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# The Interview

## Information for students

In this activity, your challenge is to act as a reporter and interview a friend or a family member (over the phone or in person).

### Preparation

- An interview is a two-way conversation where one participant asks questions and the other provides answers. The purpose of any interview is to exchange information.
- Read the following interview by *Time for Kids* magazine Kid Reporter, Jack Doane with National Ambassador for Young People's Literature, Jason Reynolds: <https://www.timeforkids.com/g56/8-questions-for-jason-reynolds/>
- Discuss the interview with a family member. Was it informative? Were the questions effective? What other questions do you have for Jason Reynolds?
- Read and consider the tips presented in the short article from *Time for Kids* magazine called "Talk to Me" by Allison Singer: <https://www.timeforkids.com/g56/talk-to-me-2/>
- Decide who you will interview. Who do you think has important information to share or an interesting story to tell?
- Once you have decided who you will interview, conduct some research. For example, if you plan on interviewing a grandparent who has lived through a period of war, you may want to do some research about the war they lived through.
- On a sheet of paper, prepare some questions that you would like to ask your interviewee. Consider some of the following general questions from *StoryCorps*: <https://storycorpsorg-staging.s3.amazonaws.com/uploads/SC.TipsforEffectiveInterviews.GreatQuestionList.pdf>

### Conducting the interview

It's time to conduct the interview! Make sure to take notes of your interviewee's responses. If you are recording the interview, be sure to ask the interviewee for their permission to be recorded.

- After the interview is over, write a report. Provide some background information and be sure to select quotes from the interview that you believe are most effective.
- Take some time to reread and revise your work.
- Share your story with a friend or a family member and, of course, with your interviewee!

### Materials required

- Device with Internet access
- Paper and writing materials



## Information for parents

- Read the instructions to your child, if necessary.
- Help your child follow the links to the articles and online resources.
- Engage your child in a discussion about the articles read.
- Consider interviewing your child! Here are some questions you can ask:  
<https://www.scholastic.com/parents/kids-activities-and-printables/activities-for-kids/9-cool-questions-to-ask-your-kid.html>



# Objet à vendre

## Information for students

- Choisis un objet dans ta maison et essaie de le vendre en créant une publicité.
- Une bonne publicité doit :
  - Avoir un titre accrocheur
  - Inclure un logo et un slogan
  - Utiliser des mots positifs
  - Être claire, courte et spécifique
  - Bien décrire le fonctionnement ou l'utilité de l'objet
  - Dire où on peut se le procurer et combien ça coûte
- Sois créatif! Tu peux inventer un nom et une utilité farfelus pour ton objet.
- Ta publicité peut être faite par écrit (comme un feuillet publicitaire) ou en vidéo (de 30 secondes à une minute.)

## Materials required

- Un objet de ton choix
- Un papier ou le gabarit de feuillet publicitaire (optionnel – voir annexe)
- Crayons de ton choix

## Information for parents

- Your child will use a household item to create an advertisement.
- Your child will practise using specific descriptive language in French.
- Your child will write a short persuasive text.
- You can show your child a variety of advertisements.
- You can give them feedback on their writing.



**French as a Second Language**

Titre : \_\_\_\_\_

Logo :

Nom :

Prix :

Description :

Slogan :



# Discovering the Vitruvian Man!

## Information for students

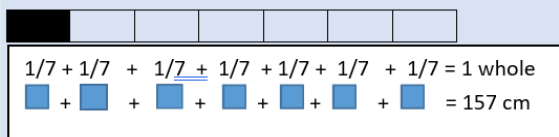
- In Appendix A, read about the proportions discovered by Vitruvius and Leonardo da Vinci.
- Fill out the table with the required measurements in Appendix B.
- Compare your measurements to the proportions given. Indicate if the statements are true or false.
- Analyze your results.

## Materials required

- Handout
- Pencil
- Measuring tape

## Information for parents

- The goal of this activity is to discover the proportions in the human body. It allows kids to explore fractions and measurement in a real-life context.
- For this activity, parents can print Appendices A and B for the child. If possible, help them take the measurements. Make sure they are using centimetres as the unit of measure.
- If your child needs help with the fractions, use pictures. For example:
  - Calculate  $1/7$  of 157 cm.
  - 157 is my whole and I want  $1/7$  of it.



- I want to find the value of 1 section.
  - $157 \div 7 = 22.43^{**}$  cm.
- \*\* Students may get decimal numbers. They can round these numbers.
- Parents can also participate so that kids will have another set of data to compare.



# Appendix A: Discovering the Vitruvian Man

Leonardo da Vinci (1452–1519) was a scientist and an artist. In 1492, he drew the picture of a man standing inside a circle and a square. This drawing is known as the 'Vitruvian Man'. The drawing was named after Vitruvius (a Roman architect from the first century BCE), and depicts proportions and ratios found in the human body. The Latin text surrounding the original drawing describes all the proportions found. Here are some of these proportions.

## PROPORTIONS









- The length of a man's outspread arms is equal to his height.
- The length of a man's foot is  $\frac{1}{7}$  of his height.
- The distance from the sole of a man's foot to just below his knee is  $\frac{1}{4}$  of his height.
- The length of a man's whole hand is  $\frac{1}{10}$  of his height.
- The distance from a man's elbow to the tip of his hand is  $\frac{1}{5}$  of his height.
- The distance from the top of a man's head to the bottom of his chin is  $\frac{1}{8}$  of his height.
- The distance from the bottom of a man's chin to his nose is  $\frac{1}{3}$  of the length of his face.
- The distance from a man's hairline to his eyebrows is  $\frac{1}{3}$  of the length of his face.



# Appendix B: Discovering the Vitruvian Man – Activity Sheet

Put the theory to the test! Follow the steps below to see if all the statements are true or not.

**Step 1: Fill out the table with the required measurements.**

| Description   |   | Measurement (cm) |
|---|---|------------------|
| Your height   |    |                  |
| The length of your outspread arms                                 |     |                  |
| The length of your foot   |   |                  |
| The distance from the sole of your foot to just below your knee   |  |                  |
| The length of your whole hand                                     |  |                  |
| The distance from your elbow to the tip of your hand              |   |                  |
| The distance from the top of your head to the bottom of your chin |   |                  |
| The distance from the bottom of your chin to your nose            |  |                  |





The distance from your hairline to your eyebrows





**Step 2: Compare your measurements to the proportions given. Indicate if the statements are true or false.**

| Proportion Given  | Calculation | True or False |
|---|-------------|---------------|
| The length of your outspread arms is equal to your height.  |             |               |
| The length of your foot is $\frac{1}{7}$ of your height.  |             |               |
| The distance from the sole of your foot to just below your knee is $\frac{1}{4}$ of your height.    |             |               |
| The length of your whole hand is $\frac{1}{10}$ of your height.                                     |             |               |
| The distance from your elbow to the tip of your hand is $\frac{1}{5}$ of your height.               |             |               |
| The distance from the top of your head to the bottom of your chin is $\frac{1}{8}$ of your height.  |             |               |
| The distance from the bottom of your chin to your nose is $\frac{1}{3}$ of the length of your face. |             |               |
| The distance from your hairline to your eyebrows is $\frac{1}{3}$ of the length of your face.       |             |               |



**Step 3: Analyze your results.**

Do your answers match or almost match (up to 5 cm difference) the statements given?

If your answers are not similar, why do you think your findings are different?

**Extension**

Ask an adult if you can measure them. See if their measurements match the statements given.



# Meteorological Systems and Climates

## Information for students

- Essential question: What is the difference between climate and weather?
- Review or research the following ideas:
  - Earth rotates on an axis that is tilted
  - Earth revolves around the Sun
  - The Sun is our main source of energy (heat and light)
  - Tropical storms
  - Climate change
  - Greenhouse gases
- The Earth is divided into 4 major climate zones. Compare the two charts in Appendix A to explain how the climate zones relate to temperature.
- The Sun drives our weather and climates. What do you think happens to areas that get more direct sunlight? Try the experiment in Appendix B to find out.
- Use the average annual rainfall chart in Appendix C and answer the questions that follow.
- Design a study:
  - For 7 days, use a table to record the temperature, humidity and wind speed near your house as well as the types of clouds you can see each day
  - Is there a pattern?

## Materials required

- Paper, writing and drawing materials
- Tray filled with soil
- Desk lamp (incandescent bulb)
- Thermometer
- Device with Internet access (optional)
- Humidity detector (optional):
  - Toothpick
  - Tape
  - Empty can
  - Nail
  - Hammer
  - Permanent marker



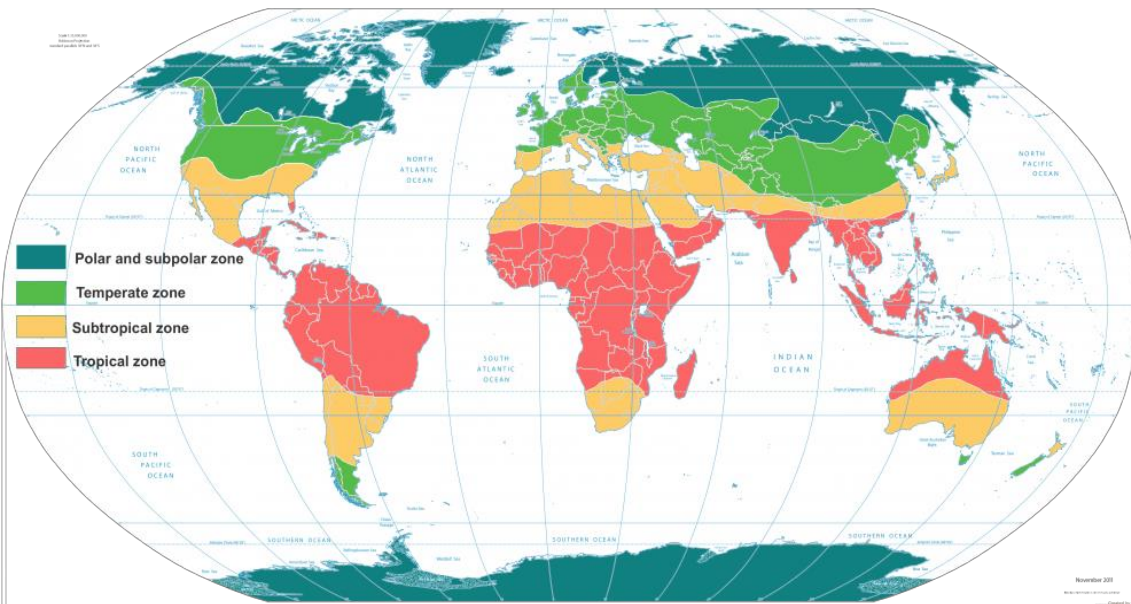
## Information for parents

- Help your child find the link to the video, if necessary.
- Read the instructions to your child, if necessary.
- Discuss the questions together.
- Help build the humidity detector, if necessary.
- Brief video explanation: <https://www.youtube.com/watch?v=gLT1J8je5lo> (optional)

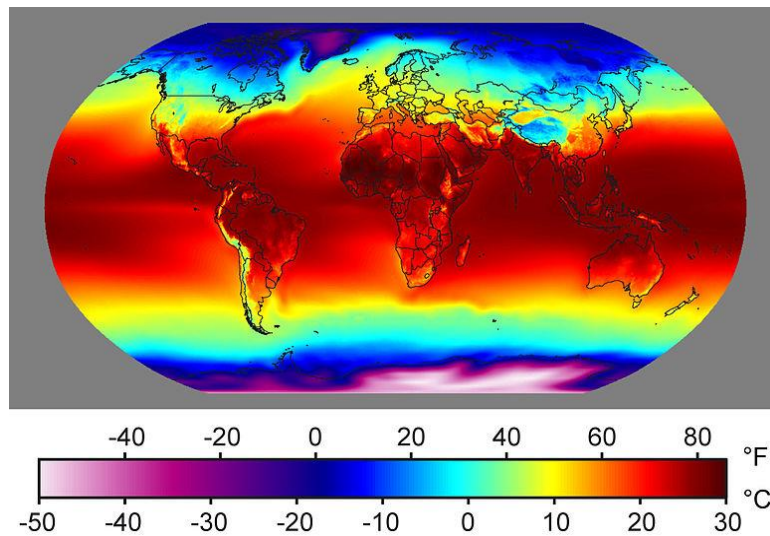


# Appendix A: Climate and Temperature Maps

Map 1: Four Climate Zones<sup>1</sup>



Map 2: Global Annual Temperature<sup>2</sup>



<sup>1</sup> Meteoblue, *Climate Zones*, n.d., JPEG, [https://content.meteoblue.com/var/ezwebin\\_site/storage/images/media/meteoscool/genreal-climate-zones/climate\\_zones/231031-1-eng-GB/climate\\_zones\\_lightbox.png](https://content.meteoblue.com/var/ezwebin_site/storage/images/media/meteoscool/genreal-climate-zones/climate_zones/231031-1-eng-GB/climate_zones_lightbox.png)

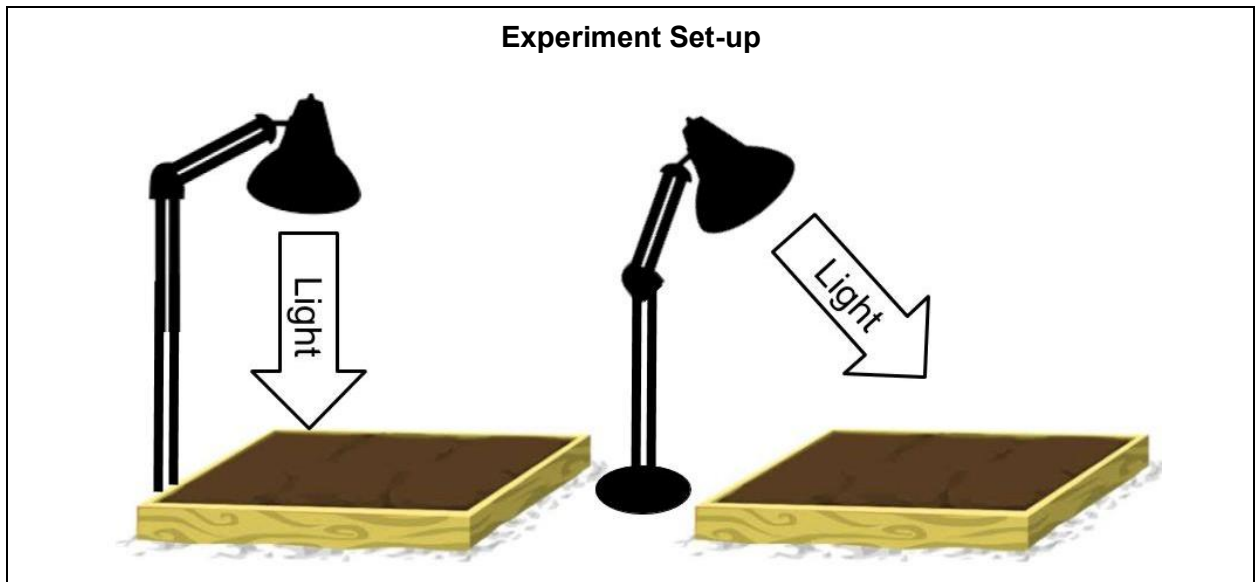
<sup>2</sup> Rohde, R.A., *Annual Average Temperature Map*, 2008, JPEG, [https://commons.wikimedia.org/wiki/File:Annual\\_Average\\_Temperature\\_Map.jpg](https://commons.wikimedia.org/wiki/File:Annual_Average_Temperature_Map.jpg)



## Appendix B: Sunlight Experiment

Check to see how the angle of light hitting a surface affects that surface's temperature.

- Set up two identical lamps (or do the experiment twice with the same lamp) so that one tray filled with soil is directly below the light and the other tray filled with soil is at a 45-degree angle with the light (A picture of the set-up is shown below).



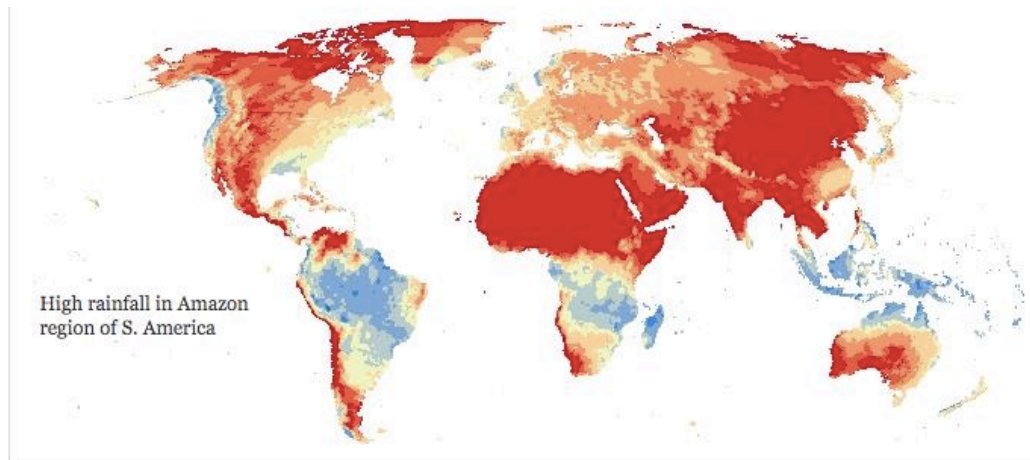
- Measure the temperature of each container after 30 minutes.
- What is the difference in temperature? How does the angle of the light affect the temperature? Explain.



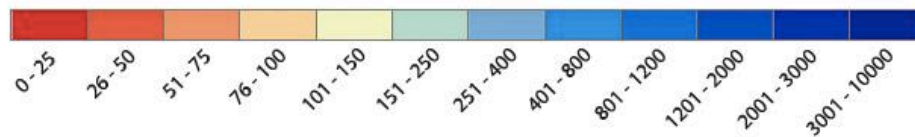
# Appendix C: Annual Rainfall

Use the average annual rainfall chart below to answer the questions that follow.

Annual Rainfall Map<sup>3</sup>



Average Total Rainfall (mm/yr)



## Questions

- Why is there very little rain at the North Pole and also very little rain in the African desert?
- If large forests can cool an area and create more rainfall, can you identify three areas where large forests grow? Explain your thinking.
- What do you think might happen to the average amount of rain in a year if our planet heats up too much?
- You can try to build your own humidity detector (optional):  
<https://www.youtube.com/watch?v=G8QtVcu2QE>

<sup>3</sup> WATCH Water and Global Change, *Rainfall in Average Year*, n.d., JPEG, <http://www.waterandclimatechange.eu/rainfall/average-monthly-1985-1999>





# Learn About Body Image and Get Moving!

## Information for students

### **Activity 1: My body image**

- Watch the following video to learn more about body image:
  - Video: Why Don't I Like The Way I Look?
- What did you learn in the video? Do you think you have a positive body image of yourself? What can you do to adopt a better attitude about your own body image?
- Discuss what you learned about body image with a member of your family.

### **Activity 2: Explore poi movements**

- Challenge yourself to learn some poi movements. Start with the first lesson. When you can perform the movements well, try the next lesson. Watch the following videos to learn some movements:
  - Poi Lesson 1: Start with five movements
  - Poi Lesson 2: Try with two hands
  - Poi Lesson 3: Ready for more challenge
  - Poi Lesson 4: Try to change direction
- Now, try to create your own movements or choreograph a routine.
- Teach the movements to a member of your family.

## Materials required

- Device with Internet access
- Poi\* (or materials to create one)

\*NOTE: If you do not have poi at home and you want to make a set of poi, please follow the steps to create your own:



Document: How to create your own poi

## How to make your own poi

### You will need:

- a pair of long socks (e.g.: soccer socks)
- a pair of small sock or two tennis balls
- two small elastics



Véronique Robidos, pedagogical consultant, ETSPB

### Step #1

Roll each small sock into a ball shape. You can add extra weight inside the sock balls with rice.



### Step #2

Push the sock ball down (or a tennis ball) into the toe of the long sock.



### Step #3

Add a small elastic to keep the sock ball in place. Pull and stretch out the top of the sock and tie a knot.

### Step #4

Repeat for the other sock.



**Congratulation!**

**Now you have your own set of poi!**

Source of pictures: Véronique Robidos, pedagogical consultant, ETSPB

## Information for parents

### About the activity

Children could:

- learn about body image
- participate in the proposed physical activities

Parents should:

- ask their children questions about what they have learned about body image;
- discuss the importance of adopting a positive attitude about body image with their children (visit this website for more information about [How to Talk About Body Image](#) with their children)
- try some poi movements with their child



# In the Style of Romero Britto

## Information for students

- Romero Britto is a Brazilian-born artist who uses bright, vibrant colours in his art work. Take some time to look at Britto's website to familiarize yourself with his style of art. His website can be found at <https://britto.com>. If you do not have access to the website, you can look below for some examples.
- While you examine Britto's work, take time to notice how he uses thick, solid black lines to outline the image. He also divides the background into sections and fills them with different patterns.
- Decide on a topic for your picture. Draw it in the middle of your page. Do not add any small details to it, simply draw the outline of the image.
- Once you have completed your picture, use a ruler to section out the rest of the drawing surface, then trace all of the lines in black marker.
- Colour in the image and the background sections in marker, using various patterns.

## Materials required

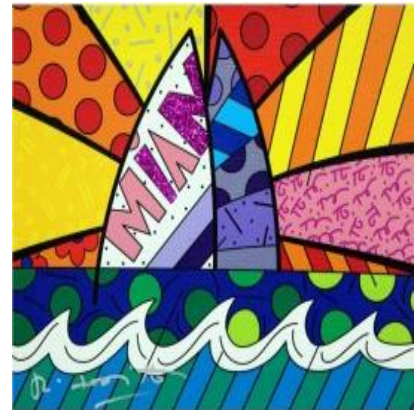
- Device with Internet access
- White paper
- Markers (or coloured pencils)
- Black marker

## Information for parents

- Help your child follow the link to the website, if necessary



ARTS







# Earth Day

## Information for students

- Earth Day was on April 22nd. This is a day where people from around the world take action for the environment and to fight climate change. Participants in this global event feel they have a responsibility to do their part to help the earth. Even though you are confined right now and even though the official Earth Day has passed, there are still many things you can do from your home to help the environment.
- Make a table with the title “Actions to help the earth” and three columns. The labels of the columns will be “What kids can do”, “What adults can do” and “What families can do”. You can make this table on a poster, on a computer, on a tablet or on a piece of paper. Use what you have at home.
- Reflect on actions kids can do from home for Earth Day. Write down your ideas under the “What kids can do” column of your table. In the other columns, write down what you think adults can do and what families can do together.
- Call a friend or a family member and have a conversation about your ideas. See if they have any other ideas to add to your table.
- Commit to one action (or more if you’d like) that you will put in place in the coming days to help the planet in honour of Earth Day.
- Ask your parents and your family to commit to an action as well.

## Materials required

- Paper and writing material. This could be replaced with a digital tool or a poster and markers.

## Information for parents

- This activity will allow your child to name the responsibilities that members of a group (in this case, the global group of students learning from home) may assume.
- You could help your child find examples of actions that can be taken by finding reliable and safe sources.
- You could discuss what a responsibility is and examples of responsibilities you have as a parent and as an adult. You could also discuss other moments where people that are part of a group have common responsibilities (ex: at work, online, in a sports team, at school...).



# An Archaeological Dig at Home<sup>4</sup>

## Information for students

- We study history by analyzing documents, and this provides us with information about how people lived at a certain time in the past.
  - As the video [Awesome Archeology](#) (1:02) shows us, archaeologists are people that who look for clues about the past by analyzing documents called artifacts.
- Observe the objects around you. Which of your personal belongings represent your current lifestyle? What might people in the future learn about you from the objects you own and how you use them?

### ***Now turn your attention to the information that an object from the past may reveal.***

- Search for an old object (e.g. a toy, a piece of technology or a book) that is unfamiliar to you but might have been important when your parents were children. (If you don't find an object in your home, you can ask your parents to show you a picture of an object on the Internet).
- Using the questions in the appendix, conduct a survey with one of your parents to find out what the object reveals about the past.
- Try to identify ways that society has changed over the years, between the time the object was invented and today.

## Materials required

Useful resources, depending on personal preferences and availability:

- Device with Internet access
- Writing materials (paper, poster board, pencils, etc.)

## Information for parents

The study of history is based on information and clues that are uncovered through the analysis of documents or objects. In this activity, your child will identify and analyze a variety of documents (artifacts) that will provide information about the past.

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<sup>4</sup> Source: This activity is an adapted translation of a lesson developed by the RÉCIT Univers Social.



# Appendix - An Archaeological Dig at Home

|   |   |
|---|---|
| What?   | What is the function of the object?<br>_____<br>Is it still functional?<br>_____<br>Do you have a memory related to this object?<br>_____ |
| Who?  | Who is the manufacturer? Who used the object?<br>_____<br>Was it used by several generations?<br>_____                                    |
| When?   | What year was it produced?<br>_____<br>Was the object very popular in its time? Why?<br>_____   |
| Where?  | Where was it used?<br>_____   |
| <b>Interpretation</b>   |   |
| Has the object been replaced by a newer invention? If so, what replaced it?<br>_____  |   |
| What is an important change that has taken place in the world between the time this object was invented and today?<br>_____ |   |