

Table of Contents

After the Fall.....	2
Jouons un jeu !.....	3
Pattern Block Fractions	7
Learn About Good Posture and Get Active!.....	9
Are you an Artist?.....	10
Going Back to School.....	12
Appendix - Going Back to School.....	14
Appendix - Sketch-to-Stretch.....	15
Appendix - Sketch-to-Stretch.....	16
More Than One Purpose.....	17

After the Fall

Information for students

- What nursery rhymes do you remember from when you were younger? Do you know Humpty Dumpty? If you have access to the Internet, read this sequel to the Humpty Dumpty story: After the Fall by clicking on this link: <https://safeyoutube.net/w/8wkA> (4:18 minutes). Click on CC to access the subtitles.
- What is the biggest challenge Humpty has to face in this sequel? What do you think are some of the messages presented in the book? How is this different from the original Humpty Dumpty nursery rhyme? What surprised you most about this story?
- Think of another nursery rhyme and update it by writing a sequel. Use the format of your choice: graphic novel, poster, written text, etc. Your work can be done on paper or digitally.
- Share your story with your family. Also, if possible, share your story with friends using video chat or another method that is approved by your parents.

Material required

- Paper, writing and drawing materials
- Optional: device with Internet access, device with software or application for creating in a digital format

Information for parents

- Read the instructions with your child, if necessary.
- Discuss the questions together.
- If you have Internet access, help your child find the link to the video of the book being read aloud.

Jouons un jeu !

Consignes à l'élève

Dans cette activité, tu vas écrire la marche à suivre pour jouer à ton jeu préféré. (Voir le gabarit ci-dessous)

Étape 1 Nom du jeu et liste de matériel : Écris le nom du jeu et la liste de tous les objets dont tu as besoin pour jouer.

Exemples : cartes, dés, ballon, pions.

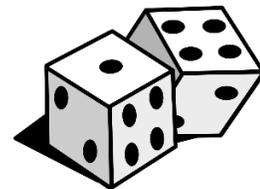
Étape 2 Nombre de joueurs : Écris le nombre de joueurs nécessaires (minimum et maximum.)

Exemples : de deux à quatre joueurs, de six à dix joueurs.

Étape 3 Le but du jeu : Écris une phrase qui explique comment gagner le jeu.

Exemples : Le gagnant est celui qui n'a plus de cartes.

Étape 4 Le déroulement du jeu : Explique les différentes étapes du jeu.



Marche à suivre

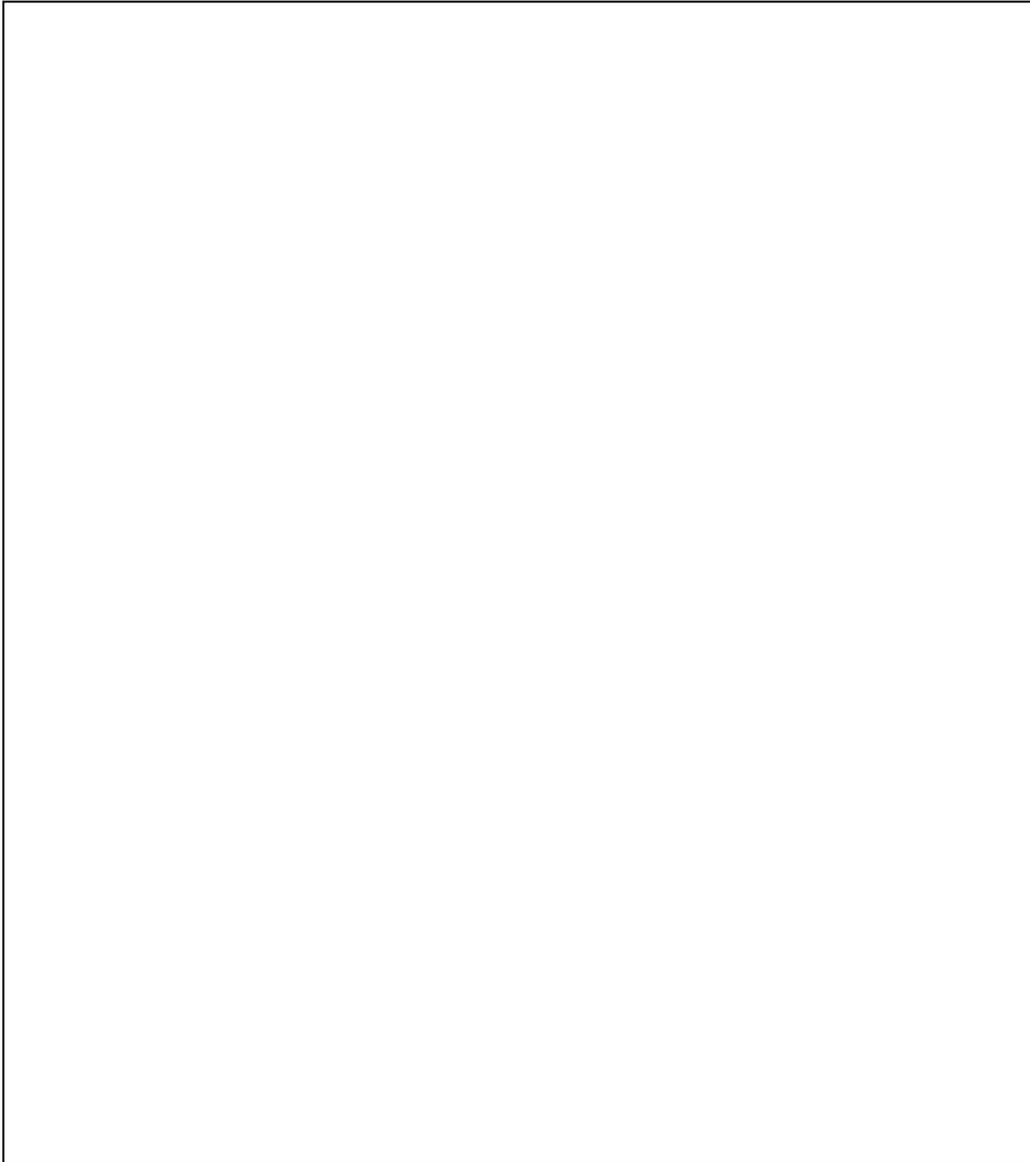
Nom du jeu :

Matériel :

Nombre de joueurs :

But du jeu :

Déroulement du jeu :



Matériel requis

- Une feuille et un crayon.

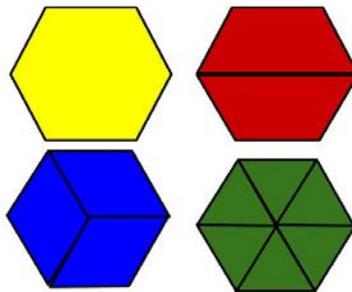
Information for parents

- Read the instructions with your child, if necessary.
- Discuss the questions together.
- Help your child write complete sentences using known words.

Pattern Block Fractions

Information for students

- Pattern blocks are a set of six blocks used to explore mathematical ideas.
- Four of the six shapes are fractionally related to each other. Those shapes and their relationships are illustrated below:



- Consider the following design. Using the relationship illustrated above, determine what fraction of the design is represented by each colour.



Colour	Fraction of the whole design
Yellow	
Red	
Blue	
Green	

- Use the pattern blocks on this site to create your own design.
<https://www.coolmath4kids.com/manipulatives/pattern-blocks>
- Using at least 10 blocks, can you make a design that is $\frac{1}{2}$ blue? Can you make a design that is $\frac{1}{4}$ green?

Materials required

- Device with Internet access (optional)

Information for parents

- Your child might find it helpful to cut the shape into pieces and into equal, smaller parts to determine the fractional part of the whole.
- Help your child use the pattern block tool on the website, if necessary.
- Challenge your child to create other designs and determine the fractional part represented by each colour.
- The solutions to the problems on the first page are in the table below:

Colour	Fraction of the whole design
Yellow	$\frac{12}{30}$ or $\frac{4}{10}$ or $\frac{2}{5}$
Red	$\frac{9}{30}$ or $\frac{3}{10}$
Blue	$\frac{6}{30}$ or $\frac{2}{10}$ or $\frac{1}{5}$
Green	$\frac{3}{30}$ or $\frac{1}{10}$

Learn About Good Posture and Get Active!

Information for students

Activity 1: Good posture

- Watch the following video to learn more about the impact of posture on your body:
 - Video: [The benefits of good posture](#)
- What did you learn by watching the video? Why is it important to have good posture? Do you think you have good posture? If not, what can you do to improve your posture?
- Discuss what you learned about posture with a member of your family.

Activity 2: Chair-based workout

- Watch the following video to learn some exercises:
 - Video: [10 Minute Chair-Based Workout](#)
- When can you do these kinds of exercises? Which muscles are being developed to maintain a good posture?
- Try to create your own exercise or choreograph an exercise routine.
- Teach the exercises you created to a member of your family.

Materials required

- Device with Internet access
- A chair

Information for parents

About the activity

Children should:

- learn about the impact posture can have on their body
- carry out the suggested physical activities

Parents could:

- ask their children questions about what they have learned about posture
- try out some exercises with their children

Are you an Artist?

Information for students

Are you an artist? If so, learn more about 5 young Canadian artists. Let them inspire you with their passion, commitment and creativity.

- 1. Watch each video and answer the follow-up questions:
 - A 12-year-old Pow Wow performer dances for those who can't (<https://youtu.be/ujkUxy-PJB8>)
 - A 13-year-old poet's response to violence (<https://youtu.be/eKQj6hXOjEI>)
 - A 9-year-old drag queen shows how to slay (<https://youtu.be/fmYSRbqNDa0>)
 - An 11-year-old prodigy turns thunderstorms into beautiful music (<https://youtu.be/LhNWpEHe020>)
 - You may find this kid's art scary, but he politely disagrees (<https://youtu.be/iCCEIAjAW3E>)
- 2. Answer the following questions
 - Florence says that “braids are a symbol of strength”. Can you think of symbols that are important to you?
 - Do you use symbolism in your art?
 - When someone called Florence's regalia a costume, she did not seem very offended. In your opinion, what kind of a person does that make Florence?
 - To deal with her fears, Gulmehek writes beautiful poetry. How do you deal with your fears?
 - Gulmehek begins her creative process by observation. Do you have a creative process?
 - What do you think Nemis means when he says that both his personas are still the same person?
 - What kind of a person would be accepting of Nemis' art? What kind would not be accepting?
 - What do you think Marcel means when he says “this is what a thunderstorm sounds like on a piano”?
 - Do you think that Marcel's gratitude has something to do with being brought up in a war zone?
 - What do you think Marcel means when he claims to be “not a technical player”?
 - What makes Callum a curious, autonomous and experimental artist?
 - Why do you think Callum would rather use his art to communicate than words?
 - Why do you think Callum prefers letting people decide for themselves the meaning of his art?
- 3. If you are inspired, create your own work of art.

-

Materials required

- Device with Internet access for watching the short videos
- Workbook (included)

Information for parents

- Give your child a quiet space to work
- Give your child some privacy if needed
- Once the activity is finished, you could encourage your child to share their appreciation and impressions.
- If your child wishes to share with you, show openness to their ideas.

Going Back to School

Information for students

How do you feel about going back to school? If you're not going back to school, how are you feeling about staying home knowing that some of your classmates are returning? Maybe you're excited, nervous, happy or scared. Maybe you're feeling all of those feelings and it's confusing. We've never lived through anything like this as a society before. All of our emotions are normal even if they are surprising to us. Both Minister of Education and Higher Education Jean-François Roberge and Premier François Legault said the well-being of children is one of the reasons they are planning to reopen schools. They feel it's important that kids get to see their friends and their teachers again, but they also understand that some families will choose to keep their children at home.

For those going to school, here are some of the safety measures that will be put in place:

- Classrooms will be limited to 15 students to help keep the 2-metre physical distance.
- Bus drivers will be protected behind Plexiglas, and there will be a policy of one child per seat on school buses.
- Recess time might alternate throughout the school day to make sure there are fewer children outside at once.

Activity

The decision to return to school, or not, may not be up to you. It's a family decision, after all. It's possible that you are happy about the choice being made, but it's also possible that you're struggling to accept the family decision. Either way, our responsibility in a family and in a society is to do our best to cooperate and help to make things run as smoothly as possible.

- Take a few minutes to think about how you're feeling. Use the activity sheet or take a piece of paper and write at the top "Going Back to School." Then, fold the paper in half and write at the top of the left-hand column "Benefits" and at the top of the right-hand column "Challenges."
- Write down all of the thoughts and feelings that come to mind for both sides.
- Now think of how others might be feeling (a close friend, a sibling, a parent, a teacher) and write those thoughts and feelings down, too.
- Now that you have come up with quite a few different perspectives, it's time to do a Sketch-to-Stretch. A Sketch-to-Stretch allows you to show your thinking using pictures (sketches), words, and sentences. Whether you're going back to school or not, you may be thinking about how that will look in what is being called the "new normal." Fold a blank piece of paper in half or use the activity sheet provided. In one section, create a Sketch-to-Stretch to illustrate how you imagine the classroom will be. In the other section, create a Sketch-to-Stretch to illustrate how you imagine playing outside will be. If your family has decided you're not going back to school for the moment, sketch how you imagine it will be when you eventually return.

Ethics and Religious Culture

- Finally, talk about your list of benefits and challenges and explain your Sketch-to-Stretch to a classmate or family member. As you share, remind yourself not to judge your thoughts and feelings, nor the thoughts and feelings of your partner. We're all going through this together, in our own way. Talking about it with respect and empathy will help make it easier, one day at a time.

Materials required

- Pencil, copy book or paper, colouring pencils or other colouring materials
- Optional: use the activity sheets provided

Information for parents

- Read the instructions to your child, if necessary.
- Discuss the questions together.

Connections to the ERC program include:

- Carefully reflect on aspects of certain social realities and subjects such as justice, happiness, laws and rules.
- Organize their ideas and express them with respect and conviction.

Additional resources:

- The article "[That Discomfort You're Feeling Is Grief](#)," written by Scott Berinato, Senior Editor at *Harvard Business Review*, may help support the conversation and address the emotions you may all be feeling as a family. Here is an excerpt:

There is something powerful about naming this as grief. It helps us feel what's inside of us. So many have told me in the past week, "I'm telling my coworkers I'm having a hard time," or "I cried last night." When you name it, you feel it and it moves through you. Emotions need motion. It's important we acknowledge what we go through. One unfortunate byproduct of the self-help movement is we're the first generation to have feelings about our feelings. We tell ourselves things like, *I feel sad, but I shouldn't feel that; other people have it worse. We can—we should—stop at the first feeling. I feel sad. Let me go for five minutes to feel sad.* Your work is to feel your sadness and fear and anger whether or not someone else is feeling something. Fighting it doesn't help because your body is producing the feeling. If we allow the feelings to happen, they'll happen in an orderly way, and it empowers us. Then we're not victims.

Appendix - Going Back to School

Brainstorming Sheet

Benefits	Challenges

Appendix - Sketch-to-Stretch

In my classroom:

Appendix - Sketch-to-Stretch

In my schoolyard:

More Than One Purpose

Information for students

At the beginning of the 20th Century, the artifact shown to the right was found in many homes in Québec. Complete the table below to figure out what it is and what it is used for.



About the artifact	Answer
Who made it?	
What was it made out of?	
Who used it?	
What was its purpose?	
Is it still used today?	
Is there a modern counterpart?	
What is it?	

Geography, History and Citizenship

- If you guessed that the artifact is a spoon, then you are correct!
- Did you know that spoons were used not only for cooking but also as a musical instrument?
- Spoons can serve as a percussion instrument and are a part of traditional Québec music.
- Watch this video to see how musical spoons are made now, and how to make music with them.
<https://youtu.be/IleDaYjAxvM>
- Be adventurous and try to make your own music using a pair of spoons! What other household items could be used to make music?

Materials required

Useful resources, depending on personal preferences and availability:

- Device with Internet access
- Writing materials (paper, pencil, etc.)
- A pair of spoons

Information for parents

- Read the instructions to your child, if necessary.
- Have a discussion with your child to help brainstorm ideas to complete the chart.
- If you wish, try to make music with your child using household items.