

STRAND	2: Matter
SUB-STRAND	S2.3 Reactions
CONTENT LEARNING OUTCOME	S8.2.3.1 Investigate the changes that accompany a chemical reaction and identify reactants and products in chemical reactions in everyday life.

LESSON NOTES

Reactions, Reactants and Products

A chemical reaction happens **when one or more chemicals are changed into one or more other chemicals**. Examples: iron and oxygen combining to make rust. vinegar and baking soda combining to make sodium acetate, carbon dioxide and water.



Reactants and Products

If we made a cake we would start with the ingredients, mix and cook them to give us a finished cake



The ingredients are the **reactants**, and the finished cake is the **product**.

During a chemical reaction, changes can be observed including possibly;

- Colour changes
- Production of gas
- Production of heat
- Loss of heat
- Production of light
- Production of a solid (precipitate)

EXERCISE

1. How would you prove to someone that a chemical reaction has occurred?
2. (i) Iron, oxygen and moisture will cause _____.
(ii) Hydrochloric acid added to a piece of coral causes a _____.
3. Sodium sulphate and barium chloride are mixed to form barium sulphate (a precipitate) and sodium chloride.
 - (i) What are the reactants?
 - (ii) What are the products?

YEAR/LEVEL: 8

SUBJECT: Healthy Living

STRAND 2	Safety
SUB-STRAND	H3.1 Personal Safety
CONTENT LEARNING OUTCOME	H8.3.1.1 Judge safe and unsafe environments for personal safety.

LESSON NOTES-

Safe and Unsafe Environments

A safe work environment will reduce the amount of injuries and fatalities in a work place, home or even school.

An unsafe work environment occurs when people are unable to perform the daily duties because the physical conditions of the are too dangerous.

EXERCISE

1. Tick safe environments and cross unsafe ones.



2. What should you do if the environment you are in is not safe?

3. What are some precautions you should take while going for a swim? (List 3)



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YEAR/LEVEL: 8 SUBJECT: Healthy Living
Artificial Respiration

- Breathing stops when a person has been electrocuted, poisoned, has injuries to his chest, has drowned or when an object has caused choking. When a person has stopped breathing, first-aid needs to begin immediately in order to prevent brain damage and death.
- Artificial respiration is the first-aid procedure for getting air into and out of the victims' lungs. This method is also known as rescue breathing.
- Mouth to mouth respiration is used in most situations. However, mouth to nose method is sometimes necessary especially if a person has serious mouth injuries.

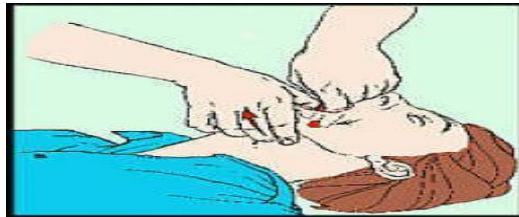
Procedure

Step 1

Stretch out victim on his back and kneel close to his side. Loosen any tight clothing around his neck or chest.

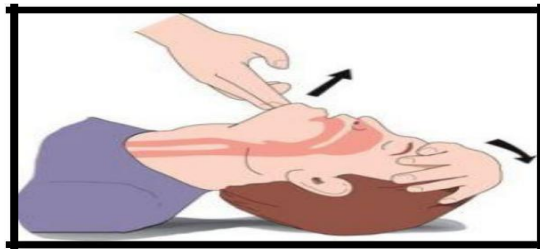
Step 2

Remove foreign objects if present from victim's mouth and throat by finger sweeping. If the patient seems to have water or mucus in his throat or chest, tilt him upside down or on his side to permit such fluid to run out the mouth.



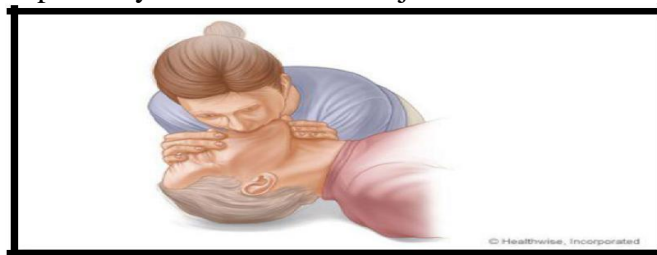
Step 3

Lift up chin and tilt head back as far as possible. If the head is not tilted, the tongue may block the throat. The tilting procedure should provide an open airway by moving the tongue away from the back of the throat. (Sometimes the victim will resume breathing as soon as this has been done.) Listen or feel his breathing.



Step 4

Begin the resuscitation immediately. Pinch the nostrils together with the thumb and index finger of the hand that is pressing on the victim's forehead. This prevents the loss of air through the nose during resuscitation. Take a deep breath. Cover the victims mouth tightly with you own mouth. Give four individual, quick forceful breaths. Make sure you have a tight seal with your mouth over the victims' nose. If the airway is still blocked, the person has probably choked in some object. Give first aid for choking.



Step 5

Watch the victim's chest. When you see it rise, stop blowing, raise your mouth, turn your head to the side and listen for exhalation. If the victim is still not breathing, start a cycle of regular breaths. Give at least one full breath every 5 seconds. Continue the procedure until victim begins to breathe independently.

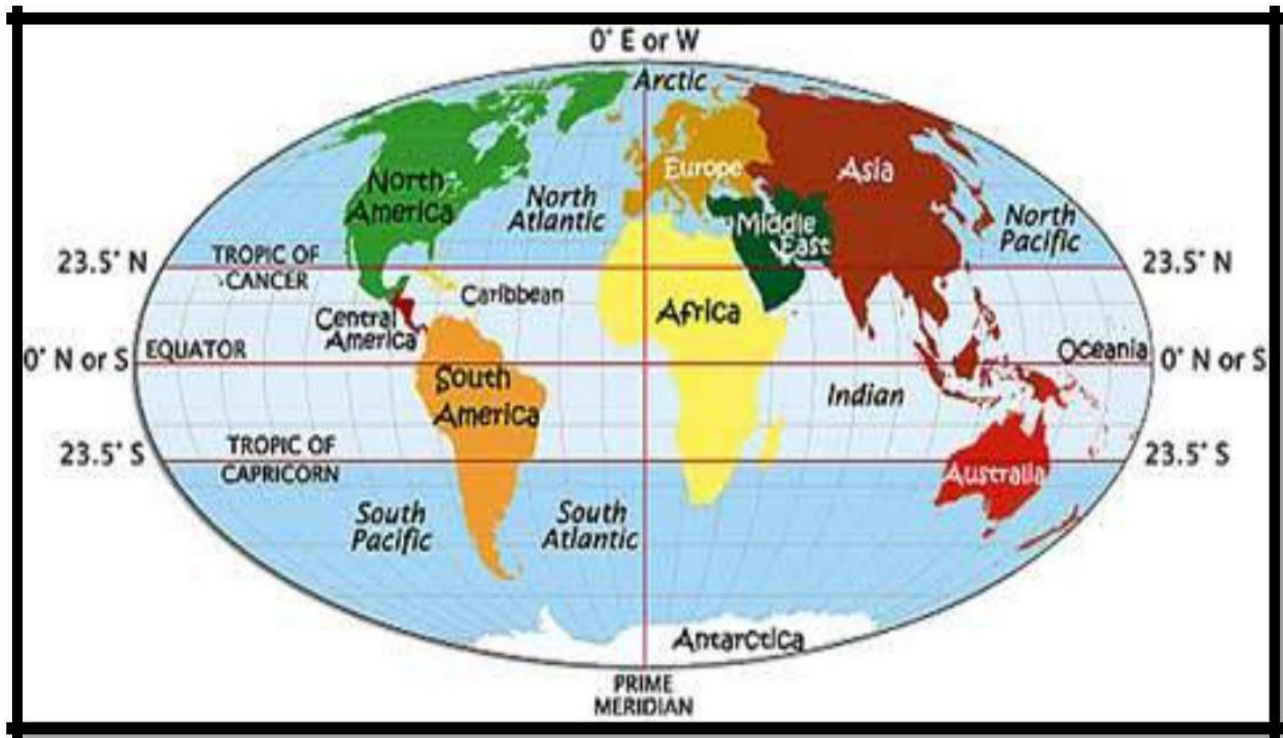
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SUBJECT: Social Science

YEAR/LEVEL: 8

STRAND 4	Place and Environment
SUB-STRAND	SS8.3.1 Features of Places
CONTENT LEARNING OUTCOME	SS8.3.1.1 Investigate the main climatic regions of the world and express their effects on people's lives and work.

LESSON NOTES:

The Climatic Regions: Recap



Exercise

1. Define the following terms

- i. Latitude _____
- ii. Longitude _____

2. List 3 climatic regions of the world.

- i. _____
- ii. _____
- iii. _____

3. How does climate affect people in those regions?

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YEAR/LEVEL: 8 SUBJECT: Art And Craft

STRAND	Visual Arts
SUB-STRAND	Arts Ideas
CONTENT LEARNING OUTCOME	A8.2.1.1 Explore, develop and present aesthetic artworks from a range of ideas from old to modern forms and practices.

LESSON NOTES

Still life drawing

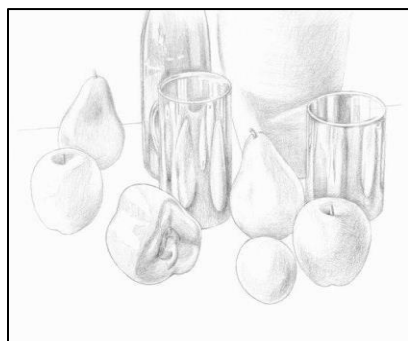
A still life is **a drawing or painting that focuses on still objects**. The subject matter is inanimate and never moves, typically with a focus on household objects, flowers, or fruits. ... As long as the subject matter remains inanimate, even pen and pencil can create a still life piece.

Steps

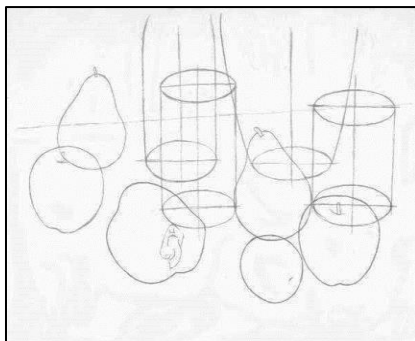
1. **Starting-** you should start to draw the objects as if they are transparent wire frame forms with visible lines of construction. Draw very lightly.
2. **Create an interesting** composition. Draw all that you want. Keep it simple.
3. **Erase the lines of construction.** Those lines not needed can be rubbed off.
4. **Add the details.** The drawing will look clearer.
5. **Start shading.**

EXERCISE

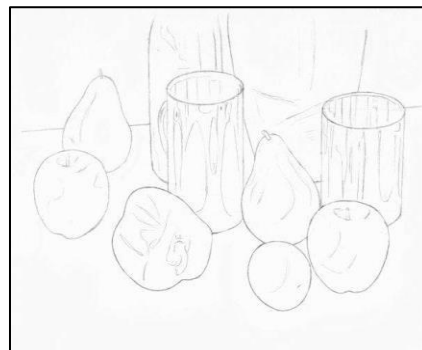
1. Put the drawing in correct order according to the steps mentioned.



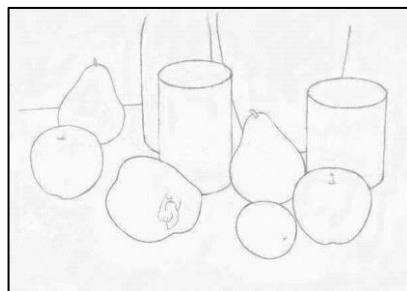
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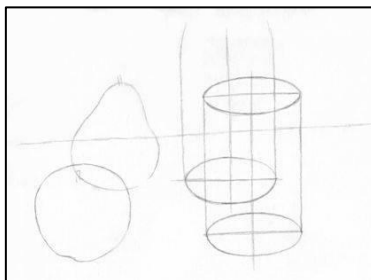
B



C



D



E

Order

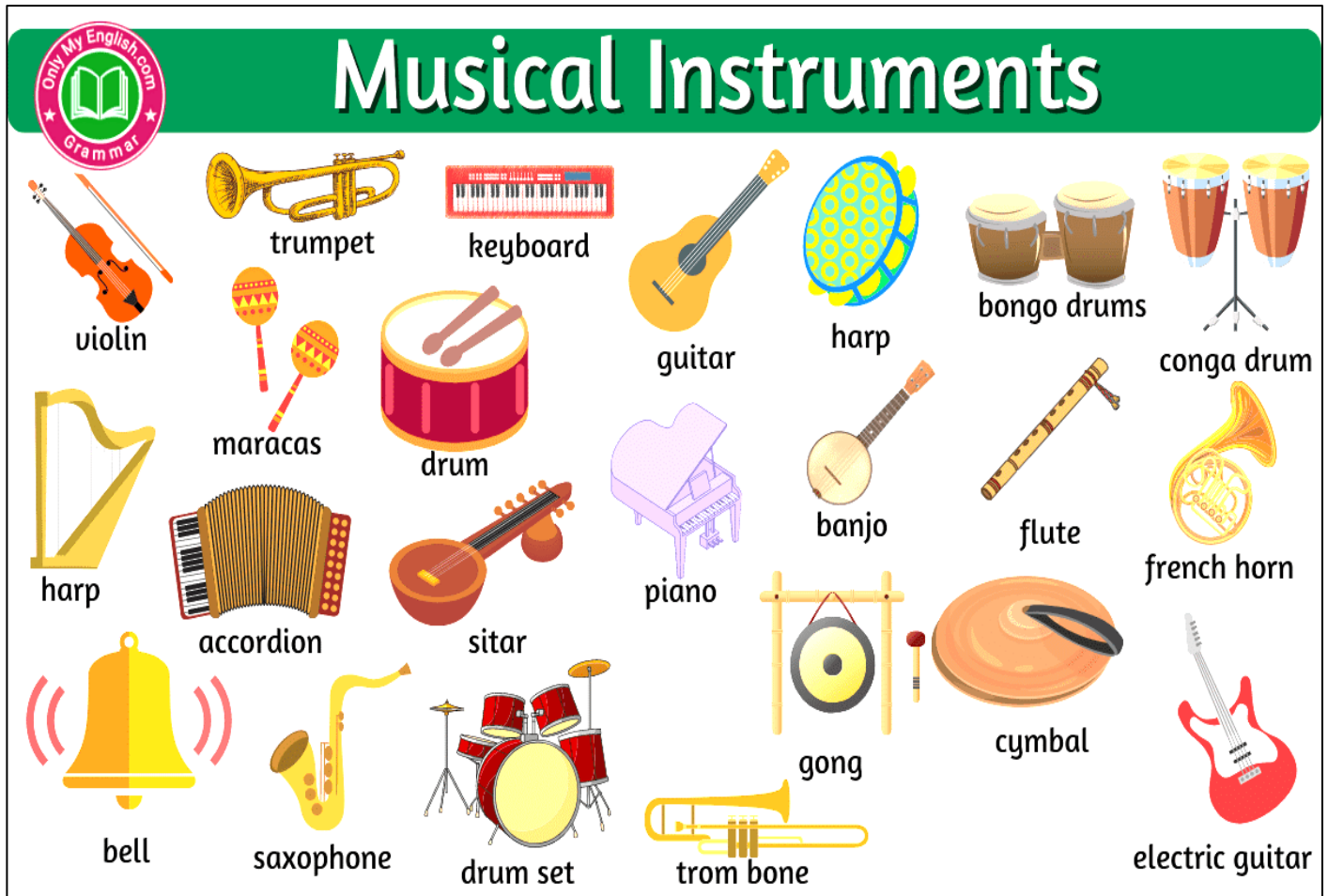
2. In the space provided in the Answer Booklet create one still life drawing.

YEAR/LEVEL: 8

SUBJECT: Music

STRAND	Performing Arts
SUB-STRAND	Arts Ideas
CONTENT LEARNING OUTCOME	A8.1.1.1 Create and demonstrate balanced accompaniment for songs with available musical instruments.

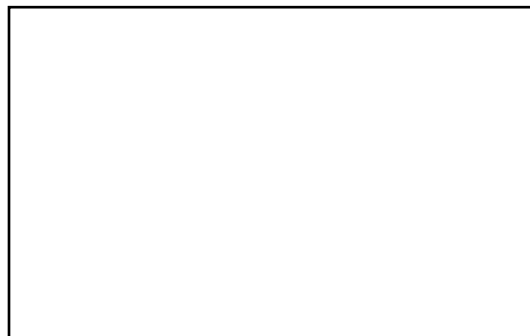
NOTES



Source: Online

ACTIVITY

Draw a Musical Instrument you can play.



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YEAR/LEVEL: 8

SUBJECT: Physical Education

STRAND	Physical Education
SUB-STRAND	PE 1.1 Body Movement And Motor Skill Development
CONTENT LEARNING OUTCOME	PE 8.1.1.1 Explore and demonstrate the application of force to create motion, momentum and resistance in fundamental motor and movement activities.

LESSON NOTES

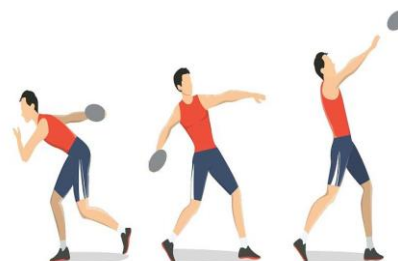
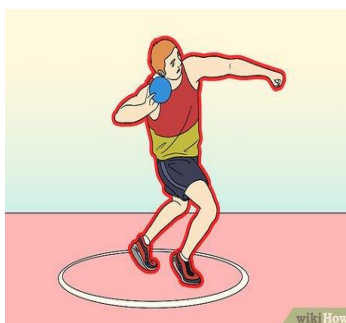
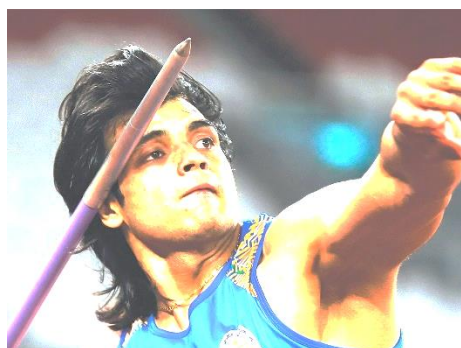
Summation of forces • As in running throwing, jumping and kicking

- Many sports skills require force or speed to be maximized. To do this, athletes use, in the execution of a skill, as many body parts or segments as they possibly can.
- The force of each different body segment is added to the final segment used to hit, release, or make contact, in a given sport, there-by maximising end force generated. This principle is called Force summation.

Maximizing End Force relies on:

- **THE NUMBER OF BODY SEGMENTS USED**
The more body segments used the greater the force generated.
- **CORRECT SEQUENCE OF BODY SEGMENTS**
Using the body segments in the correct order!
- **THE TIMING OF THE DIFFERENT BODY SEGMENTS**
Each body segment is activated only, once the previous segment has generated its maximum force.

It is seen in events like discus and Javelin throw, shot put throw, long jump, triple jump etc.



Exercise

1. Define *Force Summation* _____

2. Why is it important to maximise force or speed in events you are taking part in? _____

YEAR/LEVEL: 8

SUBJECT: English

LISTENING AND SPEAKING



Coconut palms are found all over Fiji.

Discuss with your family the importance
of growing coconut palms.

READING AND VIEWING

The Pandanus Tree

A Valuable Pacific Plant

All over the Pacific we can find the pandanus tree, which is also called the **screw pine**. This tree grows on atolls such as Kiribati, Tuvalu and the Cook Islands, on low islands such as Nauru, Niue and Tonga, on high islands such as Tahiti and Rarotonga, on the biggest island of Papua New Guinea, and even in northern Australia. The pandanus tree is not very tall or thick, but it is a very important plant. As you probably know, its leaves are used for mats and clothing, and its fruit is used for food.

This tree and its fruit were very important for Pacific Islanders before Europeans came to the Pacific. Its fruit supplied valuable food for them. They used to eat it both raw and cooked. They made hard jelly from the fruit by boiling and drying it. This proved useful to fishermen, who needed to take food with them in their canoes when they went out fishing. This hard jelly kept well for a long time. In both Kiribati and Tuvalu, people still enjoy eating the pandanus fruit, which is tasty and nutritious.

The pandanus tree is different from other trees. It looks **strange** with many of its roots growing out from the trunk, well above the ground. Most trees have all their roots below the ground.

Many different kinds of pandanus trees are found in great numbers in a group of small islands in Micronesia. Scientists believe that because many different varieties of the tree grow there, Micronesia is the place where the pandanus tree first grew before it spread all over the Pacific.

[Passage adapted from the Fiji Eighth Year English Examination 1996]

Complete these sentences

1. Pandanus tree is also known as _____.
2. Pandanus leaves are used for mats and _____.
3. Pandanus tree first grew in _____.
4. Pandanus fruits can be eaten _____ and cooked.

WRITING AND SHAPING: (Recap) *A POETRY TEXT: LYRIC POETRY/A SONG*

Poems have many different purposes, for instance to entertain, to tell a story to convey information or just to share a feeling. They are often grouped by theme, structure, form or language features. Poems can be found in these three main genres of poetry: lyric, narrative, and dramatic.

For the purpose of this writing, we will focus on lyric poetry. Lyric poetry expresses thoughts and feelings of a poet. The term lyric is what we now refer to as words of a song. So songs are forms of poetry. Writers address the reader directly, portraying his or her own feelings, state of mind and perceptions.

Structure of songs includes:

title

verse- with the first verse setting up the theme for the song

chorus- contains the main message of the song that is worth repeating

bridge – is a progression that allows the chorus to be repeated

Language features include:

use of emotive words

use of rhyming words

Use of imagery by the use of adjectives

Example

EXERCISE : Can you find some features in this song extract.

When you're up against a wall
And your mountain seems so tall
And you realize that life's not always fair
You can run away and hide
Let the old man decide
Or you can change your circumstances with a prayer
When everything falls apart
Praise His Name
And when you have a broken heart
Just raise your hands and say
Lord, you're all I need
You're everything to me
And you'll take the pain away
When it seems you're all alone
Praise His Name