



Tuesday October 22, 2019

Read the feature topic on superstitions in today's ED! Magazine and complete some of the activities below.



- What are superstitions?
- How did superstitions begin?
- What was blamed for the demise of the Calpean Star?



- In groups, brainstorm all the superstitions you have heard before (whether you believe in them or not).
- Do you, or anyone you know, have certain rituals you do before an important event? What are they? What do you think would happen if you didn't do them?



- List all the superstitions mentioned in the article, then do a class survey to find out which people have heard before, and which they believe or follow even if they don't really believe. Display your results using a graphic organiser.
- In pairs, plan a scientific investigation to prove or disprove a superstition. Consider how you could make it a fair and reliable test. You don't need to carry out the investigation, just plan it, so it can be as large scale as you like.



- In pairs, discuss the following and share your experiences and opinions:
 - Do you think some superstitions are real? For example, if you have bad luck after opening an umbrella, is that because of the umbrella or just a coincidence?
 - Are there any superstitions that make sense to you?
 - Have you ever purposefully gone against a superstition you knew about (e.g. walked under a ladder)? How did you feel when you did it? Did anything negative happen afterward?



- Create a superhero whose job is to save people from the consequences of superstitions. Come up with a name, costume and special abilities. Draw a picture then write a character profile.
- Write a narrative including at least five superstitions. You can choose whether the superstitions come true or are proved false.



- Look through your copy of *The West Australian* to see if there are any articles where 'bad luck' or 'good luck' is blamed/attributed for the outcome.

Join *The West's* Media Education team in our aim to create a media-savvy generation.

Online Media Education activities are designed to enable students to become critical consumers of news. Through completing the activities, students will develop the skills to consider, question, inquire and challenge reported news stories. Media Education encourages students to be informed citizens of global issues considering multiple perspectives before generating their own ideas and opinions.



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Read the stories in ED! Magazine's *NEWS FLASH* column and complete some of the activities below.

World run record



- Kipchage ran 42km in 1 hour, 59 minutes and 40 seconds.
 - How would you write this time only in seconds?
 - How many seconds would it take to run 1km (round off to 2 decimal places)
 - How many seconds would he take to run 100m?
- Time yourself running over 100m. How does your speed compare to Kipchage's average running speed over the same distance?
- What is the role of 'pacemakers' in a race?



- What is the official world record for men's marathon?
- Other than the 41 pacemakers, find out what other support Kipchoge received to help him achieve his record time.



- Flick through your copy of *The West Australian*. Are there any notable sporting achievements included in today's news?

WA woman wins science prize



- What is Professor Praeger's field of expertise?



- What is a 'PhD student'?



- There are thousands of scientists working in Australia. What criteria would you use to decide what makes a scientist worthy of a special award?

Airport tourist domes



- What is a bio-dome?



- In groups, discuss the cost of this project. Do you believe this is money well spent, or are there other things you think West Australian's would prefer to see \$510 million dollars spent on?



- Which part of WA qualifies as a 'savannah', 'tropical' or 'desert' region? Choose one of these regions and find out what landforms, native plants and animals are common to this area, then create a landscape design for a bio-dome that reflects this environment.