, and have high level skills in quantitative reasoning. Both children are quick learners and dislike drill and practice.

In line with recommendations of Joyce VanTassel-Baska for profoundly gifted children, the aim for XX and YY in Mathematics is through pretesting, move quickly through the remainder of Stage 3 Mathematics and onto Stage 4 (YY's class is currently working at early Stage 4 level). In particular, VanTassel-Baska recommends moving onto algebra as soon the children indicate readiness.

In addition, they will explore mathematical topics in depth and learn to use mathematics as a tool for learning in other areas. Topics such as probability, statistics, spatial reasoning, problem-solving and logic will be useful so that these higher-level skills can be effectively applied when they engage in independent work and special interdisciplinary projects.

We have access to a wide range of mathematics text books through Ulladulla High School, and XX and YY will complete selected activities in those text books, with additional extension work from texts such as Enrich-e-mathics.

POSSIBLE MATHEMATICS RESOURCES:

- NSW Board of Studies K-6 Mathematics syllabus
- NSW Board of Studies 7-10 Mathematics syllabus
- Excel Basic Skills – English and Mathematics: Year 6
- Excel Study Guide – Advanced Mathematics Year 6
- Maths Quest 7 & 8 for New South Wales
- Maths Quest Homework Books 7&8
- Excel Basic Skills – Developing Your Thinking Skills Yr 5-6
- Enrich-e-mathics
- Enhancing the Challenge – Maths enrichment
- Greg Tang - The Grapes of Math, Maths Potatoes, Math-terpieces, etc – problem solving skills
- Maths Online <http://www.mathsonline.com.au/>
- Hot Maths <http://www.hotmaths.com.au/>
- Mathletics <http://www.mathletics.com.au/>
- Possibly Stanford EPGY course
- ICAS Mathematics competition
- Australian Mathematics Competition
- Mathematics Challenge for Young Australians

SCIENCE AND TECHNOLOGY

XX has a real passion for and advanced understanding of science concepts and our aim to ensure he has fully grasped Stage 3 and 4 science outcomes and extend his knowledge in line with his cognitive abilities. While his content knowledge is advanced, he will need to consolidate his first hand investigative skills, including designing fair tests, practical skills and data presentation skills.

YY has experienced a range of science and technology in her Opportunity Class and has enjoyed these activities, although her teacher reports that she is often slow and methodical at completing class tasks. She does however enjoy problem solving, investigating and constructing models.

Our aim is to teach Science as an active inquiry, where XX and YY are real investigators making meaning out of their world. We will have a strong emphasis on concepts, on real problems and on its integration with other disciplines. VanTassel-Baska recommends five key emphases in the science curriculum for profoundly gifted learners:

- Developing an understanding of scientific concepts, especially the concepts of scale, models, change, systems, reductionism and evolution.
- Developing scientific process skills in collaborative settings.
- Developing a high-level knowledge-base in physical, biological and geological science.
- Engaging in investigations of real problems.
- Developing the scientific habits of mind of curiosity, scepticism, and objectivity.

Possible Science Resources

- *Acid, Acid Everywhere* (Exploring Chemical, Ecological and Transportation Systems) – a problem based cross-curricular unit from the College of William and Mary, Centre for Gifted Education
- *Science Focus 1 & 2*
- Core Science 1 & 2
- Science education for gifted students
- Independent study for gifted students
- CSIRO Scientriffic, Helix magazines
- Virtual House software
- Streamwatch kit
- The Jason Project - www.jason.org/ “Operation: Resilient Planet” and “Expedition: Disappearing Wetlands”
- CSIRO – Science By Email
- Catalyst – www.abc.net.au/catalyst/
- Scope - www.csiro.au/scope/episodes.htm
- Bill Nye the Science Guy
- Conservation Volunteers - www.conservationvolunteers.com.au/

Human Society and Its Environment (HSIE)

The goal for XX and YY this year is to make HSIE relevant and important. This will mainly be achieved through Unit Studies, where possible linking to local and Australian examples. The goal is to ensure the children are able to participate effectively in maintaining and improving the quality of our society and environment.

HSIE skills such as timelines, using maps, geographical terminology, case studies, debates and research skills will be included in the unit studies. Topics covered will include:

- local environmental issues
- study of the alpine and tropical rainforest areas of Australia
- Australia's democracy and local, State and Federal government

Possible resources:

- Board of Studies resources webpage <http://k6.boardofstudies.nsw.edu.au/go/hsie/resources/texts>
- Streamwatch kit
- Visit Parliament House
- Old Mogo Town
- Trip to Kosciuszko National Park
- Trip to Port Douglas
- <http://www.environment.gov.au/heritage/education/pubs/years-5-6.pdf>
- Primary and secondary sources such as photographs, videos, websites, paintings and newspaper articles.
- Background sheet Gold! <http://k6.boardofstudies.nsw.edu.au/files/hsie/back09.pdf>
- Background sheet Towards NSW Representative Government <http://k6.boardofstudies.nsw.edu.au/go/hsie/background-sheets/towards-nsw-representative-government-stage-3-australian-democracy-unit>
- Celebrating Together <http://www.curriculumsupport.education.nsw.gov.au/primary/hsie/assets/pdf/celebrating.pdf>
- Philosophy for Children <http://cehs.montclair.edu/academic/iapc/whatis.shtml>

Creative Arts

While XX has participated in creative arts activities at school, he has not particularly enjoyed them, possibly due to his dyspraxia. The goal this year is to expose XX to a variety of experiences in the visual arts, music, drama and dance at his level of ability and appreciation.

Through the Unit Studies, XX and YY will have the opportunity to:

- Work with digital photography, including the use of editing software
- Create many different art forms such as painting, drawing, constructing and sculpture
- Move to music and perform in singing and dance combinations
- Take on roles and situations adapted from his imagination and from literature, including poetry
- Listen to different types of music and discuss what they like and don't like, and why

Possible CAPA resources include:

- Digital camera, printer and Photoshop software
- Art classes – da Vinci Kids, Ulladulla Public School, Thursdays, 3:40-4:40/House of Jules Milton
- Access to drama performances as they present themselves (last year we saw “Just Macbeth” by the Bell Shakespeare company)
- Access to dance performances (eg: Bangarra Dance Theatre, Australian Ballet) and on DVD
- Musical theatre – live and DVD
- Access to local and regional art galleries
- Access to community music and theatre productions.
- iTunes, Audacity
- Range of art and craft materials as required
- <http://www.nytimes.com/2010/02/15/arts/dance/15balanchine.html>
- ABC song books (Sing, Sing, Sing; Let's Sing; All Together Sing; Sing!; Let's All Sing) <http://www.abc.net.au/learn/sing/>

Personal Development, Health and Physical Education (PDHPE)

The goal for XX and YY this year in PDHPE is to better develop their fine and gross motor skills. The activities designed to support children with Motor Dyspraxia will assist XX, but also be beneficial for YY. Major goals are:

- to improve swimming ability
- learn to ride a bike,
- improve ball skills and
- improve attitude to physical activity.

XX and YY will also be involved in more decision making and participation in food preparation and exercise in order to be able to lead a healthy, active life. Moving towards the teenage years, we will also be engaged in discussions about how bodies grow and change over time. We will also explore activities such as meditation and yoga as ways to reduce and manage stress and anxiety.

The children will continue to develop their social skills by keeping in regular contact with their local friends, meeting new people in the community and through networks such as homeschool groups and gifted activities.

Possible Resources:

Can't Play Won't Play

Speed up

Games for Motor Learning – 111 fun activities for growing brains

Glenn Staunton – tennis lessons

Ulladulla Leisure Centre – aquatics and Kid Fit

Term 1	English			Mathematics	Science and Technology	HSIE	PDHPE	CAPA	Indonesian
ACID, ACID EVERYWHERE	<p>Talking and Listening</p> <p>Practice reading out loud</p> <p>Interaction strategies</p> <p>Develop telephone skills</p> <p>Oral presentation – exposition (</p>	<p>Reading</p> <p>Premiers Reading Challenge</p> <p>Independently chosen texts.</p> <p>Any Novel Study Guide</p> <p><i>Weslandia</i> – Paul Fleischman</p> <p><i>Who Really Killed Cock Robin?</i> – Jean Craighead George</p> <p><i>Who Killed Cock Robin</i> – English nursery rhyme</p> <p><i>The Chemy Called Al: A Novel</i> – Wendy Isdell</p>	<p>Writing</p> <p>Develops vocabulary to describe environment</p> <p>Writes a letter to the paper</p> <p>Excel Basic Skills English Workbook – Ch 4 Writing a Procedural Recount, Ch 5 – Writing a letter of opinion, Ch 8 – Giving an opinion speech (exposition)</p> <p>Speed Up – an 8 week kinaesthetic program to develop fluent handwriting</p>	<p>Number (Whole numbers, addition and subtraction, multiplication and division, fractions and decimals and chance)</p> <p>Data (Data tables and graphing, averages)</p> <p>Variables</p>	<p>Particle theory of matter, elements and compounds</p> <p>Chemical reactions</p> <p>Designing first hand investigations</p> <p>Fair tests and variables</p> <p>Writing procedures</p> <p>Use of word processing, spreadsheets and presentation software.</p> <p>Use of voice recognition and keyboarding software.</p> <p>Skills in carrying out first hand investigations</p>	<p>Human impact on natural and built environments</p> <p>Knowledge of Aboriginal land use and customary beliefs</p> <p>Mapping skills</p> <p>Explains how laws are made</p> <p>Examines ways of being a good citizen</p> <p>Expresses a personal point of view on an environmental issue</p>	<p>Aquatics (Can't Play Won't Play – Let's Go Swimming) and Chill Out</p> <p>Speed Up – an 8 week kinaesthetic program to develop fluent handwriting</p> <p>Active Lifestyle - discuss ways to be active and about decision making process</p> <p>Water safety</p> <p>Personal safety and workplace safety</p> <p>Links between environmental health and personal health</p>	<p>Music</p> <p>Music lessons</p> <p>Consider an ensemble as a system with definite boundaries, elements, input and output.</p> <p>Listen to an Australian piece of music and record the thoughts and images that come to mind.</p> <p>Visual Art</p> <p>Look at landscapes – how do different people respond to them</p> <p>Drawing landscapes</p>	<p>Compare aspects of Indonesian environments with Australian environments.</p> <p>Revision of basic Indonesian</p> <p>Lesson 41 of Learning Indonesian “Nature”</p>

Term 2	English			Mathematics	Science and Technology	HSIE	PDHPE	CAPA	Indonesian
HOME AGAIN	<p>Talking and Listening</p> <p>Conversation skills – taking turns, asking for clarification</p> <p>Listening for key information from a speaker/presentation.</p> <p>Developing questioning skills.</p> <p>Develop criteria to evaluate the effectiveness of particular spoken texts</p>	<p>Reading</p> <p>Premiers Reading Challenge</p> <p>Develop higher order skills in decoding texts and accessing visual information.</p> <p>Read aloud with appropriate expression, pause and emphasis.</p> <p>Any Novel Study Guide –</p> <p><i>Way Home</i> – Libby Hathorn</p> <p><i>Belonging</i> – Jeannie Baker</p> <p><i>Anne of Green Gables</i> – LM Montgomery</p>	<p>Writing</p> <p>ICAS English and Writing</p> <p>Excel Basic Skills English Workbook – Ch 3 – Writing a Poem; Complex sentences; Dependent/independent clauses</p> <p>Expressing identity through poetry/lyrics</p> <p><i>Waltzing Matilda</i>, A.B. Paterson</p> <p><i>My Country</i>, Dorothy Mackellar</p> <p><i>I still call Australia home My Island Home</i>, Neil Murray, sung by Christine Anu</p>	<p>Measurement (length, area, volume & capacity, mass, time)</p> <p>Length conversion</p> <p>Climate graphs</p> <p>Read and interpret graphs and report on findings</p> <p>ICAS Maths</p>	<p>ICAS Science and Computer Skills</p> <p>Energy – types, conversions</p> <p>Virtual House Simulation</p> <p>Research and build a solar device.</p> <p>Use websites to compare the design of buildings in different parts of the world</p> <p>Plan and manage the construction of a chook house, identifying and resolving the need for funds and expert advice</p>	<p>Origins of place names and other words and expressions</p> <p>Impact that the environment can have on any culture</p> <p>Influences of technology on cultural change, eg television, Internet, satellite, shortwave radio, fax</p> <p>Relative costs and benefits of different technologies to modify environments</p>	<p>Can't Play Won't Play – Bounce Back (Trampolining) and 'B' is Balance and Ball</p> <p>Influences on self-esteem and behaviour</p> <p>Developing and maintaining a positive self-concept</p> <p>Families – responsibilities and relationships</p> <p>Home safety with machines, appliances, animals and substances</p>	<p>Visual Art</p> <p>Use different media to represent identity</p> <p>Use three dimensional materials to represent a model building</p> <p>Music</p> <p>Music lessons</p> <p>Interpret and evaluate lyrics/music for <i>I still call Australia home</i> and <i>My Island home</i></p> <p>Drama</p> <p>Role play activities to understand other family members point of view</p>	<p>Research home environments in Bali</p> <p>Lesson 2 & 3 of Learning Indonesian – Expressing Yourself</p>

Term 3	English			Mathematics	Science & Technology	HSIE	PDHPE	CAPA	Indonesian
RAINFOREST INTER-CONNECTIONS	<p>Talking and Listening</p> <p>Recognises when an opinion is being offered as opposed to fact (if culturally appropriate)</p> <p>Understands that the listener can influence the speaker, eg the listener can ask questions to clarify meaning</p> <p>Listens to and notes key ideas and information from guest speakers, recordings, documentary videos, re-enactments</p>	<p>Reading</p> <p>Premiers Reading Challenge</p> <p>Any Novel Study Guide:</p> <p><i>One child</i> by Christopher Cheng & Steven Woolman</p> <p><i>Home</i> by Narelle Oliver</p> <p>Use e-mail and Internet sources to request and receive information</p> <p>Makes notes from more complex information reports</p> <p>Explains how the structure of a text is related to its purpose.</p>	<p>Writing</p> <p>Records information from a variety of sources to compile report.</p> <p>Plans writing through discussion with others and by making notes, lists or drawing diagrams</p> <p>Writes texts that include technical and abstract vocabulary</p> <p>Discusses how language choices engage the reader.</p>	<p>Space and Geometry (3D space, 2D space, position)</p> <p>Make enlargements of two-dimensional shapes</p> <p>Use coordinates to locate places on maps</p> <p>Use scale to calculate distance.</p>	<p>Food chains and webs – population interaction.</p> <p>Physical adaptations and characteristics of animals</p> <p>Collection, recording and analysis of data.</p> <p>Identification of trends, evaluation and report writing.</p> <p>Develop curiosity about and appreciation of the natural and made environment.</p>	<p>Trip to Port Douglas</p> <p>Research effects of human and natural changes on environments</p> <p>Case study of natural World Heritage sites in Queensland – interaction between Great Barrier Reef and Wet Tropics Queensland</p>	<p>Decision making process</p> <p>Considering the effect of decisions on others</p> <p>Risk taking and decisions</p> <p>Evaluating decisions</p>	<p>Dance</p> <p>Improvisation of ideas to communicate a theme of “Interconnections”</p> <p>Watch Balanchine’s “Connections” and identify the components of dance.</p> <p>Music:</p> <p>Piano practice</p> <p>Listen to</p> <p>Visual Arts</p> <p>Look at how artists have represented the environment and living things in expressive ways including site specific artworks</p> <p>Investigate proportion</p>	<p>Compare Australian use and management of rainforest resources to those of Indonesia.</p>

Term 4	English			Mathematics	Science and Technology	HSIE	PDHPE	CAPA	Indonesian
SEASONS OF CHANGE	Talking and Listening Clarifies comments made by others by using rephrasing. Uses a range of strategies to participate in small-group discussion. Listens to oral presentation and summarises main points	Reading Interprets a variety of factual texts and photographs. Reads informational texts for interest and research. Identifies a research topic and selects relevant and accurate information. Uses several strategies for finding information in texts, e.g. skimming, scanning, index. Follows more complex procedures.	Writing Plans writing through discussion with others and by making notes, lists or drawing diagrams. Writes paragraphs that contain a main idea and elaboration of the main idea. Writes detailed descriptions.	Patterns and algebra (number sentences, simply, expand and factorise, substitution, linear relationships, points on a grid)	Christmas toys – research, design and marketing. information products can be assessed for bias, validity and cultural appropriateness research needs that influence the development of products, systems and environments and establish criteria for the evaluation of produced designs research the role of people who work in design and production	Compares and contrasts celebrations and their cultural origins. Identifies differences between how cultural groups celebrate an event. Identifies how groups have influenced Australian culture. Recognises the reasons why people create ceremonies to mark important occasions. Explains how various people celebrate.	Explains and demonstrates strategies for dealing with life changes Human sexuality - changes at puberty; menstruation; reproductive process; responsibility in sexual relationships; emotional readiness Changes - identify changes; physical, social and emotional; methods of coping with change: activity, relaxation, stress management; grief and loss; dealing with emotions Groups - changing groups; peer support; roles and responsibilities	Drama Learn about the process of play building Identify roles, improvise, discuss, plan strategies and sequence dramatic action. Music Music lessons George Winston – “Winter into Spring” and “Seasons” Visual Arts Christmas craft	

Outline of a Typical Day

Morning

- Completion of chores - personal, house hold, and animals.
- Daily focus on maths/language based activities drawn from learning program (about 1-2 hours).
- Snack and stretch.
- Outside physical activity (walk, dyspraxia activities etc) or inside physical activity (pilates, yoga, Wii fit etc)
- Lunch (help prepare and clean away after)

Afternoon

- Reading together, silent and shared.
- Projects – science, HSIE, construction, art and craft, researching, technology.
- Music practice, typing practice, board games, cooking etc
- External activities – gymnastics, art classes, guides/scouts etc

Evening

- Chores - personal, household, and animals, preparation of family meal.
- News and current affairs, discussion and conversation.
- Watching documentaries, movies
- Playing educational and fun games
- Use of computer for games, projects, etc
- Quiet reading

Other Ideas:

- Biodiversity – www.bushblitz.org.au and www.asta.edu.au
- Port Douglas – September – rainforest, Great Barrier Reef
- ASX Sharemarket Game www.asx.com.au/sharegame
- Veggie garden & chook shed
- Sydney Olympic Park www.sydneyolympicpark.com.au/education
- www.eurekaskydeck.com.au – drawing competition
- Stick insect kit www.butterflykarma.com.au
- War memorial www.shrine.org.au/education and www.awm.gov.au/education/bookings
- Adventure Education bookshop www.auscamps.asn.au
- Big Dig Archeological site, The Rocks www.thebigdig.com.au
- Cumberland State Forest www.dpi.nsw.gov.au/forests/education
- Wollongong Science Centre and Planetarium <http://sciencecentre.uow.edu.au/>
- Museum of Australian Democracy at Old Parliament House www.moadoph.gov.au/learning
- Electoral Education Centre www.aec.gov.au
- National Capital Education Tourism Project www.ncetp.org.au
- CSIRO Discover www.csiro.au/discovery
- National Portrait Gallery www.portrait.gov.au
- Questacon www.questacon.edu.au
- National Zoo and Aquarium www.nationalzoo.com.au
- National Museum of Australia www.nma.gov.au/education
- www.planetsavers.com.au
- Youth off the streets