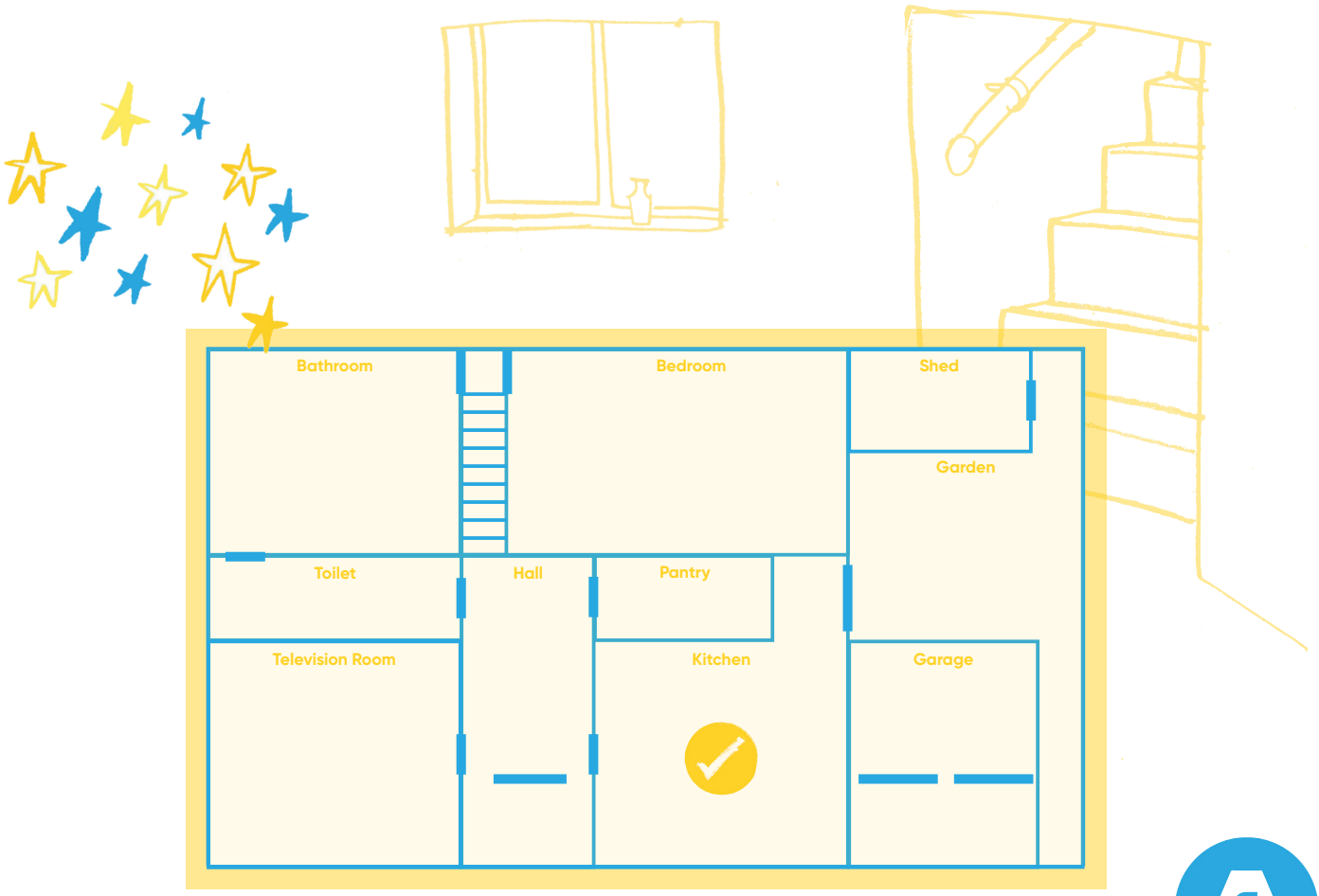
Family Connect

Bedding Down in the Bedroom!

Most of us spend considerably more than a third of our lives in our bedrooms – so here are some ways of turning some of that time into learning time!

There are four challenges here: one for children aged 4 – 6, one for those aged 6 – 8, one for those 9 and over – and one for the whole family. We'd suggest that your children tackle the age-appropriate challenge as independently as possible – before all settling down together for the Family Challenge.

Your children can write their responses on anything – but if it helps, there are printable worksheets at the end of this document. In fact, you can type directly onto these on your device, too, if you want to cut down on printing!



Bedding Down in the Bedroom!

Ages 4 - 6

Challenge 1: Literacy

Ask your child/children to select any four items in their bedroom and to write down (or draw) what they are. Explain that the challenge now is to make up a short story that includes all four, in any order. You might like to record the resulting story – and, as an extra challenge, see if anyone can use the same objects to create a completely different story!

Challenge 2: Maths

Explain that the challenge is to measure things using scales – the written-down kind, not the ones in your bathroom! There's an Activity Sheet to help you here, if you want it – but if not, write "We are measuring how soft the beds are" at the top of a piece of paper – then, in a vertical column underneath, the numbers 5, 4, 3, 2 and 1.

Help your child/children to test all the beds in the house – and to identify the softest (if you only have two beds, make the sofa an "honorary bed" for the day!). Whose bed is this? Tell your child/children to write that person's name (or draw them) by the number 5.

Whose bed is the hardest? Tell your child/children to write that person's name (or draw them) by the number 1.

And now the scale comes in – because your child/children needs to decide where the other beds slot in. Those beds' owners names should be written by the appropriate numbers (or, again, their faces drawn).

Now that everyone knows what the challenge entails, your child/children can work more independently to create scales using three more criteria (and there are Activity Sheets for each one) ...

- We are measuring how big the beds are ...
- We are measuring how big the bedrooms are ...
- We are measuring how bright the bedrooms are.

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Ages 4 - 6

Challenge 3: Science

Explain that the challenge is to look at how we do things differently by day and by night. Ask your child/children for three things they only do in their bedroom during the day – these should be recorded, in words and/or pictures. If you're using our Activity Sheet, these go by numbers 1 – 3.

Tell them to play a game of "make believe" to re-enact everything they do between saying "Goodnight!" to the family and climbing into bed (a lot of the activities can be mimed, of course – they don't need to actually brush their teeth!). Once they've completed this, as accurately as possible, they should record three of the activities, in words and/or pictures. If you're using our Activity Sheet, these go by numbers 4 - 6.

Tell them to continue the game, picking up at the moment they climb into bed, and concluding when they fall asleep. If any adults are involved in the process, their roles can be taken by siblings – or toys. Once this piece of the make-believe has been completed, again as accurately as possible, your child/children should record three of these activities, in words and/or pictures (numbers 7 – 9 on our Activity Sheet) – to finish their Day/Night Diary!

Challenge 4: Design Technology

Explain that the challenge is to create a 3D version of an element of one of Vincent Van Gogh's paintings. With your child/children, look at and talk about some of Van Gogh's works online – then focus on one of his "Sunflowers" paintings. Ask your child/children to imagine a vase of those sunflowers on their bedside table/bookshelf – what difference would they make to the room?

The challenge now is to make a 3D version of one of the sunflowers, using scrap materials – and sticking as closely as possible to the artist's vision.

*We'd love to see your sunflowers – so why not tweet them, using @**AsCreatives** and **#FamilyConnect***

Bedding Down in the Bedroom!

Ages 6 - 8

Challenge 1: Literacy

Explain to your child/children that this challenge will call upon their powers of persuasion. Ask them to imagine that you are all moving house - but that they can only take four items from their bedroom with them. To make matters worse, they also have to persuade you to let them keep each one!

The first job is for your child/children to select their four items – and write them down. And the second is to give a very persuasive argument as to why they should be allowed to take one. Once they've done this, they should read them out to you and await your verdict on the selected items. Should they stay – or should they go now?

Challenge 2: Maths

Explain to your child/children that this challenge is about collecting data – and displaying it using bar charts. The first set of data is going to be about books – all books, no matter what type or size. Set your child/children to the task of counting all the books in each bedroom. If you have two bedrooms or fewer, use your main living room as an "honorary bedroom" for the day (and another room, too, if you need it)! Once all the data has been collected, your child/children should present it using a bar chart.

The next part of the challenge is to look at the overall data more carefully – so your child/children should conduct three more counts, and construct three more bar charts...

- The number of fiction books in each room ...
- The number of non-fiction books in each room ...
- The number of picture books in each room.

Ask your child/children to compare the four sets of bar charts. Can anything be learned from them about the people living in the house?

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Ages 6 - 8

Challenge 3: Science

Explain that this challenge will ask your child/children to explore their scientific vocabulary. Together pick a favourite book – ideally from the bedroom, but it's fine to visit another part of the house if you don't keep your books here. The important thing is that it should be primarily a book of words, rather than a picture book.

Pick a page at random – a page that has a minimum of ten lines of text. Ask your child/children to identify the first letter of the first word on the first line … to think of a "science word" beginning with that letter … and then to come up with a single sentence definition of that word that anyone could understand. Their job now is to work independently to take the first letter of the first word on each of the next nine lines, find and record science words for each – devising definitions each time. Two suggestions …

- There can be no more than two of any given "type" of word – ie only two animals, forces or examples of weather …
- If they get really stuck on a letter, they should skip down to the next one, returning later.

Note: this is a fantastic way of reminding your child/children of just how broad science is and of how it touches every part of our lives. And by asking for definitions, of course, it really probes their understanding!

Challenge 4: Design Technology

Explain that the challenge is to create a 3D version of an element of one of Vincent Van Gogh's paintings. With your child/children, look at and talk about some of Van Gogh's works online – then focus on "Café Terrace at Night". How does the painting convey atmosphere?

Ask your child to imagine that this was the view from their bedroom window. If they were peering out at night and the café was busy, what would it look like? What would they be able to hear? And what would they be able to smell?

The challenge now is to make a 3D version of one of the café's tables and its chairs, using scrap materials – and sticking as closely as possible to the artist's vision.

*We'd love to see your Café Terraces – so why not tweet them, using @**AsCreatives** and **#FamilyConnect***

Bedding Down in the Bedroom!

Ages 9 and over

Challenge 1: Literacy

Ask your child/children to imagine that they are just a visitor to their own bedroom – and explain that the challenge will be to write a travel review about their stay for the last two nights. What would be their highs and lows? What could have been better? It would probably be worth doing some research first, by reading a few travel reviews online – but areas they might like to explore could include …

- Décor and view
- Amenities
- Room service (if any)
- Atmosphere
- Attitude of other travellers

Challenge 2: Maths

Note: if you don't have any cuddly toys in the house, search online for images – and take the first fifteen different species that you find!

Explain to your child/children that this challenge is about collecting data – and displaying it using a Venn diagram. Their first job is to visit all the bedrooms in the house to collect fifteen different cuddly toy animals (remembering whose rooms they came from!), each representing a different species. Together, these represent Set U, the universal set. They'll then work through the following process …

Decide on three "binary" ways of classifying the animals – ways that will see at least one animal in each group. There are lots of ways of doing this, depending on your household's own particular collection of toys – but here are some that you might like to use …

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Ages 9 and over

- Farm Animals/Not Farm Animals
- Endangered Species/Not Endangered Species
- Mammals/Not Mammals
- Birds/Not Birds
- Live in the Sea/Don't Live in the Sea
- Found in the Wild in the UK/Not Found in the Wild in the UK

For each classification system, list the animals that fall under the first heading (for example, Farm Animals. Your child/children will now have three sets of data: A, B and C.

Now to construct the diagram. Your child should …

1. Draw a rectangle on a piece of paper, to cover three quarters of its area. Underneath it, write down what type of animals each set includes. This is the key …

2. Draw three interlinked circles, to take up about three quarters of the rectangle. Label these A, B and C. The circles need to be linked in such a way that:

- A and B share a common area …
- A and C share a common area …
- B and C share a common area …
- A, B and C share a common area.

And now to complete the sets. Your child/children should …

3. Write the names of any animals that don't appear in Sets A, B or C in the portion of the rectangle that isn't taken up by the circles …

4. Write the names of all the animals that only appear in Set A in the part of Circle A that isn't shared with B or C …

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Ages 9 and over

5. Write the names of all the animals that only appear in Set B in the part of Circle B that isn't shared with A or C …

6. Write the names of all the animals that only appear in Set C in the part of Circle C that isn't shared with A or B …

7. Write the names of any animals that appear in Set A and Set B (but not Set C) in the part of Circle A that it shares only with Circle B …

8. Write the names of any animals that appear in Set A and Set C (but not Set B) in the part of Circle A that it shares only with Circle C …

9. Write the names of any animals that appear in Set B and Set C (but not Set A) in the part of Circle B that it shares only with Circle C …

10. Write the names of any animals that appear in all three sets in the area that is common to all three circles (this is the "sweet spot").

Now that the Venn diagram is complete, ask your child/children to look carefully at it – and see if they can draw any conclusions from it about your family's likes/dislikes. Is there anything else in the house that could usefully be explored using this kind of maths?

*We'd love to see your Venn diagrams – so why not tweet them, using @**AsCreatives** and **#FamilyConnect***

Bedding Down in the Bedroom!

Ages 9 and over

Challenge 3: Science

Explain that the challenge looks at some of the effects of ageing processes in humans. The overall task is to analyse two bedrooms in the house – one an adult's room, the other a child's. This is a forensic analysis, so nothing should be moved (or even touched) – but your child/children can record their examination in any way they want.

The key question your child/children should be asking themselves is "What does all this tell me about ageing processes?" To this end, they need to identify and record (potentially using our Activity Sheet) nine concrete pieces of evidence. If they're struggling with the concept, you might suggest one of the following ...

- Look at the décor in the two rooms – does this tell us anything about ways that humans change as they get older?
- Look at the beds in the two rooms – does this tell us anything about ways that humans change as they get older?

Once they've collected all their evidence, ask if there are any other parts of the house that could be usefully explored in this way

Challenge 4: Design Technology

Explain that the challenge is to create a 3D model inspired by one of Vincent Van Gogh's paintings. With your child/children, look at and talk about some of Van Gogh's works online – then focus on "Bedroom in Arles". How does the painting convey atmosphere? How does it convey Van Gogh's state of mind?

The challenge now is for your child/children to make a 3D version of, not Van Gogh's bedroom, but their own - using scrap materials and sticking as closely as possible to the artist's vision.

*We'd love to see your 3D Bedrooms – so why not tweet them, using @**AsCreatives** and **#FamilyConnect***

Bedding Down in the Bedroom!

Family Challenge

Getting Started

The bedroom is a place for rest and relaxation, of course, so this is a chance for the whole family to relax together and play a game calling upon their powers of observation and recall. It's also a great way to involve members of the wider family, too – so why not book a Skype call with grandparents, siblings who are away from home, aunts, uncles or cousins, so that they can play, too?

Beforehand, though, you'll need to collect some resources ...

- Two blindfolds (scarves make great blindfolds – but shirts will do just as well) ...
- Two dice (if you don't have any, write the numbers 1, 1, 2, 2, 3, 3, 4, 4, 5, 5, 6 and 6 on separate pieces of paper, and place them in a container) ...
- A timer (most phones will do for this).

Teams

The next task is to sort out teams. There are lots of ways that you could do this – but here are a few ways of using the family's mathematical skills to sort it all out ...

- If there are only two of you, you'll play as individuals ...
- If there are three of you, the oldest family member will play as an individual, with the younger two making up a team ...
- If there are four of you, the oldest and youngest will make up one team – with the other two forming a second ...
- If there are are five of you, the oldest family member will play as an individual, the oldest and youngest of the rest of you will make up one team – and the other two make up another ...
- If there are six of you, the oldest and youngest will make up one team, the next oldest and next youngest will make up another – with the remaining two forming a third ...

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- If there are are seven of you, the oldest family member will play as an individual, the next oldest and next youngest will make up one team, the next oldest and next youngest of those who remain will make up another - with the remaining two forming a third.

If other family members are joining you remotely, they can either form their own teams – or work as part of your teams, using the approach above.

Now gather in one of the bedrooms (some of you via the internet, of course) – and you're set for the game. And the game is … the deceptively difficult **Categories Game**!

The Categories Game

This is a really simple game to play – just follow this step-by-step process …

1. The team containing the youngest member of the family rolls the two dice (or takes out two of the numbered pieces of paper) to generate a number between 2 and 12 …

2. Members of that team agree who will be Player 1 - then both don their blindfolds …

3. Agree a "Timer" and a "Scorer" (these can be the same person) …

4. The Timer reads out the Category belonging to the number that has been generated – and starts the timer. We've suggested some Categories (see below) – but you might want to add your own, too …

5. Player 1 calls out something that fits into the Category … then play passes to Player 2, back to Player 1 – and so on, until the Timer announces that a minute has elapsed*. When we play this game, Players are allowed to call "Pass!" if their minds go blank …

6. While Step 5 has been going on, the Scorer is keeping tally, awarding a point for each acceptable answer (no points for a repeated answer) …

7. The Scorer announces the score, Players 1 and 2 remove their blindfolds – and play passes to the next team …

8. If a category has already been used, the Timer should choose one that's as numerically close to it as possible …

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9. The process continues until every team has attempted equal numbers of categories – and the winners are announced!

*where a team is made up of just one player, of course, that person just keeps going for the full minute.

Categories:

2: Books in the room

3: Things on the walls

4: Things that can be seen out of the window

5: Toys in the room

6: Things on the floor

7: Colours in the room – and where they are

8: Clothes in the room

9: Shapes in the room – and where they are

10: Animals in the room (toys, in books, on pictures)

11: Containers in the room

12: Things with legs in the room (including furniture!)