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Everything Is Connected

Information for students

This week we are thinking about connections. When we read a book or watch a movie, we make meaning of it by making connections: to other books, to our own lives or experiences or to the wider world.

Your English Language Arts teacher has most likely asked you to make connections to books you have read. The teacher has probably asked you to think about questions such as:

What does this remind me of in my life?

Has something like this ever happened to me?

What were my feelings when I read this?

Have I changed my thinking as a result of reading this?

Text to self connection

What does this remind me of in another book I've read?

How is this text similar to other things I've read?

How is this different from other books I've read?

Have I read or seen something like this before?

Text to text connection

What does this remind me of in the real world?

How is this text similar to things that happen in the real world?

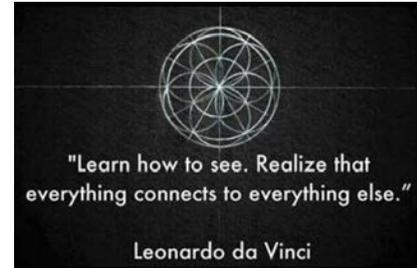
How is this different from things that happen in the real world?

How did that part relate to the world around me?

Text to world connection

Today you're going to consider how **everything** is connected.

Humans are social creatures. We make sense of the things around us through connections. The world is smaller than we think it is and we need to realize how connected we all are. You are connected to every one of your ancestors, through your DNA. You are even connected to everything you have ever eaten, since the proteins, carbs, and fats of everything you eat become a part of your organism through digestion. And, because you are made of matter, just like everything in the universe, you and everything else are connected. Let's read to find out more.





Instructions

- First, read (or listen to) Jason Gruhl's book *Everything Is Connected*.
- After thinking about the book's message, print out and complete the *Everything Is Connected Think Sheets* (see the appendix.)
- Now you're thinking bigger! Think about one thing you are deeply connected to, like a parent or relative, a special place, a rock or a favourite pair of jeans. Write in your journal how you are connected and what that connection means to you. You don't have to share this with anyone although you may want to.
- Talk to a parent or relative about connections. Give them a few random suggestions and see what connections they can come up with. For example, you can say "hairbrush" to a parent. They may share a memory like this: "I remember my grandmother brushing my hair as a child. My grandmother is your great grandmother. We are all people who are related: we share DNA and a collective family memory."
- Have a conversation with someone you trust. Ask them how knowing that everything is connected could change their behaviour. How might this knowledge change yours?

Materials required

- *Everything Is Connected* by Jason Gruhl: <https://safeyoutube.net/w/hsjG>
- Everything Is Connected Think Sheets (Appendix)

Information for parents

The book *Everything Is Connected* by Jason Gruhl is a comforting but thought-provoking look at the interconnectedness of everything in the universe. It is an introduction to philosophy and a conversation starter.

Children should:

- read the book and think about how the world and everything in it is interconnected in some or many ways
- write about the connections we have to other things on the planet
- write about a special connection with a person or thing

Parents could:

- discuss the book and its message with their children.
- help children to consider someone or something that is important to them and find the connection they have with that person or thing. For example: A pet gives comfort, provides play and fun but is also a mammal, made of atoms and molecules etc.
- help children research the interconnectedness of matter (everything in material world), mind (dreams, love etc.) and abstract (numbers, geometrical forms etc.)
- watch this Ted Talk on how everything is connected with their child and discuss it: <https://safeyoutube.net/w/1bkG>



Appendix: Everything Is Connected

How are you connected to...?

Imagine how you are connected to each of these and write about it!

Your neighbor: 

A cow: 

The ocean: 

Bullies: 

The Past: 

Robots: 



How are you connected to...?

Imagine how you are connected to each of these and draw it!

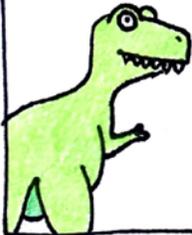
Someone in Spain:



Blobfish:



A T-Rex:



Pollution:



The Future:



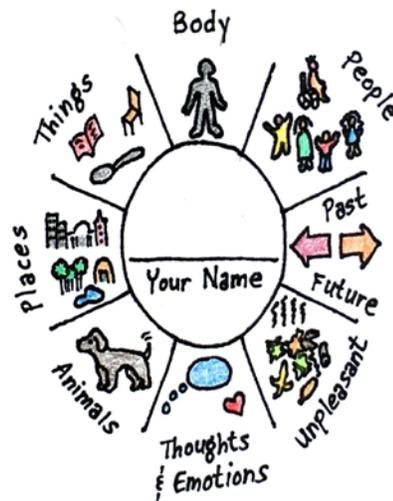
Mars:



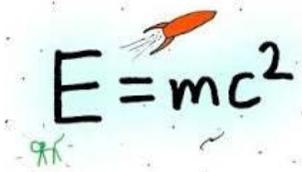


What are you connected to ??

Draw or write everything you can imagine you are connected to!



More food for thought:



It's the world's most famous equation, but what does it really mean? "Energy equals mass times the speed of light squared." On the most basic level, the equation says that energy and mass (matter) are interchangeable: they are different forms of the same thing.

You are connected to the whole universe because everything that exists is made of matter or energy, and according to $E=mc^2$, matter is slowed down energy and energy is sped up matter. Following this idea, the entire Universe, you included, is just one big blob of energy.

You are a part of that, and therefore connected to the whole of it. There are no real boundaries; only the ones our senses create in order to impose a semblance of order on what *is*.

Everything Is Connected Think Sheets courtesy of www.shambhala.com



Une nouvelle saveur de crème glacée

Information for students

L'été arrive à grands pas, et qui dit été dit...crème glacée!

As-tu déjà fait de la crème glacée maison? Regarde la [vidéo](#) suivante pour apprendre comment faire!

Quelle saveur de crème glacée aimerais-tu inventer? Écris un petit texte pour décrire ta saveur de crème glacée et convaincre un(e) ami(e) que c'est la meilleure.

1. Choisis un nom pour ta nouvelle saveur de crème glacée
2. Décris-la. Utilise des mots précis pour décrire le goût, la texture, l'odeur de ta crème glacée. Sers-toi de mots de la liste au besoin (Annexe 1)
3. Convaincs un(e) ami(e) que c'est la meilleure saveur!
4. Si tu en as envie, essaie la recette de crème glacée (Annexe 3)

Matériel requis

- Connection internet (optionnel)
- Crayon, papier
- Annexe 1 Liste de mots
- Annexe 2 Plan de texte
- Annexe 3 Recette et ingrédients (optionnel)

Information for parents

Children should:

- produce a short written or oral text
- use precise vocabulary to
- describe a new flavour of ice cream
- convince a friend that it's the best

Your child may also, with your permission, follow a recipe in French to make ice cream.

Parents could:

- ask their child to read their text aloud
- as a follow-up activity, help them try out the ice cream recipe suggested



Annexe 1 : Liste de mots

ingrédients	goût	saveur/odeur (arômes)	texture
crème	sucré	vanille	onctueuse
lait	parfumé	chocolat	croquante
glace	délicieux	érable	lisse
sucré	savoureux	pistache	dure
arôme (voir liste)	...	lavande	molle
...		miel	fine
		menthe	soyeuse
		noix de coco	...
		...	



Annexe 2 : Plan de mon texte



image: Sarah Gualtieri Unsplash

Une nouvelle saveur de crème glacée

Nom de la saveur: _____

Description:

Pourquoi est-ce la MEILLEURE saveur?



Annexe 3 : Recette de crème glacée

Recette de crème glacée (Ricardo)

Tu auras besoin de :

- 2 grands sacs de plastique à fermeture hermétique (de type “Ziploc” grand format)
- 2 petits sacs de plastique à fermeture hermétique (de type “Ziploc” format sandwich)
- 4 tasses de glaçons
- 60 ml ($\frac{1}{4}$ de tasse) de gros sel
- 60 ml ($\frac{1}{4}$ de tasse) de crème 35%
- 60 ml ($\frac{1}{4}$ de tasse) de lait
- 15 ml (1 cui. à soupe) de sucre
- 1 ml ($\frac{1}{4}$ de cui. à thé d'extrait de vanille (ou d'une autre essence de ton choix)

Préparation :

1. Prends le grand sac de plastique. Remplis-le avec la glace. Ajoute le gros sel et glisse-le dans un deuxième grand sac pour le doubler. Mets-le de côté.
2. Place le petit sac de plastique sur une tasse à mesurer pour l'aider à tenir en place. Verses-y la crème, le lait, le sucre et l'extrait de vanille. Retire l'air du sac et ferme-le hermétiquement. Double-le avec un deuxième petit sac.
3. Glisse le petit sac dans le grand avec les glaçons et referme-le bien.
4. Et maintenant, brasse! Il faut bien brasser pendant environ 5 minutes, et tu verras graduellement le liquide se solidifier. Mets des mitaines si tes mains gèlent.
5. Après 5 minutes, ouvre le grand sac, sors le petit et jette dans le lavabo le mélange de gros sel. Prends ton petit sac et plie le rebord vers l'extérieur : il est possible qu'il y ait un peu de gros sel et tu ne voudrais pas en mettre dans ta crème glacée en la versant. Mange la crème glacée immédiatement dans une coupe que tu auras placée préalablement au congélateur ou congèle-la au moins 1 heure pour la raffermir et en faire un sandwich à la crème glacée avec tes biscuits préférés.



Math Board Game

Information for students

- The goal of the **Math Board Game** activity is to answer the math questions correctly and to be the first player to make their way around Canada!
- Using the cards and the board game, challenge a sibling or parent to compete in the race around Canada!

Materials required

- Appendix B: Game Cards (printed)
- Appendix D: Game Board (printed)
- Writing instrument
- Scissors
- Small objects that could be used as pawns

Information for parents

About the activity

Children could:

- cut out cards
- write out their own questions
- show all their work on scrap paper
- check their answers as they go along

Parents should:

- print the cards (Appendix B) and the game board (Appendix D)
- read out “How to play the game” with the players
- check the result of the required operation each time (solutions are provided in Appendix C)
- allow their children to use paper and pencil to do their calculations



Appendix A – Rules of the Game

Information for students

Players: 2 – 4 players can play.

Materials: Small objects that can be used as pawns (e.g. buttons, bottle caps, coins), writing instruments, paper

Instructions to prepare the board game:

1. Print and cut out the game cards.
 - You can cut and create as many cards as you want. Use the blank cards to create your own questions.
2. Print the game board. It's the map of Canada with a path that goes across our great country.

How to play the game:

1. Stack the cards upside down beside the game board.
2. All players will start the game in Montreal, so they must place their pawn on Montreal. Players will choose the direction in which they move.
3. Players will decide who plays first. The player to their right plays second, etc.
4. In order for the player to advance on the board, they must draw a card and answer the question correctly.
 - Other players check the answer on the answer sheet.
 - If the player answers correctly, they move ahead as many spots as indicated on the game card.
5. It is now the next player's turn to play.
6. The goal of the game is to be the first player to arrive back in Montreal.



Appendix B – Game Cards

<p>A) Calculate this sequence of operations:</p> $3 + 5 \times 3 - 2 \times 2 =$ <p>Move 1 space</p>	<p>B) True or false?</p> $296 \div (10 \div 5) = (141 - 41) + (5 - 3)$ <p>Move 2 spaces</p>
<p>E) Calculate the area of this square:</p>  <p>Move 1 space</p>	<p>F) Compare these numbers using the < or > symbol.</p> $-15 \square - 9$ <p>Move 1 space</p>
<p>I) Compare these numbers using: <, > or =</p> $467\text{g} \square 46.7\text{kg}$ <p>Move 1 space</p>	<p>J) Calculate the product:</p> $\begin{array}{r} 2.9 \\ \times 1.2 \\ \hline \end{array}$ <p>Move 2 spaces</p>



M) How many minutes are there in 2 h 45 minutes?

Move 1 space

N) Compare these numbers using: <, > or =

$$-79 \quad \square \quad +78$$

Move 1 space

D) Calculate the product:

$$\begin{array}{r} 3.5 \\ \times 9 \\ \hline \end{array}$$

Move 1 space

L) Calculate this sequence of operations:

$$(15 - 5) \times 4 \div 8 =$$

Move 1 space

H) How many hours are there in 3600 seconds?

Move 1 space

O) Arrange these numbers in decreasing order:

$$-57, -75, -36, 2, 25, -60$$

Move 1 space

G) Arrange these numbers in increasing order:

$$-10, 5, 1, -1, -9$$

Move 1 space

K) Compare these numbers using: <, > or =

$$78 \text{ cm} \quad \square \quad 0.78 \text{ m}$$

Move 1 space



P) Calculate the result of this division:

$$978 \div 100 =$$

Move 1 space

C) Find the result of this division:

$$257 \div 10 =$$

Move 1 space



Appendix B – Blank Game Cards



Appendix C – Game Card Solutions

A	$3 + 5 \times 3 - 2 \times 2 = 14$
B	$295 \div (10 \div 5) = (141 - 41) + (5 - 3)$ is false
C	$257 \div 10 = 25.7$
D	$3.5 \times 9 = 31.5$
E	The area of the square is 144 cm^2
F	$-15 < -9$
G	The numbers in increasing order are: -10, -9, -1, 1, 5
H	There is 1 hour in 3600 seconds
I	$467\text{g} < 46.7 \text{ Kg}$
J	$2.9 \times 1.2 = 3.48$
K	$78 \text{ cm} = 0.78 \text{ m}$
L	$(15 - 5) \times 4 \div 8 = 5$
M	There are 165 minutes in 2 h 45 minutes
N	$-79 < 78$
O	The numbers in decreasing order are: 25, 2, -36, -57, -60, -75
P	$978 \div 100 = 9.78$



Non-renewable and Renewable Energy Sources

Information for students

Questions:

1. What does the term *energy* mean to you?
2. What do humans use to get the energy they need for their body?
3. What energy source does your stove use to get hot? What energy source does a car use to move?
4. Are there energy sources that have less negative impact on the environment than others?

Terms to Consider:

- **Energy** is the ability to do work. Energy can make machines work, cars move and food cook
- **Non-renewable energy source:** an energy source that cannot be renewed in a short amount of time (in the years of a human life). This source is depleted (used up) **faster** than it can be replenished (made). Therefore, there is a LIMITED supply. **Fossil fuels** are a part of this group of energy sources
- **Renewable energy source:** a source of energy that, once used, can be renewed, or replenished in a reasonable amount of time (such as within the time of a human life or shorter). In other words, we do not use it faster than it can be made available
- **Electricity:** is the flow of electrical energy. It is an energy that is created by converting other energy sources (renewable or non-renewable). For instance, we can use the energy of moving water to create electrical energy

Materials required

- Paper
- Pencil
- Device with Internet access
- Additional materials depending on activity chosen (Appendix B)

Appendices

- Appendix A: Understanding Energy Sources
- Appendix B: Design a Renewable Energy Model

Information for parents

About the activity

Children should:

- visit Hydro-Quebec's site: [Games](#)
- visit [Britannica Kids](#) for more information on energy

Parents could:

- help their child gather materials for their activity
- supervise their child during the activity



Appendix A – Understanding Energy Sources

Types of non-renewable energy sources:

- **Coal**¹: a product created after MILLIONS of years of pressure on plants buried deep in the ground. Coal can be used to create electricity.
- **Oil**²: a product created after MILLIONS of years of decomposing marine plants and animals. Oil is used for heating buildings as well as to create electricity, power transportation vehicles and more.
- **Natural Gas**³: Found near oil reserves. Also requires MILLIONS of years to be produced. Natural gas is mostly used for heating as well as to create electricity.



Since these three sources were once plants and animals living millions of years ago, they are called **fossil fuels**. All three sources are burned to create energy. They are used primarily for creating electricity, transportation and heating. Because fossil fuels have to be burned, they are responsible for much of the air pollution in our world.

- **Nuclear**⁴: Uses the element *uranium*, a radioactive material found in the ground. The element decays and releases heat. This heat is used to create electricity.



¹ OpenClipart, Wagon with Coal, March 2, 2020, PNG, FreeSVG.org, <https://freesvg.org/amt-wagon-coal>

² Clker-Free-Vector-Mages, Oil Environmental Spills Issues Pollution Waste, August 1, 2014, PNG, Pixabay.com, <https://pixabay.com/vectors/oil-environmental-spills-issues-310841/>

³ Clker-Free_Vector_Images, Fire Flame Burn Candle Heat Warm, April 10, 2014, PNG, Pixabay.com, <https://pixabay.com/vectors/fire-flame-burn-candle-heat-warm-295433/>

⁴

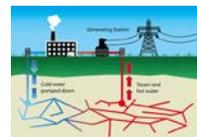
Cool Fact⁵: When we burn fossil fuels, energy is released. This energy is used to do work (for example, move a car, heat a home). The energy that is released originally came from the sun millions of years ago when plants captured the light energy to make sugar (a process called photosynthesis). Therefore, when we burn these fuels, we are releasing the energy of the sun that was once captured by plants. Actually, the same can be said for when we burn wood (trees) in a fireplace or campfire.

Non-renewable Energy: Watch this [video](#).



Types of renewable energy sources:

- **Solar⁶:** Solar cells turn the light from the sun into electricity. Solar cells are also called photovoltaic cells
- **Hydroelectric⁷:** The water from a dam is used to spin the turbines inside the generator, which produces electricity. This kind of electrical power is produced when gravitational force is applied on flowing water. Québec is Canada's leading producer of hydroelectricity
- **Wind⁸:** Wind is used to turn the blades of a windmill. These blades spin a turbine placed inside a generator to produce electricity
- **Biomass⁹:** Biomass refers to organic matter that has stored energy through the process of photosynthesis. Biomass mainly includes plant material and animal waste and is the oldest source of renewable energy. The stored solar energy in biomass is converted to electricity, biofuel and heat
- **Geothermal¹⁰:** is heat from deep inside the Earth that is used to generate steam to make electricity



While there are *many* advantages to using renewable energy sources, such as little to no air pollution, there are also some disadvantages (watch the video below to find out what these disadvantages are).

Renewable Energy: Watch this [video](#).

⁵ David Rock Design, Sun Vector Illustration Free Image Astro Energy, November 22, 2016, PNG, Pixabay.com, <https://pixabay.com/illustrations/sun-vector-illustration-free-image-1837376/>

⁶ Solar Panels on the House Roof, August 28, 2019, SVG, PublicDomainVectors.org, <https://publicdomainvectors.org/en/free-clipart/Solar-panels-on-the-house-roof/84032.html>

⁷ River Dam, April 2, 2020, SVG, PublicDomainVectors.org, <https://publicdomainvectors.org/en/free-clipart/River-dam/85316.html>

⁸ OpenClipart, Windmills up the Hill, August 1, 2017, SVG, Freesvg.org, <https://freesvg.org/windmills-up-the-hill>

⁹ Tony Webster, Agriculture – Corn Field, August 2, 2018, JPG, Wikimedia Commons, [https://commons.wikimedia.org/wiki/File:Agriculture_-_Corn_Field_\(45691292921\).jpg](https://commons.wikimedia.org/wiki/File:Agriculture_-_Corn_Field_(45691292921).jpg)

¹⁰ Rxn111130, Geothermal-energy.png, December 7, 2015, PNG, Wikimedia Commons, <https://commons.wikimedia.org/wiki/File:Geothermal-energy.png>

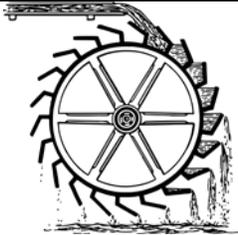
**Summary:**

- Energy is the ability to do work. Energy = power
- Humans use different energy sources to accomplish tasks such as heating homes, fueling transportation, cooking food and making machines work
- Energy sources are grouped in 2 categories: renewable and non-renewable
- Fossil fuels represent 3 out of the 4 non-renewable energy sources
- Fossil fuels include oil, coal and natural gas
- Renewable energy sources: solar, wind, water, geothermal and biomass
- There are advantages and disadvantages to both kinds of energy sources
- Air pollution is a direct result of burning fossil fuels
- Renewable energy produces little to no air pollution



Appendix B – Design a Renewable Energy Model

Information for Students:

Activity	Video	Website	
Make a Solar Oven ¹¹	Video	Site	
Design a Windmill ¹²	Video	Site	
Create a Water Wheel ¹³	Video		

¹¹ Gerry Dincher, Pizza Box Solar Oven for S'mores, September 3, 2012, JPEG, Flickr.com, <https://www.flickr.com/photos/gerrydincher/7924549820>

¹² VanVangelis, Pinwheel Sky Clouds Free Photo, n.d. JPEG, Needpix.com, <https://www.needpix.com/photo/download/1595537/pinwheel-sky-clouds-sun-wind-blue-toys-heart-windmill>

¹³ Water Wheel Vector Clip, n.d., SVG, goodfreephotos.com. <https://www.goodfreephotos.com/vector-images/water-wh8eel-vector-clipart.png.php>



Managing Stress and Going on a Mindful Nature Walk

Information for students

Activity 1: Let's talk about stress

- Did you know that stress can affect anybody at any age?
- There are many factors that can affect your level of stress, such as homework, tests and personal situations with friends and family
- Did you know that there is something called “eustress” or “positive” stress? This type of stress happens when we go on vacation, learn a new hobby or take on a challenge that makes us feel good about ourselves. It can be stimulating, motivating and exciting
- Think about both eustress (positive stress) and distress (negative stress)
- Watch the following video on stress and tips for managing your stress:
<https://safeyoutube.net/w/XCrG>
- Is there something you can do at home to manage your stress? What about at school? Have a discussion with family members on how they manage their stress and share your own ideas
- Breathing is a great way to manage stress! Click the link below for a great breathing activity:
<https://safeyoutube.net/w/rFrG>

Activity 2: Going on a mindful nature walk

- See Appendix A below and answer the question in Part 1
- Being outdoors is an excellent way to cope with stress!
- What are some activities you can safely do outdoors?
- On a day when the weather is nice, go outdoors for a walk with a parent or sibling. Don't focus on the time or your pace. Instead, try to focus on what's around you as you walk, for example, animals, street signs, plants or trees. Try to stay as present as possible. If your mind starts to wander, simply redirect your focus on your surroundings!
- After your walk, answer the questions in Part 2

Materials required

- Device with Internet access (for the videos)
- Paper and pencil/pen
- Access to an outdoor walking path, park, or sidewalk



Information for parents

About the activity

Children should:

- learn the difference between eustress and distress
- learn to be mindful and present in the moment during a walk outdoors

Parents could:

- ask their children questions about what they have learned about different types of stress
- discuss the importance of stress management techniques
- share ideas on how to manage stress both at home and out of the house (e.g. at school)



Appendix A - Mindful walking questionnaire

Part 1	
How am I feeling right now? Tired? Happy? Worried?	I am feeling...

Part 2	
What did I notice on my walk?	I noticed...
How do I feel after my walk?	I feel...
Was it difficult to stay focused during my walk?	

If you wish, you can write down your responses and keep them so that next time you go for a walk, you can remember how you felt before, during and after your last walk, especially if it had a positive effect on managing your stress!



Design and Build Your Own Absurd Headdress

This is a creation activity that will give you hours of pleasure! Feel free to imagine any type of silly, scary, absurd or realistic headdress (or mask).

Instructions

1. Before you begin, you might want to watch the following videos for inspiration:
 - o This 13-year-old's elaborate costumes are next level
<https://youtu.be/imVx6s8tFy8>
 - o Make a massive monster mask!
<https://youtu.be/AovRUZk1Dqk>
2. You don't need to buy anything to build your headdress. You can use anything at all. Below, you will see a list of recommended materials. Your list can be very different than mine and that's ok!

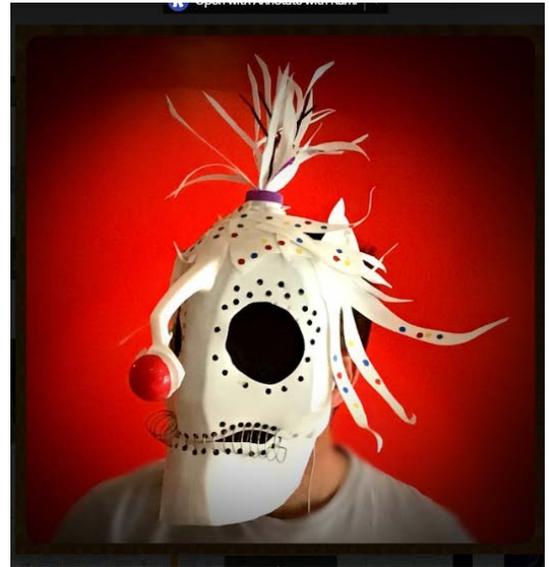
Materials required

Any recyclable or reusable item that you can get your hands on. Large plastic containers such as milk, ice cream, liquid laundry detergent holders work very well and are therefore, ideal for this project. Paper bags, buckets, pails, different fabrics and boxes could also work for this project.

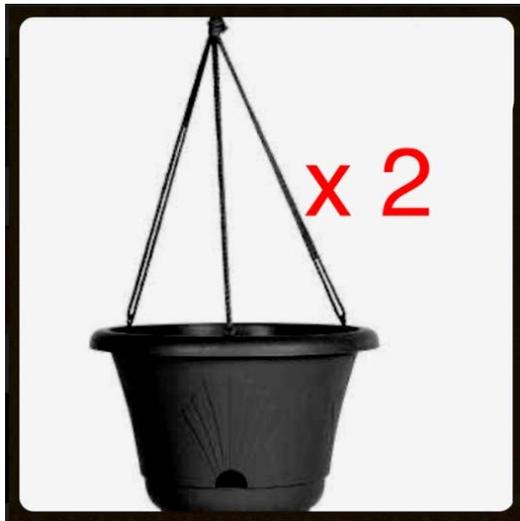
Basic art supplies will be handy to hold items together, or to cut, draw, tear away pieces.



- A) Scissors, or
 - B) Utility knife
 - C) Glue gun
 - D) Ruler, or
 - E) Tape measure
 - F) Duct tape
 - G) Masking tape
 - H) Sharpie
 - I) Clips
 - J) Bottle caps or pen caps
 - K) Hole punch
 - L) Mesh (black plastic screen)
3. See the following examples of items used, the results and the process.



Two milk containers become a monster clown mask

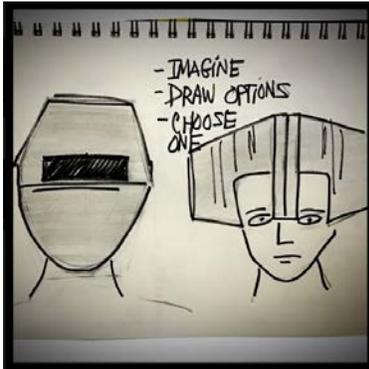


Two plastic flower pots are reused to build a gladiator helmet designed to protect you from invaders!



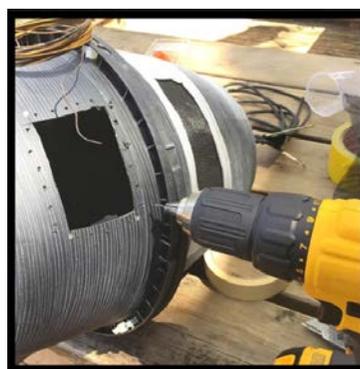
Below, see the process You **do not** need to follow the exact same steps. This is an example.

1. I imagined and then I drew my ideas on paper
2. I drew lines where I wanted to cut
3. Carefully, I cut away the unnecessary material and glued the two pots together



*Tie-wraps were used to hold the two parts together while the glue dried.

4. I tested the helmet but I wasn't satisfied yet
5. The following day, I decided to cut out a mouth hole
6. Once the rectangular opening for the mouth was cut out, I drilled a few holes for weaving in a metal wire to hold the protective cage in place. I used a left-over aluminium grille (from another project) and mesh to cover the opening





7. I tested the final product and was very satisfied.



4. Your turn to create your own mask, helmet or anything you want.

Information for parents

About the activity

Children could get very imaginative. Building one's own design can be very engaging. The student may spend a lot of time on this. Typically, the creative process calls for the artist to step back once in a while. During their retreat, the student will likely come up with solutions to some challenges and problems.

Parents could encourage the student to take breaks and also to try new tools. Parents can also guide them through if the tools can be dangerous. However, guiding does not mean doing the project for them.



Means of Transport Across Space

Information for students

There are similarities and differences between the means of transport used in different societies.

Instructions:

- Take a historical perspective:
 - On LEARN's "Societies and Territories" web page, read about [the development of ground transportation](#) in Québec in 1980 and the development of transportation in South Africa in 1980 ([From railroads to automobile](#))
 - Complete the table in Appendix 1 in order to compare the means of transport in two societies during the same time period and indicate the transportation challenges facing each society
- View this video on the [history of cars](#) (1:15). How have cars changed over the years? What transportation needs might exist in 100 years?
- Draw or build a prototype of a futuristic car (or another mean of transport) that might be used in several different societies in the future
- Explain how your new means of transport is an improvement over existing means
- Do research on futuristic transport methods to gain ideas. To do so, you can use the table in Appendix 2 to organize your thoughts before describing or sketching your prototype

Materials required

Use materials of your choice if you wish to create your prototype

Useful resources, depending on personal preferences and availability:

- Device with Internet access
- Writing and creative materials (paper, cardboard, pencils, mini building bricks, etc.)
- Printer

Information for parents

About the activity

Children could research using books or the Internet to build their background knowledge on the topic.

Parents should read the instructions with their child and review how to complete the tables in the appendices.



Appendix 1 – Comparing Means of Transport in Two Societies

Information for students

In the table below, compare the means of transport used in Québec society in 1980 with the means of transport used in South Africa in 1980 and indicate the transportation challenges facing each society.

	Québec society in 1980	South Africa in 1980
Means of transport used in the society		
Transportation challenges facing the society		



Appendix 2 – Means of Transport in the Future

Information for students

What transportation needs might exist in 100 years? Do research on futuristic transport to gain some ideas. Draw, build or describe a prototype of a futuristic car (or another mean of transport). Explain how your new means of transportation is an improvement over existing means. Use materials of your choice.

Ideas or research on futuristic transport:	Description or sketch of prototype:
What challenges facing society does your invention overcome? <i>This invention is an improvement over current means of transport because....</i>	