Important reminder about Accelerated Reader:
You can now access this from home, including borrowing digital books and taking quizzes!
Go to ukhosted88.renlearn.co.uk/2011230 and use your usual AR log on details to take quizzes,
and https://readon.myon.co.uk/library/browse.html to borrow books! Even if you read books
from elsewhere (eBooks or physical ones), do check if there is a quiz for it on AR!
Hello Year 9,

I hope you and your family are safe and well.

Our theme for this week is **Gratitude**!

**Gratitude** - definition: the quality of being thankful; to show appreciation and to return kindness.

**There are so many people that we should say ‘Thank You’ to.**

Here are some of the people that you can consider:

- NHS Staff – Doctors, Nurses, Care workers, Cleaners, Porters, Cooks, Domestic Laundry workers, Medical Researchers, Pharmacies.
- Voluntary Workers – Food Banks, Outreach Community Groups
- Supermarket Staff – Night Shift shelf packers,
- Teachers and Support staff, Cleaners, Premises Officers.
- Our parents, carers and family members who have been looking after us and keeping us safe.
- Yourself - for working hard and doing the best you can.

**Activities you can do to show your gratitude – say ‘Thank You’:**

- Make or write a postcard and **safely** *(2 metre rule)* and give it to the bin man or the postman.
- Send a letter or an email to a teacher or say something nice on Google Classroom.
- Phone a friend or family member.

Be Safe - Ms Lindau, Mr Cameron and the entire year 9 team.

fran.lindau@southfieldsacademy.com and leon.cameron@southfieldsacademy.com
Dust of Snow
By Robert Frost

The way a crow
Shook down on me
The dust of snow
From a hemlock tree

Has given my heart
A change of mood
And saved some part
Of a day I had rued.

A crow
This poem is set in a scene where, for reasons unknown, the poet is in a bad mood and is walking by a hemlock tree; hemlock is poisonous. As he passes underneath, the movement of a crow throws snow dust on him.

This small and unexpected moment lifts his mood instantly. Generally, hemlock trees and crows are used for negative connotations but Frost uses them to portray how small moments can be momentous and how we can use the world around us to lift our spirits and negative mode of thinking.

Task: write your own short poem, utilising the alternate line rhyme scheme, that describes a time when your mood was changed from negative to positive.

Thinking Points: It might have been due to something someone said? It might have been due to achieving a personal best in sport or gaming? It might have been something seemingly insignificant (like Frost’s poem)?
Week 10 - Year 9 Foundation Maths Work

Unit 4 Topic: Fractions, Decimals, Percentages

**EXAMPLE – Read the following example carefully**

\[
\frac{1}{10} = 0.1 \rightarrow 0.1 \times 100 = 10\%
\]

**QUESTIONS**

1) Write the following fractions as decimals and percentages

   a) \( \frac{3}{10} = \)

   b) \( \frac{1}{5} = \)

   c) \( \frac{2}{5} = \)

   d) \( \frac{1}{4} = \)

   e) \( \frac{3}{4} = \)

   f) \( \frac{1}{2} = \)

   g) \( \frac{1}{3} = \)

2) Fill in the blanks in the table below.

<table>
<thead>
<tr>
<th>Fraction</th>
<th>Decimal</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \frac{6}{10} )</td>
<td>0.2</td>
<td>\n</td>
</tr>
<tr>
<td>( \frac{12}{100} )</td>
<td>0.3</td>
<td>70%</td>
</tr>
</tbody>
</table>
Week 9 - Year 9 Foundation Maths Work ANSWERS

Unit 4 Topic: Dividing Fractions

QUESTIONS

1) Work out the following

a) \[ \frac{2}{5} \div \frac{3}{4} = \frac{8}{15} \]
b) \[ \frac{1}{7} \div \frac{3}{5} = \frac{5}{21} \]
c) \[ \frac{4}{9} \div \frac{1}{2} = \frac{8}{9} \]
d) \[ \frac{3}{10} \div \frac{5}{9} = \frac{27}{50} \]

2) Work out the following

a) \[ \frac{1}{2} \div \frac{1}{3} = 1 \frac{1}{2} \]
b) \[ \frac{3}{7} \div \frac{4}{7} = \frac{3}{4} \]
c) \[ \frac{1}{9} \div \frac{2}{3} = \frac{1}{6} \]
d) \[ \frac{2}{5} \div \frac{3}{10} = 1 \frac{1}{3} \]
Week 2: Investigating Wildlife in London

Last week you learnt about the different wildlife that exist in London. You also started to understand how food webs and food chains can show the feeding relationships between organisms in an urban habitat.

In this investigation, you are going to find out more about the animals that exist in a London park or garden. This practical will be set out over 3 days and will require you to go to an open green space at different times of the day.

Note: Please ensure you have your parents/carer's permission to leave the house.

Equipment

A notebook/paper
A pencil or pen
A ruler
Binoculars (these are not essential - you can do the practical perfectly without them).
A phone or iPod with the app 'leaf snap' downloaded.

Day 1: A morning trip to the park

Method

Step 1
You need to draw a table in your notebook with a ruler that looks like this (with as many rows as you wish):

<table>
<thead>
<tr>
<th>Organism</th>
<th>Description of organism</th>
<th>What level in the food chain?</th>
<th>How many did you see?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Step 2

**BEFORE MIDDAY**, following social distancing guidance, walk to a park, garden, riverside, forest or other open green space. I chose Battersea Park.

Step 3

Decide if you want to collect data from somewhere by sitting down OR by walking a route around the park.

Please note – whatever you decide to do on this day you must choose the exact same place or route on days 2 and 3.

Step 4

Take out your notebook and observe the different plants and animals in the area of the park until you have identified 4 different animals and 4 different plants.

**Identifying animals:**
If you know what the animal is – add this to your table. If you are not sure what the animal is, you can write a short description about the animal and google it when you get home!

**Identifying plants:**
The app ‘leaf snap’ will identify them for you! If you don’t have the app: collect the leaves (or photos of) and take them home to google – just like the animals.

Step 5

Use this information to fill in your results table.

<table>
<thead>
<tr>
<th>Organism</th>
<th>Description of organism</th>
<th>What level in the food chain?</th>
<th>How many did you see?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bird A</td>
<td>Bright greeny yellow bird with an orange beak – looks abit like a parrot</td>
<td>Consumer – I saw it eating berries</td>
<td></td>
</tr>
<tr>
<td>English oak</td>
<td>Large tree, leaves have curved edges like</td>
<td>Producer</td>
<td>++++ = 6</td>
</tr>
</tbody>
</table>
Step 6

When you get home, have a think about other animals that might live there but are not out e.g. nocturnal animals.

Also use the time when you get home to complete your table by researching (on google) the animals you might have missed or the organisms you struggled to identify.

**Day 1 Questions**

1. Identify which of the organisms you identified were producers?

2. Which organism was the most common in the green space you visited?

3. In the space below create a food chain showing the feeding relationships between 3 of the organisms you observed
Day 2: An evening trip to the park

Method

Step 1
You need to draw a table in your notebook with a ruler that looks like this (with as many rows as you wish):

<table>
<thead>
<tr>
<th>Organism</th>
<th>Description of organism</th>
<th>What level in the food chain?</th>
<th>How many did you see?</th>
</tr>
</thead>
</table>

Step 2
After 4PM, following social distancing guidance, walk to the same green space you visited on day 1.

Step 3
Visit the same area of the green space that you visited on Day 1. If you walked a route around the green space, then follow the same route.

Step 4
Take out your notebook and app and observe the different plants and animals in the area of the park until you have identified 4 different animals and 4 different plants. Use this information to fill in your results table.

Did you see any organisms that weren't present on day 1?
Why do you think this is?

Step 5
When you get home, have a think about other animals that might live there and complete your table by researching (on google) the animals you might have missed or the organism you struggled to identify.
Day 2 Questions

4. How many organisms did you see on day 2 that weren’t present on Day 1?

5. Categorise the organism you saw into 3 groups: producer, consumer, secondary consumer?

6. In the space below create a food chain showing the feeding relationships between 3 of the organisms you observed. Try to make it different to Day 1


**Day 3: An Afternoon trip to the park**

**Method**

**Step 1**

You need to draw a table in your notebook with a ruler that looks like this (with as many rows as you wish):

<table>
<thead>
<tr>
<th>Organism</th>
<th>Description of organism</th>
<th>What level in the food chain?</th>
<th>How many did you see?</th>
</tr>
</thead>
</table>

**Step 2**

*After 1PM and before 4PM,* following social distancing guidance, walk to the same green space you visited on day 1 and 2.

**Step 3**

Visit the same area of the green space that you visited on Day 1 and 2. If you walked a route around the green space, then follow the same route.

**Step 4**

Take out your notebook and app and observe the different plants and animals in the area of the park until you have identified *4 different animals and 4 different plants*. Use this information to fill in your results table.

**Step 5**

When you get home, have a think about other animals that might live there and complete your table by researching (on google) the animals you might have missed or the organism you struggled to identify.

**Step 6**

Upload a picture of your completed tables from each day of the experiment to the assignment section on google classroom.
Day 3 Questions

7. In total how many different producers did you identify over the 3 Days?

8. In a short paragraph, compare the three days you visited the park. What animals and plants were different? Was the weather the same each day? What do you think affected the animals present?

Challenge

9) In the space below combine the food chains from each day of your research to create a food web of organisms in your chosen park.
No Idea is Original - “There is no such thing as a new idea. It is impossible. We simply take a lot of old ideas and put them into a sort of mental kaleidoscope. We give them a turn and they make new and curious combinations. We keep on turning and making new combinations indefinitely; but they are the same old pieces of colored glass that have been in use through all the ages.”

Develop existing Toys into new and exciting ways. Exciting doesn’t mean a massive leap - but a slight twist to give new meaning to an existing toy. It could also mean removing an element to free up its use.

Complete this using S.C.A.M.P.E.R. -

We used this for the Toothbrush Holder mini make project.
03 Develop your Own Toys
An example of how toys are connected and develop from each other. This shows the simple building block - and how it can be become more guided in the use, sophisticated or change in scale.

- **Combine** - Muted colours added from contemporary interior design.
- **Reverse** - Falling down game - not building.
- **Scale** - Made much bigger for different play.
- **Eliminate** - The blocks removed - but locks together.
- **Adapt** - Colours added to make more vibrant.
- **Adapt** - Nodules added to lock together blocks.
- **Modify (Scale)** - Made bigger to make it easier for younger.
- **Adapt** - Material made soft to allow heavy contact.
- **Put to Another Use (Specific)** - Made to look like a farm.

See Google Classroom for SIRS Example!!!
Hello year 9. I hope you and your families are keeping well.

Aim- to describe the work of Marc Chagall

1-What is happening in this painting?

2-Do you think it is reality or fantasy or both, explain your answer?

3-Using adjectives describe the colours used (give examples, i.e. "the background is dark …")

4-Is this good use of colour to represent the circus theme? Justify your answer.
1- faded, weak, blurry
2- pastel, neutral
3- opaque, dark, intense
4- natural
5- foggy, contrasting
6- bold, fluorescent, sharp
7- contrasting complementary
8- warm, bright
9- transparent, luminous, bright
Business – homelearning tasks

Revenue and cost calculations

Hello Year 9s,

This week we would like you to continue practicing calculating revenues and costs. The calculations are quite straightforward although you do need to read the questions very carefully to make sure you use the correct numbers. This is great exam practice as at least 10% of the marks in Business are awarded for calculations. I’ve included the revision notes again so you can refresh your memories if you need help.

Warm up by doing a quick wordsearch before you start with the questions. Time yourself and see if you can complete the search in less than 4 minutes!

Find the business words

```
E R C D I R D R C L F R N I
T E R N O I T I T E P M O C
B F L B V D O O T A D S T D
U E N T R E P R E N E U R N
T T V F R A N C H I S E L A
I O V A N I E I T C C O T M
F C C I R A R O I E U N L E
O U R E T U R N O V E R O D
R O V A R I A B L E C O S T
P N M V P Y R E V E N U E T
E O F I X E D C O S T X U E
I V C D V I I U T I R B R E
I E E S S U I E E E O I T B
H L I A B I L I T Y V R C R
```

ENTREPRENEUR
VARIABLE COST
FRANCHISE
PROFIT
TURNOVER
LIABILITY
REVENUE
COMPETITION
FIXED COST
DEMAND
Calculation of costs and revenue:
- Sales revenue - The amount of money companies receive from selling something. Sales Revenue = Selling price x Quantity Sold.
- Fixed Costs – These are costs that stay the same regardless of the number of units produced e.g. Rent.
- Variable Costs – These are costs that change with each unit produced. E.g. Raw materials.
- Total Variable Costs = Variable Cost per Unit x Number of units produced.
- Total costs = Fixed Costs + Total Variable Costs.
- Average Costs is the amount of money each unit costs to make. Total costs ÷ number of units. It’s important for a business to calculate average cost because it helps to decide what price to charge for their products.

Keyword:
- Cost of sales = The costs directly associated with the production. E.g. A sole trader sell sandwiches in a shop. The cost of sales is the money she pays for the bread and other ingredients.

Other Expenses
Any other costs that the business has to pay that aren't covered in the cost of sales. Examples include:
1. Rent
2. Electricity/gas bills.
3. Heating
4. Lighting
5. Wages (unless being paid piece rate/commission)
6. Salaries (unless being paid piece rate/commission)
7. Water bill

1. Last year, a business had fixed costs of £875,000 and revenue of £2.5 million. The business had total variable costs of £500,000 and sold 100,000 units. Calculate the total costs of the business last year.
2. The table below shows some financial information relating to a business in April. Using the information in the table, calculate the total costs of the business for April.

<table>
<thead>
<tr>
<th></th>
<th>April</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed costs</td>
<td>£18,000</td>
</tr>
<tr>
<td>Variable costs per unit sold</td>
<td>£2.75</td>
</tr>
<tr>
<td>Number of units sold</td>
<td>5,450</td>
</tr>
</tbody>
</table>

3. A business generated £250,000 of revenue last month. Its total costs were 35% of its revenue during that period. Calculate the total costs of the business last month.

4. The total costs of a business over time are shown in the graph below.
i. Calculate the average total costs of the business over the three years. Give your answer to two decimal places

ii. If the fixed costs of the business last year amounted to £40,000, calculate the value of the total variable costs of the business last year.

iii. Calculate the percentage decrease in the total costs of the business between last year and this year. Give your answer to two decimal places.
Year 9 Catering - Food and Mood!

Dear year 9 catering, hope you’re well! This week we’re going to be learning about how the foods we eat affect our mood and what we need to be eating to keep our brains and bodies healthy! Please go over to google classroom to see the presentation I have put together for this topic. If you are having problems accessing it please email me. (lucy.dodd@southfieldsacademy.com)

Once you’ve gone through the presentation; I would like you to create a poster that tells people what they need to fuel their bodies. You may wish to use some of the facts from the presentation, you can do this on the computer or by hand - whichever way suits you best!

The best poster will win a prize and get a spot in the newsletter to share with your peers!

We all need to be taking care of our minds and bodies right now - I hope you can help me out with this task. Can’t wait to see your posters!
Welcome back after half term. Initially you will be continuing with CodeCombat. As you all know, CodeCombat is a coding game that uses real typed code and personalised learning to teach computer science. It’s great fun & can be quite challenging. You all have access and many of you have already been using it, which is great to see.

Simply log into our Google Classroom page and click on the link. You have access to the complete course, all the way from key stage 3 all the way up to A-Level. You will be learning to code as you play!

Remember, we can see your progress and just how many minutes you have spent on each challenge! I can’t wait to see how you are getting on.
The Scenario
The Sweet Tooth is a chain of sweet shops aimed at children. They are looking to produce marketing material for an advertising campaign.

<table>
<thead>
<tr>
<th>Question 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The owners of The Sweet Tooth want to make their own physical mood board which they will then give to the designers of flyers they will be making.</strong></td>
</tr>
</tbody>
</table>

| 1a) Explain one purpose why a mood board is used as a pre-production document. [2 Marks] |
| |

| 1b) Identify four items that could be included on the mood board [4 Marks] |
| |

| |
| |

| |
| |

| 1c) Explain who the audience is for the mood board. [2 Marks] |
| |

| |
| |

| 1d) The image shows the digital mood board created by the owners of The Sweet Tooth. Discuss the suitability of the mood board for the development of a flyer for The Sweet Tooth. You should include any areas of improvement. |
| ![Digital mood board image] |
The quality of written communication will be assessed in your answer to this question. This is an extended written task. [12 Marks]
Hello dancers, if you can please complete your dance work on our Google Classroom. Up there are video lessons where you will hear my voice walking and talking you through tasks. If you cannot access our online classroom please complete the work below:

DO NOW

To review your learning from two weeks ago and test your knowledge on Boy Blue’s “Emancipation of Expressionism” answer the following 5 questions

1. Who is the choreographer of *Emancipation of Expressionism*?

2. Who sources and produces the music for *Emancipation of Expressionism*?

3. Who are the dancers in *Emancipation of Expressionism*?

4. What was the stimulus for *Emancipation of Expressionism*?

5. What are the four sections in the dance called?

I DO

You now need to complete an explanation of how the choreographer of “Emancipation of Expressionism” approaches his choreography. What does that mean though? I have unpacked the meaning, please see below:

- How a choreographer makes up his dances
- How a choreographer works with their dancers
- How a choreographer works with all the other people involved (music, lights, set, costume)
- How a choreographer gets his ideas
- What the choreographer wants to do through their work (communicate an intention, change ideas)

With this understanding we can focus our research into finding out these 5 things

In this box I have collated all of the research needed to complete the next activity. Please read and turn the page.

**Choreographic Approach** - Exploring hip hop movement and the company’s signature motifs in a contemporary way. ‘signature’ motifs (Ninja Walk, Ninja Glide, Ninja Static and Chariots of Fire), choreographic devices, formations and use of space

- Musicality - matching movements with the pace/ beats/ structure as the music
- The choreographer and the dancers created movement material for this work, however it is Kenrick who selects specific - signature motifs, such as Ninja Walk, Ninja Glide, Ninja Static
- Use of choreographic devices, formations and use of space

**Stimulus** The music Til Enda by Olafur Arnalds was a starting point for the piece. The title ‘Emancipation of Expressionism’ - The importance of being free to express ourselves both as individuals and through the use of hip hop

**Choreographic intention**

- To use hip hop as a tool to create art that affects an audience in a theatrical setting
- Each section represents a scene, a moment in life, and the whole work is a journey
- The theme of order and chaos highlights the restrictions of an individual style of hip hop dance. By using a variety of styles he
I have started the explanation for you. Please read my paragraph below then use the sentence starters referring to the research in the box to complete the explanation.

Kenrick Sandy choreographed “Emancipation of expressionism.” He is the founder of Boy Blue who performed the piece. As a company they have signature moves called “Ninja glide, ninja walk, ninja static and chariots of fire” he uses these in all the pieces which is a consistent approach when he choreographs work. He also uses musicality as a stimulus, for example the music “Til Enda” was found by Michael Asante and this music was used to inspire the actions and dynamics seen in section 4 “Empowerment.”

YOU DO

Another way that Kenrick Sandy approached his choreography is ...

The creative intention is important to note as this informs the way he shapes and develops the choreography. His intention was ...
Year 9 drama – week 10

Your task this week is to recap the plot of Willy Russells – ‘Blood Brothers’. You must read the plot and the personal information about Willy Russell. You then have an exam question at the bottom which will be worth 6 marks. This means you will need to make 3 points which are well explained and linked to the information provided for you.

Plot Summary

- We see the final moments of Mickey and Edwards lives as the Narrator begins the tale.
- Mrs Johnstone, a struggling single mother of seven, finds out that she is pregnant with twins. Her employer, Mrs Lyons persuades Mrs Johnstone to give her one of the babies.
- Mrs Lyons takes Edward and brings him up as her own, convincing her husband this is true. Mrs Johnstone goes back to work but fusses over Edward, leading to Mrs Lyons firing her.
- Aged seven, Mickey and Edward meet and become best friends, along with Mickey’s neighbour Linda. The three get into trouble with the police when they begin to throw stones at windows.
- Scared of Edward becoming close to his biological family, Mrs Lyons convinces her husband to move the family to the countryside. Soon afterwards, the Johnstone’s (and Linda’s family) are rehoused by the council.
- As teenagers, Mickey and Edward meet again and they rekindle their friendship. Linda and the boys remain close throughout their teenage years before Edward goes to university.
- After marrying a pregnant Linda, Mickey loses his factory job. Unemployed, Mickey is involved in a crime with one of his brothers, Sammy, and both are sent to prison.
- Mickey becomes depressed and takes pills to help him cope, which he continues to take after being released.
- After Mickey comes out of prison and starts a new job, Edward and Linda start a light romance. Mickey finds out and is furious so he finds Sammy’s gun and goes to find Edward at his workplace, the town hall.
- Mrs Johnstone follows Mickey and tells him in front of Edward that they are twins. The police also arrive.
- Mickey waves the gun around and it accidentally goes off, killing Edward. The police shoot Mickey. The twins both lie dead.

Willy Russell was born in 1947 into a working-class family near to Liverpool. He left school at 15 without academic qualifications and became a hairdresser. By the age of 20 he felt the need to return to education and, after leaving university, he became a teacher at a comprehensive school in his home city. During this time Russell wrote songs for performers and for radio shows. One of his early plays was about the Liverpool pop group the Beatles. He has a love of popular music and this can be seen in many of his plays, but especially in Blood Brothers.

One of the playwright’s aims is to show us that there are disadvantages to being poor and working class. The failure to succeed in life is not because of a lack of ability, but a lack of opportunity. This can clearly be seen in Edward and Mickey.

Liverpoolians are known for their warmth, hospitality and wit. Liverpool is also famous for its football teams and impact on culture – the Mersey Beat (poetry), the Beatles (music) and playwrights, architects etc. Mrs Johnstone’s wit and warmth typify these qualities.

Liverpool, because of its position on the River Mersey, was a prosperous seaport in the 19th century. It is a city of many contrasts. In the 20th century, because of the silting of the river, it was a place of financial depression, which led to unemployment and strikes. There was a big gap between the rich and the poor.

How has Willy Russell’s upbringing inspired the story of Blood Brothers?

How has Willy Russell’s upbringing inspired the story of Blood Brothers?
Hello Geographers! This final half term will be based on the study of North America. You know, the place of hot dogs, burgers, fries, baseball, grizzly bears and huge open spaces!

Read the below article and answer the questions at the end

**North America**

North America, third largest of the world’s continents, lying for the most part between the Arctic Circle and the Tropic of Cancer. It extends for more than 5,000 miles (8,000 km) to within 500 miles (800 km) of both the North Pole and the Equator and has an east-west extent of 5,000 miles. It covers an area of 9,355,000 square miles (24,230,000 square km).

North America occupies the northern portion of the landmass generally referred to as the New World, the Western Hemisphere, or simply the Americas. Mainland North America is shaped roughly like a triangle, with its base in the north and its apex in the south; associated with the continent is Greenland, the largest island in the world, and such offshore groups as the Arctic Archipelago, the West Indies, Haida Gwaii (formerly the Queen Charlotte Islands), and the Aleutian Islands.
North America is bounded on the north by the Arctic Ocean, on the east by the North Atlantic Ocean, on the south by the Caribbean Sea, and on the west by the North Pacific Ocean. To the northeast Greenland is separated from Iceland by the Denmark Strait, and to the northwest Alaska is separated from the Asian mainland by the much narrower Bering Strait. North America’s only land connection is to South America at the narrow Isthmus of Panama. Denali (Mount McKinley) in Alaska, rising 20,310 feet (6,190 metres) above sea level, is the continent’s highest point, and Death Valley in California, at 282 feet (86 metres) below sea level, is its lowest. North America’s coastline of some 37,000 miles (60,000 km)—the second longest of the continents after Asia—is notable for the great number of indentations, particularly in the northern half.

1- Describe the location of North America (where is it located?)
2- What parts of the World are classed as being located in North America?
3- What is North America like? Write about all the physical parts of North America such as Death Valley
4- Finally, a country in North America is in the news at the moment. What do you know about the contemporary problems this country faces!
• Death Valley Sand dunes in Death Valley, California. © Corbis

Hi year 9! We are continuing with our Olympic branding project. All of the resources you will need are posted on google classroom so please head over there. Get in contact if you cannot access this. (lucy.dodd@southfieldsacademy.com)

There will be questions to answer based on this video:

https://www.youtube.com/watch?v=SMfznF0ISI0&disable_polymer=true

I have included them below so you can jot some answers down as we go.

1. What message did the organisers of the London 2012 Olympic games want the logo to communicate?

2. Who didn't like the logo at first?

3. Where did the idea for the ‘pictograms’ come from?

A. Logo
B. Typography (font)
C. Mascot
Recap: Without looking at any notes, can you remember the 8 types of barriers to accessing services? Write them down or get someone at home to test you!

**Geographical barriers** are problems caused by where people and resources physically are. These include:

- Not having any direct transport links from your home to services
- Public transport that doesn’t run very often (which means missing appointments)
- Specialist services e.g. radiotherapy and chemotherapy may be far away
- Travelling to appointments for someone who is unwell can be exhausting
- Walking may be difficult/tiring/unsafe for some
- Petrol and parking costs can be expensive
- Public transport can be very expensive

**Task 1.** Using the list above, explain how geographical barriers could impact the following people:

1. Mary, 86, pensioner with low mobility who needs to see a physiotherapist twice a week
2. Ahmed, 58, lives in Tooting, has lung cancer and needs to see a specialist in East London
3. Shania is 6 years old and has muscular dystrophy and relies on an electric wheelchair. Her mum doesn’t have a car. She has to go to five different appointments each month.

**Task 2: Overcoming Geographical Barriers**

Robert has been diagnosed with prostate cancer. He needs to have radiotherapy treatment in a specialist hospital 35 miles from his home. There are no direct transport links. Each treatment takes 15 minutes. He needs to attend 5 days a week for 6 weeks – that is 30 sessions in total.

To begin with, Robert was fine driving. But the treatments started to make him tired and feel unwell. So, family and friends took turns to drive him there. Hospital transport was available, but the journey took much longer. Robert could have stayed in discounted accommodation close to the hospital to avoid all of the travel. But he preferred to be at home with family after his treatments. Thankfully, radiographers offered appointment times that avoided rush hours.
As you have just read about Robert, getting to and from appointments can be difficult. However there are ways in which we can overcome these.

1. Make a note of all of the ways in which his geographical barrier have or could be overcome.
Challenge: What are the possible strengths and weaknesses of each of these strategies?
Lesson Objectives:

1. To investigate Galen’s “Theory of Opposites”
2. To describe Galen’s work on anatomy (anatomy is the structure of the human body)

Review:

1. Who was the Egyptian goddess of disease, and with what animal was she associated?
2. What is an aqueduct?
3. What group of people do we use to try to work out how prehistoric people lived?
4. What was “Channel Theory”?
5. Why is the Hippocratic Oath important?

Who was Claudius Galen?

Galen was a surgeon and philosopher in the time of the Roman Empire. He is arguably the most influential figure in the entire history of medicine, as his ideas and beliefs formed the basis of medical understanding for nearly 1500 years! He was a genius and a prolific writer, writing hundreds of medical and anatomical studies. He was also a great performer and an incredible show off; he was his own biggest fan. In talking about his contribution to medicine he famously said, “Hippocrates opened the door, but I stepped through!”

Video: The story of Galen in the Roman period - GCSE History

Optional Work:

Use these two links to write a timeline and biography of Galen.

http://www.bbc.co.uk/history/historic_figures/galen.shtml
https://www.britannica.com/biography/Galen
Galen and the Theory of Opposites

Galen’s work on disease is probably less significant than his work on anatomy, as many of his ideas were based on those of Hippocrates with just small shifts in emphasis. Most important is his “Theory of Opposites” which was based on the theory of the Four Humours. This theory stated that if the humours were imbalanced they should be rebalanced by using the opposite humour.

The chart above shows how each humour was linked to a different state. For example we can see that Yellow Bile is hot and dry whereas Blood is hot and moist. If I was to use the theory of opposites to suggest a treatment of someone with too much Yellow Bile I would suggest... cucumber! Why? Because it is cold and wet – the opposite of yellow bile! Another example might be treating too much phlegm (what we today would call having a cold) with something hot and dry, like pepper! This was an important move forward as Galen was beginning to suggest treatments for illness whereas Hippocrates was more interested in diagnosis.

Knowledge and Understanding: Suggest Galenic treatments for the following:

<table>
<thead>
<tr>
<th>Condition</th>
<th>Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone with a runny nose (too much phlegm)</td>
<td></td>
</tr>
<tr>
<td>Someone with a high temperature (too much blood)</td>
<td></td>
</tr>
<tr>
<td>Someone with constipation (too much black bile)</td>
<td></td>
</tr>
</tbody>
</table>

Galen and anatomy

Galen was fascinated by anatomy and studied the human body in great detail. Unfortunately for him dissection of humans was illegal in Rome and so his opportunities to look inside human bodies were limited. He was able to occasionally, for example when he worked at a gladiator school where he was able to examine wounded and eviscerated (disembowelled) gladiators! It’s important to remember Galen got lots of human anatomy right, and he was a brilliant surgeon, however he famously made a lot of mistakes too.

Some of his errors were:

1. He thought that muscles attach to the bone in the same way in humans as they do in dogs.
2. He thought that blood was created in the liver. He realised that it flowed round the body, but said it was burned up as fuel for the muscles.
3. He thought he saw holes through the septum, which allowed the blood to flow from one side of the heart to the other.
4. He made mistakes about the blood vessels in the brain.
5. He thought the human jaw-bone was made up of two bones, like a dog's.
6. He was mistaken about the shape of the human liver.

**NEW QUESTION TYPE - EXAMPLE**

**Make 2 inferences from Source A about Galen’s work. (4)**

**Source A:** *The Roman Emperor Marcus Aurelius describes Galen*

“First among doctors and unique among philosophers.”

**EXAMPLE ANSWER**

*What I can infer:* that Galen’s work was incredibly well known.

*Detail in the source that tells me this:* A Roman emperor knew about, and even spoke about, him.

*What I can infer:* Galen’s work was seen as successful and very important in Rome.

*Detail in the source that tells me this:* “First among doctors”.

**This gets 4 marks because:**
- It answers the question! Both inferences are focused on ‘Galen’s work’, which is the focus of the question.
- The evidence chosen closely matches the inference.

**Independent practice**

1. **Make 2 inferences from Source A about Galen’s approach to his work. (4)**

**Source A:** An extract from one of Galen’s books

It would be better, I think, for the man who really seeks the truth not to ask what the poets say; rather, he should first learn the method of finding the scientific answer. Then he should train and exercise himself in this method until he is sufficiently advanced.

*What I can infer:*

*Details in the source that tell me this:*

*What I can infer:*

*Details in the source that tell me this:*

2. **Explain one difference between Hippocrates’ and Galen’s use of the four humours. (4)**

[HINT: for full marks, identify the difference and provide examples of this difference from both Hippocrates and Galen]

3. **Describe 2 features of Galen’s work on anatomy. (4)**

*Feature 1:*

*Feature 2:*
The aim of this worksheet is to explore the development of modern Bhangra music and listen to some examples if your internet connection allows

**Bhangra music**

Traditional Bhangra is a popular style of music from the Punjab region of India. This is where the fundamentals of modern Bhangra music began and developed the features most associated with this type of traditional music.

Modern Bhangra is a fusion of Indian folk music and Western pop. The roots of modern Bhangra music date back to England in the 1960s. An early pop recording artist/group of this type of music in the UK was Bhujhangy. The group’s first major hit was “Bhabiye Akh Larr Gayee” in the early 1980s. This was the first song to combine traditional Asian music with modern western instruments.

By the late 1970’s a modern and commercial form of bhangra music developed in Britain. Punjabi immigrants to the UK began experimenting by mixing their traditional folk music with instruments from their host country. The new genre became popular in Britain and quickly overtook traditional Punjabi folk songs. This increased popularity was due to the heavy influence in Britain of rock/dance music and a need to move away from the simple and repetitive Punjabi folk music.

The 1980s is commonly known as the golden age, or the age of Bhangra music, which lasted roughly from 1985 to 1993. The primary emphasis during these times was on the melody/riff, usually played out on a synthesiser, harmonium, accordion or a guitar, as well as programmed beats and occasional use of rapping in a mix of Punjabi and English. Traditional folk instruments were rarely used. Stars of this era include Heera. Formed by Bhupinder Bhindi and fronted by vocalists Kumar and Dhami, this was one of the most popular bands of the 1980s with its programmed beats and synthesised sound. Other popular artists include The Saathies, Premi Group, Bhujungy Group.

**Key features of Bhangra music.**

**Instrumentation:**
- Tabla (shown above)
- Sitar (pic. On the side)
- Dhol (double headed drum)
- Vocal

**Melodies:**
- Simple melodies using steps (moving to the adjacent note)
- Sometimes use of micro tones (Western music has half a tone between each note but Indian instruments have a quarter tone between each note)
- Call and response melodies

**Rhythms:**
- Chaal rhythm is often used (a rhythm from the Punjab)
- 4 beats to every bar
- Beat one is often the strongest beat in the bar (helps create motion when dancing)

Answer the following questions:

1) Where does Bhangra music originate from?
2) Modern Bhangra music is a fusion of which two types of musics?

_________________________________________________________________________

3) In your own words, explain why and how the fusion between these two different music cultures happened.

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

5) Name a Bhangra music group that was popular in the 1960s and had its first major hit in the 1980s.

_________________________________________________________________________

4) What period is considered the ‘golden’ age of Bhangra music?

_________________________________________________________________________

5) Name a group that was popular during the golden age of Bhangra.

_________________________________________________________________________

6) Name 2 key instruments used in Bhangra.

_________________________________________________________________________

7) Describe what a microtone is.

_________________________________________________________________________

8) What kind of melodies are used in Bhangra?

_________________________________________________________________________

9) How many beats are there in a bar in most Bhangra tunes?

_________________________________________________________________________

10) Which beat is the strongest beat in the bar in Bhangra music?

_________________________________________________________________________
Test your knowledge

1. Which islands in the Caribbean does calypso originate from?
   Trinidad and Tobago

2. Calypso rhythms can be traced back to a) Jamaica b) France c) Trinidad and Tobago. Tick the correct answer.
   b)

3. In full sentences describe 3 features of calypso? E.g.: Calypso music has a 4/4 pulse.
   a) 4/4 time/pulse with syncopation (playing off of the beat).
   b) The melodies or tunes often use call and response.
   c) Simple harmonies (chords- two or more notes played at the same time, for example chords such as

4. Name 3 instruments often used in calypso music.
   1) Acoustic guitar
   2) steel pans
   3) Latin percussion

5. What language was calypso originally sung in, and then what was the language that replaced it?
   Originally sung in French creole and then changed to English

6. What topics were often discussed in the lyrics of calypso?
   Topical local news and current political events

7. What are 2 other styles of Caribbean of music that have influenced the development of calypso?
   1) Ska
   2) Soca
8. What year was the first calypso tune recorded? a) 1924 b) 1912 c) 1955. Circle the correct answer.

   b)

9. In the 1950s who became one of calypso’s biggest stars?

   Harry Belafonte

10. Could you name one of his hits?

   Day ‘O’

11. Go on to Youtube and listen to a calypso song then describe:

   a) The tempo. Speed of music

   b) The texture. How many instruments are playing

   c) What do you think that the lyrics about? Political, topical,
What does it mean to be a British Citizen?
Researching our multiple personal identities.

Hello year 9s! This week in PSHE you’ll be investigating your ancestry. Researching and understanding your history is crucial for your development and can have a positive impact on your wellbeing. So, in this week’s lesson you’ll be attempting to trace back your family tree. Don’t worry if you cannot complete all of task 2, just fill in the parts you can.

**Task 1:**
Write down three of the different ethnic groups that have settled and contributed to Britain over the past thousand years.
1. What were they best known for?
2. What have they contributed?
3. Why did each group settle in Britain?

**Task 2:**
Do a bit of research to find out about your ancestry (information about your family’s history). You can do this by asking a family member, using your own knowledge and researching places they are from using the internet. There is a template on the next page which will help you ask questions.

**Task 3:**
When you finish filling in the details on your ancestry template you’ll notice there’s also a space for you to design a ‘Coat of Arms’ for your family. A Coat of arms is a symbol which represents your family, so think carefully what you want it to look like. You may want to do a practice design or two first. Think about your heritage - do you want an Irish flag or a Jamaican flag on there? A ship? A Birmingham landmark? An example of a coat of arms is below
A diagram of a coat of arms:

- **Motto**
  - only the words (if any)
  - (the placement, banner, and typestyle are at the artist's discretion)

- **Crest**
  - (what appears above the helmet)

- **Shield elements**
  - (what appears on the shield, their placement, and their colors)

- **Supporters**
  - (usually two animals, birds, or persons appearing on either side of the shield)

- **Helmet or helm**
  - (usually the type of helm identified, such as a peer's helm)

- **Shield shape or angle**
  - (the shape changed through the centuries at the discretion of the heralds and artists)

- **Mantle or mantling**

- **Name design**
  - (the placement, banner - if any, and typestyle are at the artist's discretion)
Hi Team Southfields PE and Sport!

We hope you are all doing well, this week we will be working on developing open and closed skills. This is a great time to try new things at home with your family, develop your skills and have a go at teaching yourself!

Activity 1: Physical & Personal ME

Warm-up: As we know it is vital to complete a warm-up before exercise (please check last weeks work for hints and tips on warm-up ideas)

Activity:
Complete the following circuit x3:

- **Press ups x 10**
  (on knees make it easier)
- **Lunges x 10**
- **Sit ups x 10**
- **Shoulder taps x 10**
- **Squat jumps x 10**
- **Bicycle crunches x 10**

**Social Me**
Challenge task - Get someone in your family to complete this workout with you, think about their ability and see if you can adapt or modify the exercises to make them easier or harder depending on their needs.

**Activity 2: Thinking Me**

**Analysis of sport**
Q1. What is the definition of an open skill

Q2. What is the definition of a closed skill

Tracking an athlete

Your main task this week is to use the template below to track an athlete of your choice in an invasion game (“Invasion games are team games in which the purpose is to invade the opponent's territory while scoring points and keeping the opposing team's points to a minimum, and all within a defined time period”).

HEAT TRACK: MAPPING PLAYER MOVEMENT

Observer Name ____________
Player Name ______________

Dribble (Quiggly Line)  Wall (Dotted line)  Run (Continuous Line)

Pick an invasion game of your choice and watch a game/youtube clip of a game focus on your selected player and look at their movement within a game. (It is up to you how long you complete - I would recommend about 10 - 15 minutes to get an idea of how hard a player works)

Some links below to type in youtube for matches / on TV at the moment there are lots of reruns of old matches
https://www.youtube.com/watch?v=XD5Q9G5bBgo - England Netball - Commonwealth Gold Medal Match
https://www.youtube.com/watch?v=GeAFPBfM3_c - England Rugby - World Cup Win 2003
https://www.youtube.com/watch?v=9CeYDWG5wIM - Wolverhampton Wanders vs Man City - 2019

Next week
You will be asked a series of questions following on from your heat tracker map - think about the types of fitness your athlete needs - the demands of the match - ways to improve.
Hi Team Southfields GCSE PE!

This week we are building on the Handball Project we started last week.
1. Recapping knowledge of the bones of the body.
2. Ranking the components of fitness to Handball.

**Activity 1: Fast Five**

Set yourself a timer for 5 minutes and try to complete below.

<table>
<thead>
<tr>
<th>Identify the principles of training.</th>
<th>Identify the components of a warm-up and cool-down.</th>
<th>Identify the movements possible at the hip.</th>
<th>Identify the joints where circumduction can occur.</th>
<th>Identify the movements possible at the elbow.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Activity 2: Recap Bones**

Label the bones of the body highlighted here.

Extension: Can you colour code the bones of the axial skeleton and the bones of the appendicular skeleton.
Activity 3: Analysis of Handball

Analysis

Produce a fully justified analysis of the importance of the different components of fitness for their chosen activity. [Handball]

Last week you selected the most important and least important components of fitness for handball.

This week your challenge is to rank all 10 components in the table below.

This week we are focusing on the Centre back in Handball. Remember these components of fitness will be similar for a centre back in football or centre in netball.

Role: the centre back stands in the middle of the court and provides both defending and attacking options.

Next week we will do the same activity but for a goalkeeper to see how the ranking would change depending on the position and the role.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Identify Component of Fitness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Centre Back</td>
</tr>
<tr>
<td><strong>Most Important</strong></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Are important</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Are needed</strong></td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td><strong>Are not important</strong></td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td><strong>Least Important</strong></td>
<td>10</td>
</tr>
</tbody>
</table>

***Remember*** There is no right or wrong answer to this activity. As long as you can justify why you think they are or are not important in Handball.
Bob Marley – the early years

Robert Nesta "Bob" Marley (February 6, 1945 - May 11, 1981) was an important Jamaican musician in the 1970s and 1980s. He made the style of reggae music very popular all over the world. His music told stories of his home and the Rastafarian religion that he followed. Some songs were about religion and some songs were about politics like Get Up, Stand Up.

Bob Marley was born to a black teenager, Cedella Booker, and a white man name Norvall Marley. When he was young, his friends gave him the nickname, "Tuff Gong". He started his music career in the 1960s with his group the Wailing Wailers, with two friends, Peter Tosh and Bunny Wailer. In 1962, Bob Marley and the Wailing Wailers recorded their first two songs called 'one cup of coffee' and 'judge not'.

Task:

Compare the lyrics of ‘One cup of coffee’ and ‘Judge not’.

What similarities and differences can you see?

(Hints: look at the length of the songs, use of rhyme, repetition of words)

Which song do you think is more powerful? Why?

One cup of coffee

One Cup of Coffee
One cup of coffee, then I'll go;
Though I just dropped by to let you know
That I'm leaving you tomorrow;
I'll cause you no more sorrow:
One cup of coffee, then I'll go.

I brought the money like the lawyer said to do,
But it won't replace the 'eartache I caused you;
It won't take the place of lovin' you, I know,
So one cup of coffee, then I'll go.
/Saxophone solo/

Tell the kids I came last night
And kissed them while they slept;
Make my coffee sweet and warm
Just the way you used to lie in my arms.

Judge not

Don't you look at me so smug
And say I'm going bad
Who are you to judge me
And the life that I live,
I know that I'm not perfect
And that I don't claim to be
So before you point your fingers
Be sure your hands are clean

Judge not
Before you judge yourself
Judge not
If you're not ready for Judgement

Woah oh oh!

The road of life is rocky
And you may stumble too
So while you talk about me
Someone else is judging you

Judge not
Before you judge yourself
Judge not
If you're not ready for Judgement

Woah oh oh!

The road of life is rocky
And you may stumble too
So while you talk about me
Someone else is judging you
Someone else is judging you

Someone else is judging you
I brought the…
Ethical Issues in Sociological Research

When conducting sociological research, it is very important that the project sticks to ethical guidelines.

Which of the following is the biggest breach of ethics? Be ready to explain your answer…

1. Failing to ask permission (consent) from participants that are being studied.
2. Being deceptive about the nature of the research
3. Failing to protect the anonymity of your research participants, for example: publishing personal information about them or being careless with their data.
4. Failing to provide details of the nature of the experiment at the end of it (this is called a debriefing).
5. Putting participants in physical or psychological danger
6. Intentionally misrepresenting your findings or falsifying data so that your research is misleading or deceptive to those who read it.

Task 1

Why is consent (asking for informed permission) important for ethical research?

Make a mind-map showing your ideas then match up the keywords with their definitions.

Match the key-word with their definitions!

1. Right of Withdrawal
   - After the study is finished, the researcher should provide subjects with complete details about the study.

2. Debriefing
   - The right to have personal information protected. The researchers shouldn't use participants names in their published results.

3. Participant
   - Rules about moral and immoral approaches to sociological research; established by academic institutions and laws.

4. Confidentiality
   - A researcher should tell subjects about their expected roles in the study, any risks of participating, and their freedom to withdraw from it

5. Informed Consent
   - Research participants must be allowed to leave the research at any stage and must be informed of this right.

6. Ethical Guidelines
   - Someone who takes part in a research project
Task 2 - Complete the gap fill activity below.

Most sociological researchers work through universities which have strict ______ and guidelines about how they should conduct their research. These ethical guidelines ensure that participants are protected.

- Participants must give their ___________ to take part
- Participants must give informed consent: they must be made aware of any dangers/risks, and be made aware of their right to leave the research at any stage.
- Researchers have a duty to __________ their participants and not to expose them to undue risks. This includes causing emotional distress.
- Researchers should be sensitive when dealing with vulnerable groups.
- At the end of the experiment, participants must be debriefed: given an explanation of the nature of research and how the experiment works.
- Researchers must respect the __________ of their participants.
- Researchers must have integrity: they must be honest and not tamper with data.

- There is a debate about the use of __________ in research: some experiments might require deception.
- There is also a debate about the use of covert observation, which many sociologists feel is valuable as people change their behaviour when they know they’re being observed (this is called______________________).


Task 3 - What ethical problems can you find with the following examples of research?

One of the most widely cited experiments in the field of psychology is the Stanford Prison Experiment in which psychology professor Philip Zimbardo set out to study the assumption of roles in a contrived situation.

The Stanford Prison Experiment was designed to study behaviour of "normal" individuals when assigned a role of prisoner or guard. College students were recruited to participate and were assigned roles of "guard" or "inmate" and Zimbardo played the role of the warden.

The basement of the psychology building was the set of the prison and great care was taken to make it look and feel as realistic as possible. The prison guards were told to run a prison for two weeks. They were told not to physically harm any of the inmates during the study. After a few days, the prison guards became very abusive verbally towards the inmates and many of the prisoners became submissive to those in authority roles. The experiment inevitably had to be cancelled because some of the participants displayed troubling signs of breaking down mentally. Although the experiment was conducted very unethically, many psychologists believe that the findings showed how much human behaviour is situational and that people will conform to certain roles if the conditions are right.

Create a brainstorm of all the ethical problems in the research case study above.
Developing my vocabulary: checklist

Vocabulary learning involves knowing different aspects of a word. Use this checklist to rank the words / phrases below.

| 1 | I have seen this word before. |
| 2 | I know what the word means. |
| 3 | I can read the word aloud. |
| 4 | I can spell the word correctly. |
| 5 | I can use the word in a sentence. |

<table>
<thead>
<tr>
<th>Word</th>
<th>Ranking 1-5 (see table above)</th>
<th>English meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>¡Ven!</td>
<td>Come!</td>
</tr>
<tr>
<td>2</td>
<td>¡Levanta!</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>¡Para!</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>¡Escucha!</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>¡Baila!</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>¡Salta!</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>¡Espera!</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>¡Da una vuelta!</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>¡Haz..!</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>¡Pon..!</td>
<td></td>
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</tbody>
</table>

Now write your own sentences using the words above.

<table>
<thead>
<tr>
<th>Sentences</th>
</tr>
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<tbody>
<tr>
<td>1</td>
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</table>
Extra task: Go onto YouTube and see how many of your favourite songs that include the imperative mood OR parts of the body have Spanish versions, then fill out the Google form I have created with any new verbs or body parts you have found. Here are some ideas to get you started:

- Don Omar, “Danza Kuduro”: [https://www.youtube.com/watch?v=NTuxyxJg--U](https://www.youtube.com/watch?v=NTuxyxJg--U) (The first minute and a half is in Spanish – then it switches to Portuguese!)
- Sergio Ramos y Demarco Flamenco, “Otra Estrella en tu Corazón”: [https://www.youtube.com/watch?v=B663R7kgxEA](https://www.youtube.com/watch?v=B663R7kgxEA)
- Anything by Shakira, Jennifer Lopez, Ricky Martin, Enrique Iglesias (en español)