Learning at Home
Grades K–12

Teachers from across New Brunswick have prepared these materials with your needs in mind. They have identified important knowledge and skills from our school curriculum for students to learn and practice. These pages contain lots of useful information and interesting activities for learners of all ages and grades.

We invite you to explore and enjoy the learning adventure that awaits you!
Together Is My Favourite Place to Be

This collection of activities is intended for younger students (ages 4 to 9). Some activities may require the assistance of an older sibling or adult.

Introduction

A young child flourishes when they are with the people they love. Spending more time with family and loved ones provides opportunities to share and enjoy new experiences together. These activities will help your family grow together. Choose the activities you would like to do each day from these four categories!

Mother Earth

Nature provides people with the things that they need for a healthy and happy life. First Nations people have a deep respect and relationship with nature, referring to it as “Mother Earth.” We all have a lot to learn from Mother Earth.

Activity: Outdoor Detective

Take a walk with your child or look around your backyard for examples of nature. Pay attention to what you see and hear.

- Play “I Spy”.
- Guess what is making any noise(s) you hear.
When you get back inside, encourage your child to create/draw something from the natural world:

- Write down what you saw and heard outdoors.
- Create a nature collage (using old magazines).
- Build a nature scene. Use mixed materials such as Lego, blocks, felt and feathers, crayons, markers, etc.
- Write and illustrate a story with the main character being something from nature (such as a bird, tree, chipmunk, insect, etc.). Each page could begin, “If I Were an..., What Would I Do?”
- Or, you could write a story en français. For example, « Si j’étais un..., que ferais-je? »

When you’re exploring nature, remember to:

**Leave no trace of your visit**
Make no damage, leave no litter.

**Be a respectful observer**
Watch and listen, but don’t do anything that might harm the plants and animals or prevent them from living their lives uninterrupted.

**Gather with great care**
Only handle plants and animals that you know to be safe.

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**Activity: Rock On!**

Find a container you could use to collect some rocks. Then, take a walk together in the backyard or nearby to look for some interesting rocks. Select a variety of good size rocks—one that are not too big and not too small—ones big enough to display a word or a few words.

Choose a favourite rock, clean it with soap and water and let it dry. Use markers or paint to create a picture or print a positive message on the rock. (Think of three positive messages that would make someone happy. Select your favourite!) Put the date on the opposite side of your rock.
Discover the characteristics of rocks using the following activities. Record your thoughts in your notebook when you’re done.

- **Guess which rock?** Child closes their eyes and you put a rock in their hand. Which one is it? Describe how each rock feels.
- **Investigate the weights of the different rocks by holding one in each hand.** Look at the different colours and shapes of rocks.

**Activity: Read The Stone Medicine People**

Read *The Stone Medicine People* with your child. Then, try some of these discussion questions and activities:

- What is the story about?
- What are some First Nations traditions mentioned in the story?
- What do you think about the pictures? What colours are used? Compare the style of pictures to another storybook. How are they similar? How are they different?
- Identify the words “Mother Earth” in the story.
- Think of 10 things that are considered part of “Mother Earth.” Print and illustrate your favourite ones.
- Add the French word for each nature object you named.
In the world before this one, all of Creation lived within the Circle of Harmony. In this Circle, all of Creation practiced sharing, caring and respecting each other.

The human family broke the Circle of Harmony by abusing their sacred gifts of life.

They stopped sharing Mother Earth’s abundance of food, medicine and all her resources; they forgot to honor Creator’s sacred gifts of fire, air, water and our Earth Mother.

What do you think will happen next?
The Clan Mothers gathered all the Medicine People within the Circle of Hope to prepare them for the next world (this world).

The Clan Mothers who were responsible for the Circle of Harmony gathered around their sacred council fire. They decided by consensus to take all the gifts away from the human family in order to mend the broken Circle of Harmony.

The Medicine People were to become healers of mind, body and spirit. They were gifted with sacred medicines of sharing, caring and respect for and with all of creation. All Medicine People were spared from the destruction of our world and were transformed into Stone Medicine People.

Today, Stone Medicine People are found in our sacred ceremonies such as sweat lodges, we respectfully name them “Grandfathers”. Stone Medicine People are also present in our ceremonial Sacred Pipes.

What traditions are mentioned in the story? What are your traditions?
Today, the Circle of Harmony is celebrated when we hear our drums and Creator has placed Stone Medicine People upon our Earth Mother in many shapes, sizes and colours.

when we honor each day as a new gift from Creator.

Today, let us continue to share Mother Earth’s abundance of food, medicine, and all her resources.

How do you care, share and respect others?
The Children of this world are gifted with recognizing these Stone Medicine People as they choose one of many to carry with them as reminders to honor the Circle of Harmony as long as the sun shines, the grass grows and our rivers flow.

Food for Thought

Making food and eating together is a great way to celebrate life with your family and loved ones.

Activity: Let’s Make Lunch!

• Begin by reviewing recipes and sharing your likes and dislikes.
• Identify the common characteristics of a recipe.
• Decide what you want for lunch!
  o Organize thoughts on the steps you need to do to make, for example, a sandwich.
  o Make and eat lunch together.
  o Print and illustrate the recipe for your lunch. Include sequencing words such as “first,” “next,” “then,” “after that,” and “finally.”

If your child is interested in cooking in the kitchen, have them create their own recipe book that allows them to easily add recipes as they expand their skills.
**Activity: Yummy or Yucky?**

Help your child with the following activities:

- Illustrate one meal per day in a journal. Label each part.
- Use words to describe taste and texture.
- Rate each meal.
- Share your journal.

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<thead>
<tr>
<th>Meal</th>
<th>Description</th>
<th>Rating</th>
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**What’s Your Story?**

Stories are central to developing a child’s reading, listening and oral language skills. Here are some fun activities for the family that will engage your child in stories.

**Activity: Round Robin Story**

Retell a familiar fairy tale together as a family, taking turns. Add some funny twists!

Have your child recount three or four main events of the story, and then illustrate them in sequence: the beginning, middle and end.

Draw pictures to represent what happened in the beginning, middle and end. The pictures can help to organize the retelling of the story.
Activity: Picture Stories

Gather some pictures from books/magazines/photo albums and put them in a container from where they will be drawn.

Taking turns, each family member takes a picture from the container, putting the pictures in the order they were selected.

Create a story using the words “first,” “then,” “next,” “then,” and “finally.” Have your family write the story down together to retell later.

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Activity: Grab Bag Story

1. Fill a bag with small objects such as toy animals and other favourite toys.
2. Have your child shut their eyes and pick two items.
3. Let them choose one of the two and talk about why this toy is important to them.
4. Your child can sketch the toy and a family member can print their explanation for them to retell or read back.
Activity: Storytelling

- Find a cozy and fun space to build a fort for independent reading.
- Include a variety of teddy bears and favourite books for your child to read in the fort.
- Visit the fort and have your child retell their favourite story. Model/encourage facial expressions, gestures, and different voices used in storytelling.

Activity: Let’s Play Bingo

Select and complete a few activities every day from the Exercise Bingo activity card on the next page. Try to make a straight line. Record results, which may include:

- Measurements of time (seconds, hours, or minutes) it took to perform an activity.
- Who wins (contests with other family members).
- Measurements of distance (metres) you achieved for an activity.
- The number of times you were able to perform an activity.

Activity: Let’s Journal

Keep a journal and ask your child to write or draw pictures about their experience with Exercise Bingo:

- What was your favourite exercise?
- What was your least favourite exercise?
- How did you feel after finishing each of these exercises?
- What do you think will happen if you don’t exercise each day?
- Make up three of your own exercises and have a family member do them with you.
- What exercise took you the longest time to finish and how long did it take?
- What activity took you the shortest time to finish and how long did it take?
- How many jumping jacks did you do?
- Did you do more jumping jacks or sit-ups?
<table>
<thead>
<tr>
<th>B I N G O</th>
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<tbody>
<tr>
<td>Be ready for an adventure</td>
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<tr>
<td>How many stairs are in your home?</td>
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<tr>
<td>Take a nature hike in your yard.</td>
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<tr>
<td>How many steps does it take to walk around your house?</td>
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<tr>
<td>Move through your house like your favourite animal.</td>
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<tr>
<td>Play a game of hopscotch.</td>
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Introduction

A great goal for any young learner is becoming an active global citizen (un citoyen engagé du monde). What does that mean? According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), global citizens “assume active roles, both locally and globally, to build a more peaceful, tolerant, inclusive and secure society.” A global citizen knows and understands a lot about their world. Importantly, a global citizen actively works in their local communities to build a better world! Anyone can take action as a global citizen, no matter how young or old, and global citizens don’t need much time or many resources to work with. Everyone can help! Tout le monde peut contribuer!

What does it mean to be a global citizen? À quoi ressemble la citoyenneté globale?

A global citizen might be somebody who understands the dangers of plastics in the oceans and acts locally to reduce, reuse and recycle. Un citoyen global peut être quelqu’un qui est conscient des dangers du plastique dans les océans et prend des mesures dans sa communauté pour réduire, réutiliser et recycler.

A global citizen might be somebody who understands that every person is equal and speaks up when they see somebody being treated unfairly. Un citoyen global peut être quelqu’un qui comprend que chaque personne devrait se faire traiter d’une manière juste et équitable. Cette personne ne tolère pas le mal-traitement des autres.

A global citizen is anybody who checks on their neighbours during events like blizzards, pandemics and floods to make sure everybody is safe and well. Un citoyen global est quelqu’un qui vérifie sur l’état de ses voisins pendant des événements comme une tempête de neige, une pandémie, une inondation pour s’assurer qu’ils sont en bonne condition.

Young Active Global Citizen: Autumn Peltier

Before you start to look at global citizenship in the activities that follow, think for a moment about Autumn Peltier. She is an example of a young active global citizen. Autumn Peltier is a 15-year-old Ojibwe water protector who addressed the United Nations General Assembly in 2018—when she was only 13! She shows that no one is too young to make a difference!

You don’t have to take really big actions to be like Autumn Peltier. Change comes from the combined actions—even small ones—from many people. It’s important to remember that young active citizens need help, too! Even Autumn Peltier’s success comes from the strength and hard work of many people, including her great aunt Josephine Mandamin.
Choose Your Own Activities!

The first step to becoming an active global citizen is to find something in the world that you are passionate about. Maybe you are passionate about the environment, languages, or human rights. Maybe you are passionate about something totally different! You need to explore your passion, become knowledgeable about it, and then think of ways you can take action about it in your own local community.

Think globally—act locally! Pensée globale—action locale!

Complete some or all of the activities in this package to find what you are passionate about. Try to complete at least 2 or 3!

Learn about Greta Thunberg!

Greta Thunberg, a Swedish environmental activist and active global citizen, sailed across the Atlantic Ocean in 2019 on a 60-foot sailboat. The sailboat was considered to be a “zero carbon” boat in that it released no carbon dioxide into the atmosphere. Thunberg and nearly all scientists believe that the best scientific data we have shows that we release too much carbon dioxide into the atmosphere. As a result, we are harming the environment through global warming.

Her journey in the sailboat took 15 days, and Thunberg said that she enjoyed being separated from her everyday life. She said that she enjoyed her time crossing the ocean and doing nothing. Take a moment now to answer the following questions about her trip:

1. If the distance of the trip was over 3200 miles, what was the average speed of the sailboat?
2. How many times slower was this sailboat trip compared to a trip using an airline to fly on a jet?
3. Do you think that Thunberg sailed the same distance every day on her trip? Explain why or why not.
4. Represent Thunberg’s trip visually by creating a map. Include a graph, a legend, labels, and any other symbols and pictures you choose.
5. If you had been invited to sail with Greta Thunberg on this trip, what questions would you have liked to ask her? Write a journal entry describing your days with Thunberg.
Do a Family Social Action Project! Créer un projet d’une action familiale et sociale

One way we can work to make the world a better place is with our families! What issues are important to your family?

Have you considered enlisting family members to enhance your household’s quality of life? Your family activity can help the world, help your family, or do both simultaneously (at the same time)! Check out the ideas on the right!

Follow these steps to organize your family social action activity:

1. Arrange a family forum to identify a topic for a family social action project. Allow each person to contribute to the discussion so that you can hear different personal viewpoints.
2. Research possible solutions.
3. Brainstorm possible solutions with family members.
4. Develop a plan of action.
6. Schedule a follow-up meeting to review progress.
7. Share family social action projects with others!

Plan of Action

| reducing household consumption |
| réduire la consommation à la maison |
| enhancing outdoor living space |
| améliorer l’espace extérieur |
| recycling |
| le recyclage |
| preserving home culture |
| preserver la culture de la maison |
| creating a garden |
| jardiner |
| improving family wellness (nutrition, exercise, etc.) |
| une activité familiale du bien-être (la nutrition, l’exercice, etc.) |
| other initiatives |
| autres initiatives |
Explore Human Rights! Explore les droits humains!

Let’s explore the Universal Declaration of Human Rights (UDHR) from the United Nations (1948). There are 30 articles in the declaration, and each represents a commitment from the member countries of the United Nations to protect one particular human right. Some articles are provided here.

Pick one of the articles in the UDHR to explain. Draw and label a picture to help to describe the right you have chosen. Imagine that you are showing your drawing to a child—like a little sister or brother! Your drawing should clearly teach them why the right is important, how it makes people feel when they have the right, or what life would be like without it.

" 

**Article 4. No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.** Nul ne sera tenu en esclavage ni en servitude ; l’esclavage et la traite des esclaves sont interdits sous toutes leurs formes.

**Article 5. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.** Nul ne sera soumis à la torture, ni à des peines ou traitements cruels, inhumains ou dégradants.

**Article 9. No one shall be subjected to arbitrary arrest, detention or exile.** Nul ne peut être arbitrairement arrêté, détenu ni exilé.”

Explore Alternative Viewpoints!

Can you think of a challenge or problem in your local community? Maybe you wish there were a new skatepark for tweens and teens, or maybe you wish that more community members would recycle. You might want to raise awareness about homelessness or graffiti in public spaces.

When you have identified a challenge, start brainstorming what you already know about it and what you need to learn about it. What questions do you have? Where might you go to learn more? What possible solutions can you offer?

Now think of three other stakeholders in this issue. For example, if you are thinking of graffiti, the three stakeholders in your community could be the mayor, a local business owner whose building has been vandalized, or a police officer who doesn’t want vandalism done to public property.

Consider the perspective of three stakeholders on your issue:

1. Summarize their stance or position about the issue—What do you think they would say about it? Would they support your opinion on the challenge? Why or why not?

2. Identify two questions they might ask about it—What do you think they already know about the issue? What information do you think they would want or need?
Do a Worldwide Scavenger Hunt! *Crée une chasse aux trésors mondiale!*

Explore the idea of how things and people are interconnected and interdependent.

Make a list of items in your house, and identify where they come from.

<table>
<thead>
<tr>
<th>Items</th>
<th>Origins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweater</td>
<td>Bangladesh</td>
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</tbody>
</table>

Choose one item from your list, and imagine how it was made and how it got to your house. You can also look for information in books or online (if available).

Be prepared to share your description of this item’s journey!

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**Do an Act of Kindness! *Fais un geste de bonté!***

During these unusual and even difficult times, you have probably already seen that some students have found wonderful ways to spread positive messages or complete acts of kindness.

Perhaps you have seen images on the news of people clapping or making noise for healthcare workers or painting rainbows with the phrase “Ca va bien aller” (“It’s going to be okay”).

What act of kindness could you do? Think about what you could do in your community. Does your grandparent or another senior need a pick me up? Can you spread positive messages? Complete an act of kindness, and find a creative way to record or document your activity in a video, picture, poster, or music!
Write a Parody Song!

Musical parodies take the style, ideas, or melody of a song and re-create it to make a statement about something. Right now, there are a tonne of parody songs about washing our hands! Often parodies are meant to be funny, but they can also highlight something important that their writers want to share with their audience. Pick a song you like. Then, rewrite its lyrics to talk about something that you are passionate about! If you can, you can even record a performance of your parody!

Learn Some Phrases in Wolastoqey!

As a global citizen, you can play a role in learning and sharing languages with your friends and family. In this activity, you will learn how to say words in Wolastoqey, one of the languages recognized in New Brunswick.

Wolastoqey is the first language of the Wolastoqewiyik ("People of the beautiful and bountiful river") who live along the Wolastoq ("Beautiful and bountiful river"). There are only approximately 60 fluent Wolastoqey speakers left; this language is in danger of becoming extinct or lost. As a global citizen, you can take action by learning and sharing the language.

You can start by learning and sharing one word or phrase each week with friends and family!
Design a Google Doodle! Crée un griffonnage Google!

One way you can raise awareness about something you are passionate about is designing your own Google Doodle!

**Materials**

Required: Paper & pencil
Optional: Markers, pencil crayons, scissors, tape, & glue

**Things to Think About**

How can you make the shapes of the letters reflect your topic? What symbols or drawings should you include in your design? How can you combine the letters for “Google” with your illustrations? Can some of the letters become other things and still be readable? What colours does Google use in their logo? Should you use the same colours?

**Steps**

1. Choose your topic.
2. Plan for the symbols or drawings you will use in your Google Doodle.
3. Make a small rough draft of your design to work out the details.
4. Once you are satisfied with your plan, carefully draw your final design on a fresh piece of paper using light pencil lines.
5. Finish your design by adding colour with pencil crayons or markers.
6. Explain in writing how you would incorporate animation in your design if Google used it on their site. Google Doodles often have an animated component. For an extra challenge, can you figure out a way to make part of your paper design move or change?

Write Social Justice Poetry!

When you are passionate about something, you can use your voice to draw other people’s attention to it. You might even inspire them to take action! Writing a social justice poem is one way you can raise awareness.

Here are some questions to help you draft your poem:

<table>
<thead>
<tr>
<th>What is a topic I want to help others learn more about or understand more clearly?</th>
<th>What is the best format to communicate my ideas: rhyming verse or free verse?</th>
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</thead>
<tbody>
<tr>
<td>Who is the audience for this poem?</td>
<td>What do I want them to know or do after reading my poem?</td>
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<td></td>
<td>What do they already know about the topic?</td>
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**Upcycle Art!**

You can also show that you’re an active citizen by creating artwork (a picture or sculpture) while using only materials destined for recycling or the garbage!

**Materials**

This is the fun part: it’s up to you! You can use anything that is destined for recycling or the garbage. You may also use glue, tape, paint, etc. if needed to assemble and decorate your artwork.

**Things to Think About**

What kinds of things do we throw away or recycle? How can we use these materials to make a piece of art?

**Steps**

Look at things that are in your recycling bin or things that are going to be thrown away. Experiment with assembling them in different ways! Your artwork can be abstract, or it can represent something concrete. It must be your own original design: don’t look up an idea on the Internet. Instead, build your artwork by experimenting!

**Photograph the World Around You!**

You can also create sustainable art by using the natural materials found in your home, yard, or neighbourhood to create a temporary image. Photograph what you have created.

**Materials**

Natural objects found in your yard or neighbourhood and a camera or smartphone to record your image. The challenge is to create your artwork without using glue, nails, paint, or any other manufactured materials!

**Things to Think About**

What kinds of materials do artists usually use? How are these materials manufactured? What resources do they use? How can you use found natural objects to create artwork (land art)? What impact does land art have on the environment?

**Steps**

1. Walk around your yard or your neighbourhood.
2. Gather a collection of natural objects (such as stones, sticks, plant parts, sand, and so on).
3. Experiment with arranging a selection of these items until you have a pleasing design. You can create a picture of something, or you can create an abstract design. Think about the background or frame as part of your design.
4. Photograph your finished artwork. Think about the angle your photograph is taken from, how close you get, and other artistic choices you can make! The photograph is your final artwork.
5. Share your artwork with your friends and family!

**Be a respectful observer:**
Watch and listen, but don’t do anything that might harm the plants and animals or prevent them from living their lives uninterrupted.

**Gather with great care:**
Only handle plants and animals that you know to be safe.

**Leave no trace of your visit:**
Make no damage, leave no litter.
Share Gratitude!

In many Indigenous Nations across Turtle Island (“North America,” for settlers), women are central to their communities and families. Women hold positions of political and social power in communities. They distribute resources, engage in negotiations such as grandmother clans, and occupy leadership roles in their communities, such as serving as Chiefs or councillors. Women in Indigenous communities carry traditional knowledge such as language, ceremonies, and cultural teachings. They share this knowledge with younger generations in hopes that they will use these teachings to guide their choices.

In this activity, you will identify the women who have impacted you and then reach out to them to connect during these difficult times.

Think of the women in your life who have made a positive impact on you. What are some of the qualities you recognize in the women who have influenced your life?

What are some of the teachings or lessons that these influential women have shared with you?

There are many roles of a global citizen. An important role is to empower and spread kindness to those around you.

Think back to the women who influenced your life. Now is a great time for you to let them know how much of a positive impact they have had on your life!

There are many ways for you to share your gratitude—while staying safely physically distant:

- Give them a phone call! You can share something you’re passionate about with them or teach them something new during the conversation. (Please have permission from a parent or guardian if you choose this one.)
- Paint or draw how you learned from them.
- Write a song or share a song that makes you think of them.
- Write them a letter or an email.

Choose at least one woman in your life whom you would like to do this for. As long as it comes from the heart, they will appreciate the kind gesture of recognition.
Get Inspired to Be a Better Citizen! Sois inspiré afin d’être un meilleur citoyen!

You have already seen the example of active global citizenship from water protector Autumn Peltier. Can you think of another person or non-governmental organization (NGO) that is also a good example of active global citizenship? In this activity, you will investigate either a person or an NGO that you think is demonstrating active global citizenship.

First, you need to gather some information about your global citizen. In addition to reading about your person or NGO, you can interview them! You can connect with the person (either via email, a phone call, or a letter) to explain that you want to learn more about them. You will need to explain how you are inspired by them and ask them for the opportunity to interview them.

When you hear back from them, arrange to complete an interview either over the phone, through email or by a letter.

What do you want to know about the person?
Qu’est-ce que tu veux savoir à propos de la personne?

What types of questions will get the most interesting answers?
À ton avis, quelles questions vont avoir les réponses les plus intéressantes?

What part of their life would you like to know more about?
Est-ce qu’il y a d’autres renseignements que tu aimeras savoir à propos de leur vie?

Many active global citizens are exactly the type of people who will answer you! Even if you don’t hear back, you will have learned a lot about them through your research.

When you have your information about your global citizen, share what you’ve learned. You can do this whether or not you got to interview the person for real! Think like a journalist or reporter for a moment. How can you re-tell the story of what you’ve learned for an audience? Can you draw, paint, create a cartoon, or write about your global citizen? Give it a shot! For an extra challenge, gather and present your information en français!
Final Reflection

Think about everything you have completed this week, starting with learning about Autumn Peltier. Do you think you have found something to be passionate about? Do you feel better prepared to be an active global citizen? Do you have ideas for actions you could take to help to improve your own local community—or the larger world around us?

What kind of reflection will you create?
PUZZLE ANSWERS

Here are the answers to the puzzles on page 39.

Puzzle 1: Number Loop

These steps produce number loops. This loop gets stuck on four and four.

1. Start with any number.
2. If the number is even, divide it in half.
3. If the number is odd, multiply it by three and add one.

Example:
- 16 is even, divide in half; (= 8)
- 8 is even, divide in half; (= 4)
- 4 is even, divide in half; (= 2)
- 2 is even, divide in half; (= 1)

This loop shows that four remains stuck at four.

Puzzle 2: Number Loop

These steps produce number loops. Does this always happen?

Example:
- 16 is even, divide in half; (= 8)
- 8 is even, divide in half; (= 4)
- 4 is even, divide in half; (= 2)
- 2 is even, divide in half; (= 1)
- 1 is odd, multiply by three, add one; (= 4)

The loop gets stuck on four and four.

The answers to the puzzles on page 39.
Security versus freedom: Which is more important?

This activity is intended for older students (ages 14 to 18).

To explore this complex question, you'll choose a specific interpretive lens to examine something that is happening in your world. You will explore a variety of fiction and/or nonfiction texts to create an end product that presents your research and conclusions.

The end product will be your choice of a podcast, written opinion piece, presentation, essay, video, or other medium. Be sure to consider your audience, and how best to convey the information to them. Consider presenting some or all of the information in a language you are learning (e.g., French or English as an additional language).

1. Choose at least one issue from the first column below and at least one interpretive lens from the second column.

For example, you might choose to follow certain economic regulations through a period of history, exploring how they have protected and/or limited people of various backgrounds. As another example, you might examine how technological surveillance is taken to an extreme in a literary work such as 1984 by George Orwell.

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<thead>
<tr>
<th>Possible issues</th>
<th>Interpretive lens options</th>
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<tbody>
<tr>
<td>How have different countries responded to the COVID-19 pandemic?</td>
<td>Literary: What stories, poems, novels, movies, and/or TV shows have you experienced that deal with the concept of security versus freedom?</td>
</tr>
<tr>
<td>How do technological surveillance systems (security cameras on public streets, face recognition software, cell phone monitoring programs, etc.) impact our security and freedom—now and into the future?</td>
<td>Political: How do different countries view the security and freedom of their citizens?</td>
</tr>
<tr>
<td>What rules are in place that influence financial security and economic freedom? Consider the personal, business, regional, and global levels.</td>
<td>Historical: How has the desire for freedom and/or security shaped events in the past? How have events shaped security and freedom in society?</td>
</tr>
<tr>
<td>Choose your own real-world issue or event.</td>
<td>Personal (Newcomers and English Language Learners): What security and freedom issues have you, your family, and your friends observed in Canada, your home country or a third country? Relate your experience and ask family members for their opinions.</td>
</tr>
<tr>
<td></td>
<td>Create your own interpretive lens.</td>
</tr>
</tbody>
</table>

2. Formulate questions to guide your research.

Here are some examples:

- What does “security” mean in society? What does “freedom” mean?
- Do technologies, policies, or measures make us safer? How?
- What freedoms are we exchanging for safety? What security are we exchanging for freedom?
- How might certain measures be used (or abused) in the future to impact our safety and freedom?
- Is it possible to find the right balance between security and freedom in society? If not, which is most important? Why?
- What other questions can help you evaluate security vs. freedom?

3. Consult several sources of information and opinion.

Read/view/listen to a variety of texts.

- Nonfiction texts (newspaper articles, online articles, documentaries, news broadcasts, etc.)
- Fiction texts (novels, short stories, poems, TV series, movies, etc.)
- Social media (especially as a source of opinion)
If you have access to the Internet, you can create an account with NB Public Libraries by going to www.gnb.ca/publiclibraries to find fiction and nonfiction texts. Examples of fiction texts include:

- “The Bet” by Anton Chekhov (short story)
- *Brave New World*, by Aldous Huxley (novel)
- *1984*, by George Orwell (novel)
- *Blindness*, by Jose Saramago (novel)
- *I Am Real*, by Kurt Vonnegut (letter)
- “Burning a Book” by William Stafford (poem)
- *Station Eleven*, by Emily St. John Mendel (novel)
- *Hunger Games*, by Suzanne Collins (book and movie series)
- *I, Robot* (movie)
- *Rogue One: A Star Wars Story* (movie)
- *The Giver*, by Lois Lowry (novel)
- *Scythe*, by Neal Shusterman (novel)
- *Unwind*, by Neal Shusterman (novel)
- *The Lorax*, by Dr. Seuss (book and movie)

Before you view each text, consider your purpose: What does this text say about security and freedom? What does the author want me to know about security and/or freedom? As you engage with the text, fill out the graphic organizer provided on Page 27 to help you think more deeply about your reading/viewing.

**Survey or interview your family members and friends about their understanding of security and freedom.**

What is important to them? Consider the elements of effective interview questions:

- They are open-ended.
- They don’t lead the interviewee toward one side or the other.
- They gather some background information about the interviewee.

What can you conclude from your investigation?

**4. Choose your presentation method.**

**Explore some exemplar presentations and decide how to present your information effectively.**

Think about how you would like to present your information. Take some time to look at some effective examples of different types of presentations and make a list of what makes them great. For example, what makes a compelling podcast? How do opinion writers engage their audience? What techniques make an audience want to listen to a presenter? Be sure to incorporate what you learn.

**5. Present your end product.**

Using all the research you have gathered, create a piece to share your findings. As you create your product, think about the list you created when you examined some exemplar presentations in the previous step. Your end product should present the information in a compelling manner. It may include actual interviews with your friends and family as well as other elements. Share with family and friends to get a discussion going!
### Nonfiction Texts

When reading/viewing/listening to any nonfiction text, always consider these four questions:

<table>
<thead>
<tr>
<th>What does it say? (Content of the piece)</th>
<th>What does it not say? (Information or points of view that are left out)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How does it say it? (Craft of the creator; writing techniques)</th>
<th>Who benefits from what it says? (Dominant point of view)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Fictional Texts

When reading/viewing/listening to any text, always consider these four questions:

<table>
<thead>
<tr>
<th>Content (What’s this text about? What does the author want me to know? What details seem essential?)</th>
<th>Head (What did I notice? What ideas did this give me? What changed, challenged, or confirmed my thinking?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Heart (How did it make me feel? What life lessons did I learn? What did I learn about others?)</th>
<th>Questions (What am I still wondering? What do I need to learn more about?)</th>
</tr>
</thead>
</table>
Being a Global Citizen

During Covid-19

The worldwide Covid-19 pandemic has changed lives and perspectives on the world, but it has also provided the opportunity to pause and reflect.

What does it mean to be a global citizen during this time of crisis? It means we are kind and accepting. We are respectful and responsible. We understand that we are all connected. Global citizens nurture personal respect for others wherever they live. They stand up and defend against discrimination. They create safe and welcoming communities for all.

Knowledge is power. The media shares so much information at an alarming rate that we need to monitor what and how much we are watching. We also need to be aware of the negativity that is sometimes spread when people are scared and anxious.

Now and in the future, it is important to be aware of our own biases and how we interact with our neighbours. Our personal decisions and actions can have impacts on others that we may not even be aware of.

These four practices will help you to speak up against discrimination during and after the COVID-19 pandemic.

Interrupt

If someone uses language that promotes racism, pause the conversation. Tell them that you need to discuss those ideas before continuing the conversation.

Example: “Before we talk about that, I would like to talk about what you said about the virus being someone’s fault.”

Educate

Hurtful behavior involving stereotyping, bias and prejudice often becomes even more prevalent during times of fear and anxiety, especially toward those that are racialized, minoritized and/or marginalized already. Educating ourselves and others about discrimination can help challenge ideas of what is appropriate or funny. To be a global citizen, we must help our families, friends, colleagues and students understand what racism is and how it hurts people.

Question

Questions help with understanding. Asking people why they made a statement will help others pause to challenge hurtful ideas.

Example: Why do you think that? Where did you get that information?

Echo

Standing up to racism and stereotyping has an impact. It also is not always easy to do alone, so the more we can support this action with a common voice, the better. Speak out and encourage others to do the same. Find the courage to speak up even when others aren’t doing so; this is probably the most impactful action we can take to ensure all members of our New Brunswick communities feel safe. In this time of social distancing, we can share positive messages with others through social media.

Following these practices with courage and conviction will help make our New Brunswick communities healthier, safer and more connected—for everyone.

References

tolerance.org/magazine/speaking-up-against-racism-around-the-new-coronavirus

tolerance.org/magazine/how-to-respond-to-coronavirus-racism2
Félix et moi

1. Voici mon ami. Il s'appelle Félix.
2. Félix va à l'école, comme moi.
3. Félix a les cheveux bruns, comme moi.
4. Félix porte des lunettes, comme moi.
Félix a une grand-maman, comme moi.

5

6

Félix aime les biscuits au chocolat, comme moi.

Félix aime sa maman, comme moi.

7

Je m'appelle Lucas.
Félix est mon frère jumeau.

8
# Physical Education

## Let’s Get Moving!

Here are some fun daily activities!

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 16th</td>
<td>Softball Saturday</td>
<td>Get 4 items to act as bases and spread them out. Practice running around the bases. How long does it take you?</td>
</tr>
<tr>
<td>May 17th</td>
<td>Sunday Special</td>
<td>Act like a pitcher. Practice your underhand throw using a ball or pair of rolled up socks.</td>
</tr>
<tr>
<td>May 18th</td>
<td>Victoria Day</td>
<td>Make up a game where you must protect a queen or save a prince!</td>
</tr>
<tr>
<td>May 19th</td>
<td>Toning Tuesday</td>
<td>Do 10 burpees, 10 high knees, 10 squats, 10 crunches, and 10 exercises of your own.</td>
</tr>
<tr>
<td>May 20th</td>
<td>Wheelie Wednesday</td>
<td>Review road safety, and then skateboard, bike or roller blade.</td>
</tr>
<tr>
<td>May 21st</td>
<td>Tossing Thursday</td>
<td>Toss a ball or pair of socks up in the air. Can you catch it 21 times in a row?</td>
</tr>
<tr>
<td>May 22nd</td>
<td>Family Fun Friday</td>
<td>Who can jump the farthest? Who can jump the highest? Who can hop the fastest?</td>
</tr>
<tr>
<td>May 23rd</td>
<td>Skipping Saturday</td>
<td>Set a timer. How long can you skip for? Try again. Can you beat your record?</td>
</tr>
<tr>
<td>May 24th</td>
<td>Sunday Special</td>
<td>Go for a walk with your family. Who are 3 special people in your life? Write them a note or draw them a picture.</td>
</tr>
<tr>
<td>May 25th</td>
<td>Make It Up Monday</td>
<td>Make up a dance. Can you include 4 different body parts? Can you include high and low movements?</td>
</tr>
<tr>
<td>May 26th</td>
<td>Try-it Tuesday</td>
<td>Create your own obstacle course. Can you include a jumping, throwing and balancing activity?</td>
</tr>
<tr>
<td>May 27th</td>
<td>Wobbly Wednesday</td>
<td>Practice your balance. Try balancing on your knees, on one foot, or on your belly. How long can you balance?</td>
</tr>
<tr>
<td>May 28th</td>
<td>Target Thursday</td>
<td>Set up some targets (e.g., toilet paper rolls or water bottles). Practice kicking a ball or pair of rolled up socks to knock them down.</td>
</tr>
<tr>
<td>May 29th</td>
<td>Family Fun Friday</td>
<td>Who in your family can juggle? Who has the coolest trick?</td>
</tr>
<tr>
<td>May 30th</td>
<td>Softball Saturday</td>
<td>Play a game of softball. Use a pair of rolled up socks as a ball, your hand as a bat, and items around your home for bases.</td>
</tr>
<tr>
<td>May 31st</td>
<td>Sunday Special</td>
<td>Pick one special activity to do with your family.</td>
</tr>
</tbody>
</table>
Activity 1

Read this short story “I Live in New Brunswick”.

Find two new words.

Make a letter list. Try to write a word for every letter from A to Z. For example, a-ant, b-bat, and c-cow.

Draw a picture or write the word in your language.

Talk with your family in English.
- Read your letter list to your family.
- Ask your family if they know all your words: “Do you know what this word means?”
- Ask them, “Can you think of more words for my list?”

I live in New Brunswick.
New Brunswick is a beautiful province.
There are many trees.
I can see stars at night.
I want to see the ocean.
I am happy it is safe here.

I can see stars at night.

I can see stars at night.

I can see stars at night.

I can see stars at night.

I can see stars at night.
### Activity 2

**Reading and Viewing**

Read and repeat these words for **jobs**:
- Carpenter
- Doctor
- Teacher
- Firefighter
- Pilot
- Police officer

Think about other **jobs** you know.

If you have Internet and a device:
1. Go to [https://www.uniteforliteracy.com](https://www.uniteforliteracy.com).
2. Search “People” to find the story “People at Work” by Holly Hartman.

![People at Work](image)

3. Read the story.

**Writing and Representing**

Find a new piece of paper. Write the title “Jobs”. Write a list of jobs.

```
1. Carpenter
2. Doctor
3. Teacher
4. Firefighter
5. Pilot
6. Police Officer
7. ....
8. ....
9. ....
10. ....
11. ....
```

Draw a picture beside each job.

- Nurse

**Speaking and Listening**

Talk with your family in English.
- Read your job list to your family.
- Ask your family if they know more jobs: “Can you think of more jobs for my list?”

Tell your family about the job you want: “When I grow up, I want to be a ______.”

![Me now and Me in the future](image)
Activity 3

Watch a TV show or movie in English.

Listen for two new words.
Write them on your letter list.

<table>
<thead>
<tr>
<th>Word</th>
<th>Picture</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>apple</td>
<td>نِیبَة</td>
</tr>
<tr>
<td>B</td>
<td>ball</td>
<td>球</td>
</tr>
</tbody>
</table>

What do you **like** about the show/movie? Why? Tell your family.

Activity 4

Read a book in any language.
You can read a book that is in your home.
Or, you can find a book online here:
[https://globalstorybooks.net/](https://globalstorybooks.net/)
Read the story again to your family.

Find a new page of paper.
Write the title “My TV Show” or “My Movie”.
Complete these sentences:

1. I watched a ________.
   (movie or TV show)
2. It was called ________.
3. I liked ________.
4. I did not like ________.
5. It was ________ (good, bad, funny, sad, or scary).

Add the new words to your letter list.

- Talk with your family in English.
- Tell them what TV show or movie you watched.
- Tell them why you like it. “I liked this show because ________.”
- Tell them why you did not like it. “I did not like this show because ________.”
- Ask them, “Have you watched this show? Did you like it?”
Practice English at Home
Ages 12 and up
Beginner (A1/A2) Level of English Language

If you do not have Internet, you can do most of the activities.

<table>
<thead>
<tr>
<th>Reading and Viewing</th>
<th>Writing and Representing</th>
<th>Speaking and Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the following two paragraphs called “Physical Distancing”. Find three new words.</td>
<td>Find a notebook. Write “New Words” on the cover.</td>
<td>Talk with your family in English:</td>
</tr>
<tr>
<td>Physical distancing is something that all New Brunswickers are doing right now to stay safe and healthy. People around the world are doing it, too. What does physical distancing look like? We are staying home as much as possible. We are not hugging or shaking hands.</td>
<td>Open the notebook. Draw three boxes that look like this:</td>
<td>• Tell them about your day or your weekend.</td>
</tr>
<tr>
<td>We are talking to friends and family online. We are working from home. Physical distancing is not easy, but we have to do it to stop more people from getting sick.</td>
<td>Fill in the boxes with words from the paragraphs you read today. Here is an example:</td>
<td>• Tell them something you learned from the paragraphs you read today.</td>
</tr>
<tr>
<td>Find a notebook. Write “Learning English” on the cover. Open the notebook.</td>
<td>Word: upload In my language: hochladen</td>
<td>• Tell your family about the new words you recorded today. Ask your family if they know all of your words: “Do you know what this word means?”</td>
</tr>
<tr>
<td>Write today’s date. Write the title “Physical Distancing”. Complete these sentences in your notebook:</td>
<td>What it means: to copy or move information to a computer or the Internet</td>
<td></td>
</tr>
<tr>
<td>1. Today, I read two paragraphs about ________.</td>
<td>Picture:</td>
<td></td>
</tr>
<tr>
<td>2. I learned that _________.</td>
<td>Sentence: I will upload my assignment tonight.</td>
<td></td>
</tr>
<tr>
<td>3. I also learned that _________.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. For me, this is ________ (easy, hard, or confusing) because _________.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Activity 2

**Reading and Viewing**

- Watch a TV show or a movie in English.
- Turn on and read the closed captions.
- Listen for two new words.
- Open your **New Words** notebook.
- Draw two new boxes in the notebook.
- Fill in the boxes with two new words.

**Writing and Representing**

- Use your **Learning English** notebook.
- Write today's date.
- Write the title of the TV show or movie you watched today.
- Draw a picture to show what happened in the TV show or movie you watched.
- Write two sentences below the picture to explain what it shows.

**Speaking and Listening**

- Record yourself on a **device** (phone, iPad, or computer).
- Talk about the show or movie.
- On camera:
  1. Talk about the picture you drew. ("I drew ______.")
  2. Explain why you drew this. ("I drew this because ______.")
  3. Explain other things about the TV show or movie. ("The TV show (or movie) is called ______. I liked it because ______. I didn't like ______.")

- Watch the video.
- You can also tell your family about the picture.
### Reading and Viewing

**Activity 3**

Read the short story “I Like to Cook”.

I like to cook.

Making food for my family and friends makes me feel helpful.

I cook lunch at my house every day.

My father cooks the other meals (breakfast and supper).

Some people use the word “dinner” for the meal at 5 p.m.

My favourite thing to cook for supper is biriyani.

Open your **New Words** notebook.

Draw new boxes in the notebook for words that you do not know from the story.

Fill in the boxes with words you do not know from the story.

If you have the Internet and a device you can also read this article about a teenager who can cook. [tinyurl.com/teencook].

### Writing and Representing

Use your **Learning English** notebook.

Write today’s date.

Write the title “Things I Can Cook”.

Make a list of **five** things that you can cook.

Use the sentence:

1. I can cook _____.
2. ..... 
3. ..... 
4. ..... 
5. ..... 

Next, make a list of **three** foods you cannot cook.

Use the sentence:

1. I cannot cook _____.
2. ..... 
3. ..... 

### Speaking and Listening

Talk with your family in English.

- Read them the list of things you know how to cook.
- Ask them what they like to cook (“What do you like to cook?”)
- Ask them what they cannot cook (“What can’t you cook?”)

Cook something together!
Puzzle Time!

Answers to puzzles 1 and 2 are on Page 24.

Puzzle 1: Number Loop
1. Start with any number.
2. If it is even, divide it in half.
3. If it’s odd, multiply it by three and then add one.
4. Continue the steps. What do you notice?

Puzzle 2: Number Loop
1. Start with any number. (e.g., 25)
2. Write the number you chose as a word. (Twenty-five)
3. Count the number of letters in the word. (Twenty-five = 10 letters)
4. Write that number as a word. (Ten)
5. Count the number of letters in the word. (Ten = 3 letters)
6. Continue the steps. What do you notice?

Puzzle 3: “Magic” Squares
In a magic square, the numbers in every row, column, and diagonal add to the same “magic” sum.

Here are two examples of 3 x 3 magic squares that use the digits 1–9. Every row, column and diagonal sum to 15. The one on the left is completed as an example. Try completing the one on the right! (Some hints are provided to get you started!)

Using the digits 1–9, try to find more solutions to 3 x 3 magic squares.

Magic Square Challenge!
You can use digits other than 1–9 to create a 3 x 3 magic square. In fact, you can use any digits as long as the rows, columns and diagonals add to the same sums. Send some of your 3 x 3 magic squares to Ryan Jones by email: Ryan.Jones@gnb.ca or by mail: EECD, 250 King St., Fredericton, NB, E3B 9M9 Attn: Ryan Jones.

Puzzle 4: Don’t Make a Triangle!
Players: 2
Materials: 2 different coloured pencils, pens, or markers.

Instructions: Using a hexagon below, take turns with a partner drawing a line between any two dots with your coloured pencil, pen, or marker. The first player to complete a triangle in their colour loses!

Game 1

Game 2

Game 3

Game 4
Hey! Don’t throw this newspaper away. It’s not garbage—it’s infinite possibilities!

**Upcycling** is the process of transforming unwanted materials into new materials or products. It reduces waste and extends the life of products and materials. Upcycling gives everyone a creative way to **reuse** materials. Getting more than a single use from materials contributes to **sustainable communities** and is good for the environment.

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**Use Your Newspaper to Make Spiral Roses!**

**Gather your materials.**
- Circular templates like a cereal bowl for small roses or a dinner plate for large roses
- Newspaper
- Glue (You can use white glue [slow drying] or hot glue [fast drying], or you can make your own glue with a thick paste of flour and water.)
- Scissors
- A pen or pencil
- Dry twigs for stems

**Make the roses.**

1. Use your template to draw a circle on a piece of newspaper.
2. Start at the outer edge of the circle and use scissors to cut in a spiral line. The cuts should be about 3–5 cm apart. Cut the spiral pattern until you get to the centre of the circle. Leave a small circular area in the middle, which will be the **base** for the rose.
3. Take the outer edge of the long spiral strip and roll it until you get to the base. Roll tightly. **Caution: Newspaper is fragile. Handle it gently.**
4. Once the long spiral is all rolled up, apply a generous amount of glue on the circular base. Adjust the tightness of the roll while pressing it against the base to stick them together, as shown in the picture on the right. The spiral will open slightly once it is glued in place, like the petals of a rose.
5. Set it aside and allow the glue to dry completely.

**Make and attach leaves.**

1. Cut out diamond shapes from the newspaper for the leaves.
2. Glue the leaves to the stem.

Make 6 to 12 roses and tie them together with a ribbon or place them in a container or vase. Or, you can leave off the stems and glue them around a paper plate with the centre cut out to make a wreath. What else could you do with your roses? Remember to take a photo and share your upcycling creativity with EECD!

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**Kindergarten Registration**

If your child will turn 5 years old by December 31, 2020, please register your child for kindergarten. The contact information is as follows:

- **In ASD-South**, call 658-5300.
- **In ASD-North**, contact the school in your neighbourhood or email toby.allain@nbed.nb.ca.
- **In ASD-West**, contact the school in your neighbourhood.
- **In ASD-East**, visit asd-e.nbed.nb.ca, contact the school in your neighbourhood, or email asdeinfo@nbed.nb.ca.

We hope you enjoyed this second edition! If you would like to share any of your creations from the activities in this newspaper, please send them to Kimberly Bauer by email Kimberly.Bauer@gnb.ca or by post to: EECD, 250 King St., Fredericton, NB, E3B 9M9 Attn: Kimberly Bauer

Your creations might be published in future editions. See you next time!