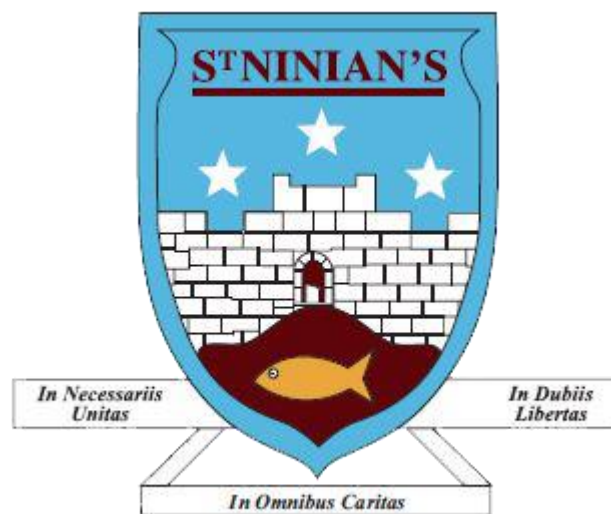


S1-S3 Activities

St Ninian's High School



@stninianshs

office@st-ninians.e-dunbarton.sch.uk

Due to the coronavirus outbreak we thought it would be useful for parents and young people in S1-S3 to have a number of activities, recommended website and other educational resources to help continue your education.

These activities are designed to provide breadth and depth to learning and make use of online technology.

Please also note that most of our departments are on twitter through our school account and some are on Instagram. Staff will regularly post on these platforms with activities etc to keep pupils engaged.

Please contact the school should you need any clarification around activities.

General Activities – the following websites provide general educational activities that will allow children to explore their own interests and with support children may be able to produce a project on some of the topics using arts and crafts or online presentation tools.

Wakelet is an online platform for sharing educational activities and insights into learning. There are some really useful links to Microsoft programmes and other activities.

<https://wakelet.com/wake/e23c22c1-5d07-4e21-8172-1f2049eb1e99>

Library Resources

The Day (online newspaper for secondary pupils - all subjects)

- www.theday.co.uk
- Username: stniniansdunbarton
- Password: theday

Issues Today (contemporary social issues - particularly useful for English, Modern Studies, Geography, RE)

- www.independence.co.uk
- Username: Martin
- Password: 31361

Complete Issues (contemporary social issues - particularly useful for English, Modern Studies, Geography, RE)

- www.completeissues.co.uk
- Username: SNHS

- Password: SNHS

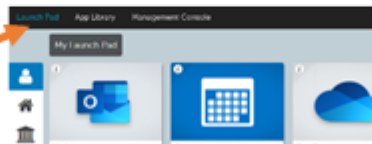
Other online resources are also offering free access to schools during closures - I'm requesting access for:

- Q-files - <https://www.q-files.com/home/> - suitable for S1-S2/3, like having a school library online
- Massolit - <https://www.massolit.io/> - online lectures produced by academics for secondary pupils S4 - S6.

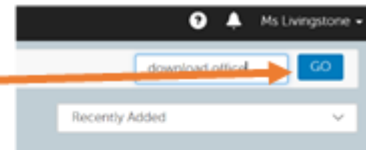
Free Resource: Did you know that all pupils with a Glow Login can access Microsoft Software packages for free. Follow the instructions below and you can download Word, Excel, Access, Power Point etc to your computer.

1. Log onto Glow

2. Click on Launch Pad



3. Insert "Download Office" into the search bar and press Go



4. Click on Download Office



5. Follow the instructions to download.

Modern Studies

States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

UNCRC Article 32

Above is Article 32 to of the United Nations Convention on the Rights of the Child. This means that children should not be put to work until a certain age. It indicates children should spend their time becoming fit, healthy and educated. However, this is not always the case. Some children are made to work long hours in poor conditions.

Who would make a child do that though? You will be more familiar with brands who do this than you think!

The brands below have all been accused of using child labour in sweatshops.

It is your job to investigate whether this is true or not and write a report to the United Nations.

This should include;

A title page

An introduction - *What is the UNCRC? Why is it important?*

A definitions page - *What is a sweatshop? Was is child labour?*

Main body - *This should look at factors such as;*

The Company - The history of sweatshop use, current child labour etc.

Conditions - conditions children work in, the hours the children work, the living conditions they can afford etc.

Wages - pay they receive, what this can buy them in their country, the education system in their country, how their pay compares to the celebrities/models who are the face of the brand.

Feel free to include any other factor you think in relevant.

Conclusion - *What do you think should be done about child labour?*



Now, let's line up the accused...

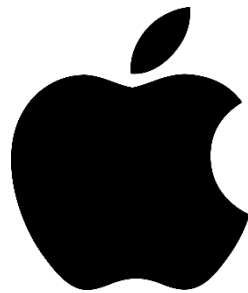
Adidas



H&M



Apple



Primark



New Look



Modern Studies – Second Year Project

Aim: Your task is to research and present your findings on the following topic – The differences between Scotland and China.

Success Criteria: The things that your project should include

- The differences in human rights
- The difference in political structure and powers
- The differences in the way the media operates
- The differences in the culture of the nations – Food / Religion / Traditions
- How have both nations responded to the outbreak of Corona Virus?
- Any other information you can find to compare the nations

You will submit your project when you return to school.

It can be typed up on word or hand written or presented as a PowerPoint. Make sure you include as much information as possible, with pictures, graphs and statistics to support your findings.

You might want to start on the United Nations Website to compare the nations:

<https://www.un.org>

Modern Studies – Second Year Project

Aim: Your task is to research and present your findings on the following topic – The differences between Scotland and China.

Success Criteria: The things that your project should include

- The differences in human rights
- The difference in political structure and powers
- The differences in the way the media operates
- The differences in the culture of the nations – Food / Religion / Traditions
- How have both nations responded to the outbreak of Corona Virus?
- Any other information you can find to compare the nations

You will submit your project when you return to school.

It can be typed up on word or hand written or presented as a PowerPoint. Make sure you include as much information as possible, with pictures, graphs and statistics to support your findings.

You might want to start on the United Nations Website to compare the nations:

<https://www.un.org>

S3 SCHOOL CLOSURE WORK – MODERN STUDIES

You have been studying the topic of Crime and the Law and looking recently at the consequences/impact of crime.

More specifically you have looked at the impact of certain groups and society.

You are going to research this area further and create a **typed up report** (word document) .

Success Criteria

Have a front page titled 'Impact of Crime Project' with a relevant picture

A page(s) on the impact of crime on victims

A page(s) on the impact of crime on perpetrators

A page(s) on the impact of crime on families

A page(s) on the impact of crime on the community

Include real life examples, graphics, pictures, stats as well as written research throughout.

Use the internet to help you. Some webpages to get you started are:

- <https://www.victimsupport.org.uk/help-and-support/coping-crime/how-can-crime-affect-you>
- <https://www.bbc.co.uk/bitesize/guides/zbhpgwx/revision/2>

History

BGE History – Use websites such as Spartacus, historyextra and bbc bitesize

S1 Scottish Wars of Independence

Research Task

William Wallace OR Robert the Bruce (King Robert 1)

- Background information
- Key events in their lives
- Why did this person play an important role in history?
- What are the three most interesting or unusual facts have you found out?
- Key facts about the Battle of Stirling Bridge (William Wallace)
- Key facts about the Battle of Bannockburn (Robert the Bruce)

S2 Titanic

Research Task

- We would like you to find out who was really responsible for the Titanic sinking.
- Why did it happen and how could it have been prevented?
- You should write an argument for who you think was responsible for the loss of life in the disaster by researching each of the following

1. Officer Murdoch
2. Frederick Fleet
3. Captain Smith
4. Captain Lord
5. Bruce Ismay

- You must state your choice clearly and provide at least THREE reasons to back it up.

S3 N4/5 Free at Last? Civil Rights in the USA1918-1968

Research, make notes and attempt Past Paper questions(SQA website) on the following;

The Jim Crow Laws

The Attitudes and Activities of the Ku Klux Klan

Double V Campaign

Brown Vs Topeka

Emmett Till

The Montgomery Bus Boycott

Science work

Please see the zip file

ENGLISH

Online Resources for BGE

<https://www.englishandmedia.co.uk/publications/free-key-stage-3-and-home-learning-pack>

<https://www.bbc.co.uk/bitesize/subjects/zbdxvcw>

S3 – www.masteryourlearning.co.uk

S3 - <https://www.bbc.co.uk/bitesize/topics/zrphvcw>

Details issued via show my homework on class specific work.

Year Group	Activity	Resource
All	<p>Instruments of the Orchestra Pupils at all levels can access this resource to revise their knowledge and understanding of the instruments of the orchestra, with a particular focus on what they're called and what they sound like.</p>	<p>https://www.mydso.com/dso-kids/learn-and-listen/instruments</p>
	<p>Introduction to the Orchestra Having revised the instruments of the orchestra, S1 pupils should access this resource. Watch the concert recording, identifying all of the instruments you see and hear correctly – and enjoy the music! Pupils can then engage with the 'Explore Music' and 'Compose Music' activities.</p>	<p>https://www.nyphilkids.org/ypc-play/britten.php</p>
S1	<p>Music Literacy This fun package of music theory revision makes use of videos and animations to explore the essential music theory concepts. Pupils are encouraged to work their way through these at their leisure, and complete the revision quizzes.</p>	<p>https://www.bbc.co.uk/bitesize/subjects/zwxhfg8</p>
	<p>Music Literacy Revision Pupils at this level should access 'Music Literacy', and revise 'National 3' level concepts, making use of the interactive resources.</p>	<p>https://mymusiconline.co.uk/ Password required: music17</p>
S2	<p>Jazz & Blues Pupils should study pages 2 to 6 of this resource. Watch/listen to the video/audio excerpts carefully, making brief notes as you go along. You should aim to 'describe what you hear' as fully as possible, noting the key 'Jazz & Blues' concepts you have learned.</p>	<p>https://www.bbc.co.uk/bitesize/guides/z3q47p3/revision/1</p>
	<p>Music Literacy This fun package of music theory revision makes use of videos and animations to explore the essential music theory concepts. Pupils are encouraged to work their way through these at their leisure,</p>	<p>https://www.bbc.co.uk/bitesize/subjects/zwxhfg8</p>

	and complete the revision quizzes.	
	<p>Music Literacy Revision Pupils at this level should access 'Music Literacy', and revise both 'National 3' and 'National 4' level concepts, making use of the interactive resources.</p>	<p>https://mymusiconline.co.uk/ Password required: music17</p>
	<p>Revising the Orchestra This fantastic resource provides pupils with the opportunity to explore orchestral music in depth. Firstly, choose a piece of music to study (random choice is acceptable!), watch the introduction video, then watch the full performance of the work. As you listen, make brief notes to describe what you hear: instruments, beats in the bar, tempo (speed) (and changes of tempo), dynamics (describe the 'louds' and 'softs'), tonality (major = bright/happy; minor = sad/moody/serious), and anything else you find interesting in what you hear!</p> <p>N.B. It may be a good idea to access the 'Instruments of the Orchestra' resource above, just to refresh your understanding of this before you begin this activity.</p>	<p>https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2qqp3</p>
S3	<p>Scottish Music Pupils should study this full resource. Watch/listen to the video/audio excerpts carefully, making brief notes as you go along. You should aim to 'describe what you hear' as fully as possible, noting the key 'Scottish Music' concepts you have learned.</p>	<p>https://www.bbc.co.uk/bitesize/guides/z9h92nb/revision/1</p>

	<p>World Music Pupils should study this full resource. Watch/listen to the video/audio excerpts carefully, making brief notes as you go along. You should aim to 'describe what you hear' as fully as possible, noting the key 'World Music' concepts you have learned.</p>	<p>https://www.bbc.co.uk/bitesize/guides/zg4hb82/revision/1</p>
	<p>Pop & Rock Music Pupils should study pages 1, then 7 to 11 of this resource. Watch/listen to the video/audio excerpts carefully, making brief notes as you go along. You should aim to 'describe what you hear' as fully as possible, noting the key 'Pop & Rock' concepts you have learned.</p>	<p>https://www.bbc.co.uk/bitesize/guides/z3q47p3/revision/1</p>
	<p>Revising the Orchestra This fantastic resource provides pupils with the opportunity to explore orchestral music in depth. Firstly, choose a piece of music to study (random choice is acceptable!), watch the introduction video, then watch the full performance of the work. As you listen, make brief notes to describe what you hear: instruments, beats in the bar, tempo (speed) (and changes of tempo), dynamics (describe the 'louds' and 'softs'), tonality (major = bright/happy; minor = sad/moody/serious), and anything else you find interesting in what you hear!</p> <p>N.B. It may be a good idea to access the 'Instruments of the Orchestra' resource above, just to refresh your understanding of this before you begin this activity.</p>	<p>https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp3</p>

	Music Literacy Pupils at this level should access 'Music Literacy', and revise 'National 3', 'National 4', and 'National 5' level concepts, making use of the interactive resources.	https://mymusiconline.co.uk/ Password required: music17
--	--	---

Performance Practice

Pupils who have access to instruments at home should continue to engage in daily practice. We would ask all pupils to ensure that they observe hygienic practices, such as:

- Wash your hands before and after touching the instrument;
- Ensure instruments are cleaned thoroughly, especially woodwind and brass; and
- Avoid sharing instruments with others.

Business Education Broad Education Online Resources

S1 Business & IT

BBC Dance Mat (<https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr>)

This is an online touch-typing resource which allows pupils to enhance their typing speed and reduce their number of errors. This is a key employment skill which will benefit all pupils in the future. By increasing their typing speeds, pupils will have more time to spend thinking about ideas and improve the overall quality of their work.

S1 Business & IT Teams

From Monday 23rd March pupils will be able to access through teams (an email will be sent through glow to all S1 pupils with access details) a range of IT tasks including Spreadsheets, Word and Desktop Publishing. Additional resources will be added. Pupils can access the following website to gain online videos of how to use each software package effectively - **GCF Learning** (<https://edu.gcfglobal.org/en/subjects/tech/>)

GCF Learning (<https://edu.gcfglobal.org/en/topics/personal-finance/>) is an online learning platform that allows pupils to learn essential knowledge on **Personal Finance**. This will be a unit the pupils will cover at the beginning of S2. Pupils should watch the video's and read the information on each topic this will allow them to make summary notes either in their jotter or on Word.

GCF Learning (<https://edu.gcfglobal.org/en/internetsafetyforkids/>) is an online learning platform highlighting the importance of **Internet Safety**. This unit of work highlights the dangers of the internet and methods on how to stay safe.

S2 Business & IT

Customer Service – From Monday 23rd March pupils will be able to access through OneNote their next unit of work – Customer Service (an email will be sent through glow to all S1 pupils with access details). Pupils will be able to access theory notes, videos and tasks through OneNote, pupils should work through each page in their workbook. This unit of work outlines what customer service is and what is the impact of good and bad customer service on an organisation.

GCF Learning (<https://edu.gcfglobal.org/en/subjects/tech/>) is an online learning platform that allows pupils to learn key skills in **Microsoft Word, Access (Databases), Excel (Spreadsheets) and Powerpoint**. The pupils should watch each video, read through the instructions and complete the check-up tasks at the end of each page. Additional tasks will be available on the Business Education OneNote Page.

GCF Learning (<https://edu.gcfglobal.org/en/topics/personal-finance/>) is an online learning platform that allows pupils to learn essential knowledge on **Personal Finance**. This will be good revision of the Personal Finance Unit studied in class. Pupils could watch the video's and read the information on each topic. This will allow them to make summary notes either in their jotter or on Word if required.

S2 IT Communications

GCF Learning (<https://edu.gcfglobal.org/en/subjects/tech/>) is an online learning platform that allows pupils to learn key skills in **Microsoft Word, Access (Databases), Excel (Spreadsheets) and Powerpoint**. The pupils should watch each video, read through the instructions and complete the check-up tasks at the end of each page. Additional tasks will be available on the Business Education OneNote Page.

S2 IT Communications Teams

From Monday 23rd March pupils will be able to access through teams (an email will be sent through glow to all S1 pupils with access details) a range of IT tasks including Spreadsheets and Events Planning. Pupils will be able to access their workbooks and files from Teams. Tasks should be completed and uploaded onto OneNote. Pupils can access the following website to gain online videos of how to use each software package effectively - **GCF Learning** (<https://edu.gcfglobal.org/en/subjects/tech/>)

S3 Business & IT

S3 Business & IT Teams

From Monday 23rd March pupils will be able to access through teams (an email will be sent through glow to all S1 pupils with access details) to a range of resources on **Marketing** including their course notes and tasks. Additional resources will be added over time. Pupils should read through their notes and complete relevant tasks from the booklet. To help support their work pupils should access BBC Bitesize.

BBC Bitesize – National 5 Business Management

(<https://www.bbc.co.uk/bitesize/subjects/zd6fcdm>). The **Understanding Business** and **Marketing** topics are relevant to the S3 course. Pupils should use the site to revise Understanding Business and support their work on Marketing through Teams.

GCF Learning (<https://edu.gcfglobal.org/en/subjects/tech/>) is an online learning platform that allows pupils to learn key skills in **Microsoft Word, Access (Databases), Excel (Spreadsheets) and Powerpoint**. The pupils should watch each video, read through the instructions and complete the check-up tasks at the end of each page.

GCF Learning (<https://edu.gcfglobal.org/en/subjects/work/>) is an online learning platform that allows the pupils to learn a range of **skills for preparing for the world of work**. They can access information on **Career Planning, Workplace Skills, Applying for Jobs and Work Life**. Pupils should read through the pages and watch the videos. Pupils should take notes on any areas of interest.

S3 IT Communications

GCF Learning (<https://edu.gcfglobal.org/en/subjects/tech/>) is an online learning platform that allows pupils to learn key skills in **Microsoft Word, Access (Databases), Excel (Spreadsheets) and**

Powerpoint. The pupils should watch each video, read through the instructions and complete the check-up tasks at the end of each page. Pupils will be able to access additional tasks through Teams.

GCF Learning (<https://edu.gcfglobal.org/en/subjects/work/>) is an online learning platform that allows the pupils to learn a **range of skills for preparing for the world of work**. They can access information on **Career Planning, Workplace Skills, Applying for Jobs and Work Life**. Pupils should read through the pages and watch the videos. Pupils should take notes on any areas of interest.

DESIGN AND TECHNOLOGY

Please use the websites below -

www.stniniansdt.com

www.technologystudent.com

www.designclass.co.uk

DRAMA

Please use the websites below -

<https://www.sqa.org.uk/sqa/47390.html>

<https://www.sqa.org.uk/sqa/47894.html>

<https://www.bbc.co.uk/bitesize/subjects/zrs3kqt>

MODERN LANGUAGES

In terms of the BGE, there is:

www.languagesonline.org.uk

www.linguascope.com (username: stninians, password: modlangs2)

www.euro-club.schools.org

www.rockalingua.com (Spanish only)

The BBC also has a lot of resources, such as La Vida Loca.

There is also duolingo which is good.

BGE Geography - Websites to visit to continue Learning

S3 - <https://www.bbc.co.uk/bitesize/subjects/znbw2hv>

Use BBC Bitesize to access the following N5 topics in preparation for next year:

- **Weather**
- **Glaciation**
- **Coasts**
- **Urban**
- **Rural**

S2 - <https://www.bbc.co.uk/bitesize/subjects/zfrqxnbn>

Use BBC Bitesize to access the following N4 topics in preparation for next year:

- **Climate Change**
- **Development and Health**
- **Tourism**
- **Globalisation**

S1 - <https://www.bbc.co.uk/bitesize/subjects/z22ncdm>

Use BBC Bitesize to access the following N4 topics in preparation for next year:

- **Developed and Developing countries**
- **Globalisation**
- **Sustainability**
- **Tectonics**

Additional Websites

<https://www.numptynerd.net/>

<https://www.echalk.co.uk/>

<http://www.coolgeography.co.uk/>

Drama

Please use the following websites

<https://www.intofilm.org/news-and-views/articles/activities-for-young-people-to-do-at-home>

<https://education.gov.scot/nih/Documents/ExpressiveArtsBenchmarksPDF.pdf>

<https://education.gov.scot/Documents/expressive-arts-eo.pdf>

<https://www.myworldofwork.co.uk/sites/default/files/Drama-BGE-acting-and-performance.pdf>

