Table of Contents

Votre gouvernement

Québec

Writer's Notebook: Revising Tired Words

Information for students

It's been two weeks since you started collecting writing ideas and quickwrite samples in your notebooks. This week, you will be going back and revising some of the sentences you've written by making sure the words that you use are specific and interesting. You will also develop the sentences into longer pieces of writing. Remember, skillful writers are also skillful readers. Writers look to reading to inspire and guide them. Make sure you are reading for 30-45 minutes each day. The more you read, the better you get!

Instructions

1. Select one of your quickwrites that you particularly enjoyed writing. Another option would be to turn to your ideas pages at the front of your notebook and write a new piece. Your piece of writing might be long or short. That is up to you. Once you have finished a draft, read it to yourself aloud. This is the best way to make improvements to your writing.

2. Consider this quote by Roald Dahl:

    "By the time I am nearing the end of a story, the first part will have been reread and altered and corrected at least one hundred and fifty times…Good writing is essentially rewriting."

3. Today you will try out one strategy for improving your writing through revision. You will be choosing a sentence that has "tired" words. You might call these boring or overused words. Here are some criteria for choosing tired words and some sample sentences:

Criteria	Sample sentences with tired words
1. Words with no images	It was a **nice day**.
2. Vague and abstract words	I have **a lot of fun**.
3. Words that are overused or repeated	The **flowers** were **colourful.**
4. Obvious words	Snow is **nice**.
5. Words writers use too frequently	She is a **wonderful person**.

4. Choose a sentence with tired words from your quickwrite. Circle or underline it. Underneath your writing, develop this sentence into a description that includes very specific and precise details. Think about painting a setting in the mind of your reader. See an example in appendix 1. Try this strategy again with as many sentences as you like.

Materials required

- Notebook or lined paper
- Pen or pencil

Information for parents

Children should:

- take 20-30 minutes each day to write in their writer's notebook
- extend the activity by continuing to write and revise daily

Parents could:

- read instructions to your child if necessary
- ensure your child understands the task
- encourage your child to read and write daily

Appendix 1: Sample Writing

Quick-Write: Summer at the Beach House

I carefully rubbed my eyes awake and slinked out of my comfy bed. It was a pretty morning. My cat Muffins rubbed her soft fur against my sunburnt legs. Ouch! I could hear the coffee maker chugging and gurgling outside my door. My mother was humming as she stirred something bubbling over on the stove. Just then…

Tired: It was a pretty morning.

New: The Kentucky coffeetrees swayed outside my window as the sun rose in the sky.

Les Erreurs

Consignes à l'élève

Lis le texte écrit par l'auteure-illustratrice québécoise Elise Gravel et puis réponds aux questions ci-dessous.

C'EST NORMAL DE FAIRE DES ERREURS.

Tout le monde fait des erreurs.

Les adultes font des erreurs.

Zut!

Les parents font des erreurs.

Excuse-moi. Je n'aurais pas dû te crier après.

Les enseignants font des erreurs.

J'ai mal épelé ce mot.

Les animaux font des erreurs.

Les araignées font des erreurs.

Oups!

Les extraterrestres font des erreurs.

Je me suis trompé de galaxie.

Les cailloux font des erreurs.

Hé! Je pousse ici, moi!

Désolé!

Tu as fait une erreur? C'est NORMAL. Ce n'est pas grave.

En plus, c'est une bonne façon d'APPRENDRE.

© Elise Gravel

1. En t'inspirant du texte, crée trois vignettes de bande dessinée en décrivant les erreurs les plus fréquentes chez les enfants.

2. Quel message retires-tu du texte d'Elise Gravel ?

_____

_____

3. Raconte ta plus grande erreur.

_____

_____

4. Comment t'es-tu senti après avoir fait cette erreur ?

_____

_____

_____

5. Qu'est-ce que ton erreur t'a permis d'apprendre ?

_____

_____

_____

Materials required

- Du papier
- Un crayon

Information for parents

Parents could:
- read the instructions with the child, if necessary
- read the text with the child, if necessary
- discuss the questions together
- help the child find the answers
- help the child write complete sentences using known words

Three Laws and No Crime

Information for students

- This activity will help you to discover, or rediscover, the associative, commutative, and distributive laws and their limitations

- You are allowed to use your calculator, but it is recommended that you try finding some answers without using it in order to practice your mental math skills. A calculator can be useful, especially with larger numbers, or to check your answers. *Remember: a calculator is only as good as the person using it*

- Each question provides you with an equation and prompts (a series of questions). Answer the questions as best you can and ask for help if you get stuck

- You are allowed to discuss these questions with a friend, a sibling, a parent or a teacher. The goal is to understand the laws: how and when they work and don't work

Materials required

- Pencil
- Paper
- Appendix A: The Associative Law
- Appendix B: The Commutative Law
- Appendix C: The Distributive Law of Multiplication
- Appendix D: Putting it all Together
- Calculator (optional)

Information for parents

About the activity

Children could:

- ask for help to read the activity
- discuss the laws with friends, siblings, parents or a teacher
- use a calculator to confirm their answers

Parents should:

- use Appendix E – Answers to support their child when needed
- provide a strong visual aid by using a number line, if required
- encourage their child to communicate with their peers to ensure a better understanding of the subject matter
- encourage their child to persevere – understanding does not need to occur 'instantaneously'. Some children may require more time for reflection or a short 30-minute break between each Appendix
- encourage their child to make sense of the knowledge and explain to their child that stumbling is part of the learning process. Just as a child will drop the ball several times before learning to catch, not allowing them to struggle is robbing them of the opportunity to learn. Supportive patience is key

Online Support

- Khan Academy takes you through each law: Commutative Law, Associative Law, Distributive Law

Appendix A – The Associative Law

Information for students

- Read the information in the order provided. It is organized to help you better understand the concept. Whenever you don't understand something, do not hesitate to ask for help. The goal is to understand when this law can and cannot be used. Cheating here is impossible. Anything you do to understand is allowed.

The Associative Law

1. 3 + (5 + 2) = (3 + 5) + 2; Note: the order in which the numbers are written remains the same.
   1. Like BEDMAS (or PEMDAS) tells us, add the numbers in the brackets first.
   2. 3 + (_____) = (_____) + 2
   3. Add the numbers on the left side of the equal sign together, and do the same on the right.
   4. _____ = _____
   5. Are the final sums the same? ☐ Yes   ☐ No
2. Try it again with this equation: 7 + (3 + 4) = (7 + 3) + 4 and do the same as above.
   1. 7 + (_____) = (_____) + 4
   2. _____ = _____
   3. Are the final sums the same? ☐ Yes   ☐ No
3. Does this work when doing subtraction? Let's try it with this: 3 − (5 − 2) = (3 − 5) − 2
   1. So first, subtract the numbers in brackets.
   2. 3 − (_____) = (_____) − 2
   3. Subtract the numbers on the left side of the equal sign, and do the same on the right.
   4. _____ = _____
   5. Are the final differences the same? ☐ Yes   ☐ No
4. Let's try it again with: 7 − (4 − 3) = (7 − 4) − 3
   1. 7 − (_____) = (_____) − 3
   2. _____ = _____
   3. Are the final differences the same? ☐ Yes   ☐ No
5. Using what you have learned from the exercises above, complete the following sentence.
   The Associative Law can be used when _____ but not

   (adding / subtracting)

   when _____.

   (adding / subtracting)

6. Does this also work for multiplication? Let's try it with the following equation:

    12 x (5 x 2) = (12 x 5) x 2

    1. Again, start with the operations inside the brackets!
    2. 12 x (_____) = (_____) x 2
    3. Find the products on each side.
    4. _____ = _____
    5. Are the final products the same? ☐ Yes   ☐ No

7. One more example for multiplication with 9 x (6 x 2) = (9 x 6) x 2.

    1. 9 x (_____) = (_____) x 2
    2. _____ = _____
    3. Are the final products the same? ☐ Yes   ☐ No

8. Does the Associative Law work for division? Let's look at the following equation:

    1. 12 ÷ (6 ÷ 2) = (12 ÷ 6) ÷ 2
    2. Start with the operations inside the brackets!
    3. 12 ÷ (_____) = (_____) ÷ 2
    4. _____ = _____
    5. Are the final quotients the same? ☐ Yes   ☐ No

9. Now try this: 15 ÷ (5 ÷ 3) = (15 ÷ 5) ÷ 3

    1. 15 ÷ (_____) = (_____) ÷ 3
    2. _____ = _____
    3. Are the final quotients the same? ☐ Yes   ☐ No

10. Using what you have learned from the exercises above, complete the following sentence.

    The Associative Law can be used when _____ but not

    (multiplying / dividing)

    when _____.

    (multiplying / dividing)

Appendix B – The Commutative Law

Information for students

- We will now look at the Commutative Law. The following exercises are organized in the same way as the exercises for the Associative Law. Remember that if you do not understand something, do not hesitate to ask for help. Cheating here is impossible. Anything you do to understand is allowed.

The Commutative Law

1. 13 + 15 + 12 = 13 + 12 + 15; Note: the order in which the numbers are written is different.
   1. Following BEDMAS, add the first two numbers on each side of the equal sign
   2. _____ + 12 = _____ + 15
   3. Now add the remaining numbers.
   4. _____ = _____
   5. Are the final sums the same on both sides? ☐ Yes   ☐ No
2. Try it again with this equation: 27 + 14 + 23 = 14 + 27 + 23 and do the same as above.
   1. _____ + 23 =   _____+ 23
   2. _____ = _____
   3. Are the final sums the same on both sides? ☐ Yes   ☐ No
3. Does this work when doing subtraction? Let's try it with this: 9 – 5 – 2 = 5 – 9 – 2
   1. Subtract the first two numbers on each side of the equal sign.
   2. _____ - 2 = _____ - 2
   3. Subtract the last number from the difference.
   4. _____ = _____
   5. Are the final differences the same on both sides? ☐ Yes   ☐ No
4. Let's try it again with: 17 – 14 – 13 = 14 – 17 – 13
   1. _____ – 13 = _____ – 13
   2. _____ = _____
   3. Are the final differences the same on both sides? ☐ Yes   ☐ No
5. Using what you have learned from the exercises above, complete the following sentence.
   The Commutative Law can be used for _____ but not
   (addition/subtraction)

   for _____ .
       (addition/subtraction)

6. Does the law also work for multiplication? Let's try it with the following equation:
   1. 15 x 5 x 2 = 5 x 2 x 15
   2. Using BEDMAS, we will go from left to right and find the product for the first two numbers.
   3. _____ x 2 = _____ x 15
   4. Find the final product on each side.
   5. _____ = _____
   6. Are the final products the same? ☐ Yes   ☐ No

7. One more example for multiplication with 12 x 6 x 3 = 12 x 3 x 6
   1. _____ x 3 = _____ x 6
   2. _____ = _____
   3. Are the final products the same? ☐ Yes   ☐ No

8. Does the Commutative Law work for division? Let's look at the following equation:
   1. 12 ÷ 6 ÷ 2 = 6 ÷ 2 ÷ 12
   2. BEDMAS tells us to go from left to right.
   3. _____÷ 2 = _____ ÷ 12
   4. _____ = _____
   5. Are the final quotients the same? ☐ Yes   ☐ No

9. Now try this: 15 ÷ 5 ÷ 3 = 5 ÷ 3 ÷ 15
   1. _____ ÷ 3 = _____ ÷ 15
   2. _____ = _____
   3. Are the final quotients the same? ☐ Yes   ☐ No

10. Using what you have learned from the exercises above, complete the following sentence.
    The Commutative Law can be used for _____ but not
                                                          (multiplication/division)

    for _____ .
              (multiplication/division)

Appendix C – The Distributive Law of Multiplication

Information for students

- We will now look at the Distributive Law. This law is very important in high school, especially when it comes to algebra. The following exercises are organized in the same way as those for the two previous laws. Remember that if you do not understand something, do not hesitate to ask for help. Cheating here is impossible. Anything you do to understand is allowed.

The Distributive Law of Multiplication

1. 5 x (2 + 3) = 5 x 2 + 5 x 3;
    1. Using BEDMAS, perform the operations within the brackets first for the left side, and find the products on the right side of the equation.
    2. 5 x (_____) = _____ + _____
    3. Find the final product on the left side of the equation, and find the sum on the right.
    4. _____ = _____
    5. Are the final answers the same on both sides? ☐ Yes   ☐ No
2. Try it again with this equation: 4 x (7 + 3) = 4 x 7 + 4 x 3 and do the same as above
    1. 4 x (_____) = _____ + _____
    2. _____ = _____
    3. Are the final answers the same on both sides? ☐ Yes   ☐ No
3. Does this work when doing subtraction? Let's try it with this: 5 x (2 - 3) = 5 x 2 - 5 x 3;
    1. Perform the operations within the brackets first for the left side, and find the products on the right side of the equation before subtracting them.
    2. 5 x (_____) = _____ - _____
    3. Find the final product on the left side of the equation, and find the difference on the right.
    4. _____ = _____
    5. Are the final answers the same on both sides? ☐ Yes   ☐ No
4. Let's try it again with: 6 x (10 – 8) = 6 x 10 – 6 x 8
    1. 6 x (_____) = _____ - _____
    2. _____ = _____
    3. Are the final answers the same on both sides? ☐ Yes   ☐ No

5. Using what you have learned from the exercises above, complete the following sentence.

The Distributive Law tells us that adding two numbers and multiplying their sum by another

is _____ multiplying each number first and then adding the

(the same as/ not the same as)

products together. This Distributive Law _____ work(s) for subtraction.

(also/does not)

Appendix D – Putting it All Together

Information for students

- Now that we have developed a greater understanding of the three laws, explore how you can use them to make it easier to calculate without using a calculator. Use loose leaf paper.

Use the Associative Law to make two different groupings to solve the following equations. (example: 4 + (3 + 2) and (4 + 3) + 2)

a) 17 + (23 + 18) =   b) 72 + (28 + 67) =   c) 52 + (14 + 71) =

d) 5 x (2 x 14) =   e) 9 x (12 x 10) =   f) 25 x (4 x 18) =

Did one order make it easier to solve the equation than the other order? If it did, what made it easier?

Use the Commutative Law in two different orders to solve the following equations.

(example: 12 + 14 + 18 and 12 + 18 + 14)

a) 27 + 38 + 33 =   b) 22 + 27 + 28 =   c) 52 + 14 + 71 =

d) 4 x 13 x 5 =   e) 11 x 12 x 13 =   f) 25 x 17 x 8 =

Did one order make it easier to solve the equation than the other order? If it did, what made it easier?

Use the Distributive Law in two different ways to solve the following equations.

(example: 2 x (5 + 4) and 2 x 5 + 2 x 4)

a) 3 x 12 + 3 x 8 =   b) 7 x 9 + 7 x 5 =   c) 14 x 52 + 14 x 48 =

d) 12 x (3 + 4) =   e) 18 x (12 + 13)   f) 25 x 18 x 4 =

Did one way make it easier to solve the equation than the other way? If it did, what made it easier?

Extension – Use your knowledge of the Commutative Law to answer the following question.

What is easier to calculate? 12% of 25 or 25% of 12? Do they give you the same answer? Does this always work?

Appendix E – Answers

The Associative Law

1. 3 + (5 + 2) = (3 + 5) + 2
    1. b. 3 + (7) = (8) + 2
    2. 10 = 10
    3. Are the final sums the same? ✓ Yes
2. 7 + (4 + 3) = (7 + 3) + 4 and do the same as above.
    1. 7 + (7) = (10) + 4
    2. 14 = 14
    3. Are the final sums the same? ✓ Yes
3. 3 − (5 − 2) = (3 − 5) − 2
    1. 3 − (3) = (-2) − 2
    2. 0 = - 4
    3. Are the final differences the same? ✓ No
4. 7 − (4 − 3) = (7 − 4) − 3
    1. 7 − (1) = (3) − 3
    2. 6 = 0
    3. Are the final differences the same? ✓ No
5. The Associative Law can be used when <u>adding</u> but not when <u>subtracting</u>.
6. 12 x (5 x 2) = (12 x 5) x 2
    1. 12 x (10) = (60) x 2
    2. 120 = 120
    3. Are the final products the same? ✓ Yes
7. One more example for multiplication with 9 x (6 x 2) = (9 x 6) x 2.
    1. 9 x (12) = (54) x 2
    2. 108 = 108
    3. Are the final products the same? ✓ Yes
8. Does the Associative Law work for division? Let's look at the following equation:
    1. 12 ÷ (6 ÷ 2) = (12 ÷ 6) ÷ 2
    2. 12 ÷ (3) = (2) ÷ 2
    3. 4 = 1
9. Are the final quotients the same? ✓ No

10. $15 \div (5 \div 3) = (15 \div 5) \div 3$
    1. $15 \div (5/3) = (3) \div 3$
    2. $9 = 1$
    3. Are the final quotients the same? ✓ No
11. The Associative Law can be used when <u>multiplying</u> but not when <u>dividing</u>.

The Commutative Law

1. $13 + 15 + 12 = 13 + 12 + 15$; Note: the order in which the numbers are written is different.
    1. $28 + 12 = 25 + 15$
    2. $40 = 40$
    3. Are the final sums the same on both sides? ✓ Yes
2. $27 + 14 + 23 = 14 + 23 + 27$
    1. $41 + 23 = 37 + 27$
    2. $64 = 64$
    3. Are the final sums the same on both sides? ✓ Yes
3. $9 - 5 - 2 = 5 - 9 - 2$
    1. $4 - 2 = -4 - 2$
    2. $2 = -6$
    3. Are the final differences the same on both sides? ✓ No
4. $17 - 14 - 13 = 14 - 17 - 13$
    1. $3 - 13 = -3 - 13$
    2. $-10 = -16$
    3. Are the final differences the same on both sides? ✓ No
5. The Commutative Law can be used for <u>addition</u> but not for <u>subtraction</u>.
6. $15 \times 5 \times 2 = 5 \times 2 \times 15$
    1. $75 \times 2 = 10 \times 15$
    2. $150 = 150$
    3. Are the final products the same? ✓ Yes
7. $12 \times 6 \times 3 = 12 \times 3 \times 6$
    1. $72 \times 3 = 36 \times 6$
    2. $216 = 216$
    3. Are the final products the same? ✓ Yes
8. $12 \div 6 \div 2 = 6 \div 2 \div 12$
    1. $2 \div 2 = 3 \div 12$
    2. $1 = ¼$ or 0.25
    3. Are the final quotients the same? ✓ No

9. $15 \div 5 \div 3 = 5 \div 3 \div 15$
   1. $3 \div 3 = 5/3 \div 15$
   2. $1 = 0.11$
   3. Are the final quotients the same? ✓ No
10. The Commutative Law can be used for <u>multiplication</u> but not for <u>division</u>.

The Distributive Law of Multiplication

1. $5 \times (2 + 3) = 5 \times 2 + 5 \times 3$;
   1. $5 \times (5) = 10 + 15$
   2. $25 = 25$
   3. Are the final answers the same on both sides? ✓ Yes
2. $4 \times (7 + 3) = 4 \times 7 + 4 \times 3$
   1. $4 \times (10) = 28 + 12$
   2. $40 = 40$
   3. Are the final answers the same on both sides? ✓ Yes
3. $5 \times (2 - 3) = 5 \times 2 - 5 \times 3$;
   1. $5 \times (-1) = 10 - 15$
   2. $-5 = -5$
   3. Are the final answers the same on both sides? ✓ Yes
4. $6 \times (10 - 8) = 6 \times 10 - 6 \times 8$
   1. $6 \times (2) = 60 - 48$
   2. $12 = 12$
   3. Are the final answers the same on both sides? ✓ Yes
5. The Distributive Law tells us that adding two numbers and multiplying their sum by another is <u>the same as</u> multiplying each number first and then adding the products together. This Distributive Law <u>also </u>work(s) for subtraction.

Putting it All Together

Associative Law

| a) 58 | b) 167 | c) 137 | d) 140 | e) 1080 | f) 1800 |

Commutative Law

| a) 98 | b) 77 | c) 137 | d) 260 | e) 1716 | f) 3400 |

Distributive Law

| a) 60 | b) 98 | c) 1400 | d) 84 | e) 450 | f) 1800 |

"Did one order (or way) make it easier to solve the equation than the other order (or way)? If it did, what made it easier?" The answer to these questions will vary. A discussion should follow where the children are asked to justify their answers.

Weave a Bird's Nest

Information for students

Help Mother Nature!

How about making a nest for birds out of fallen twigs, branches and blades of grass? Observe the natural materials you have found on the ground at the park, in your backyard or in other places. Remember to be respectful of nature and to pick only materials from the ground.

Instructions on how to make a bird's nest with the materials you collected are found in Appendix A. Once you have built your nest, place it outside in your yard or on a balcony. Check on your nest once in a while to see if birds have visited it. You may even find some bird eggs! If so, the eggs should never be touched.

Making a bird's nest is a valuable way for humans to interact with their environment and to create a natural habitat.

Materials required

- Bucket of warm water
- Long blades of grass and/or twigs
- A small feather
- Vines or similar long flexible material

Information for parents

About the activity

Children should:
- use their creativity to make interesting crafts for birds

Parents should:
- take advantage of the beautiful spring weather to have their children explore the outdoors and investigate nature. They can help their children make fun crafts with their discoveries

Appendix A – How to Make a Bird's Nest

Information for students

Instructions on how to make a bird's nest:[1]

1. Once you have collected your materials, put them in a bucket of warm water for at least half an hour, overnight is best. This makes them flexible and easier to weave together.

2. Grab some vine strands and overlap them in your hands to make a star. You'll need to use at least three strands but you can have more. We will call these the spokes.

3. Use another vine to tie the spokes together. Weave the strand around the others going in between each and flipping the end under one of the strands to secure it.

4. It is important to chop one of the spokes off to ensure you have an odd number of spokes coming out of the middle. This helps the weave alternate from over to under each time you go around the strands.

5. Secure the end of the vine strand within the knots of the last, usually by squeezing it in between two other strands. Then, weave it around the spokes, over and under. Once you run out of vines, add more the same way and keep weaving it around the circle.

6. To make the nest curve up, start weaving it tighter. As soon as you do this, you will see the spokes lift up, and it will quickly form the shape of the nest as you continue to weave your strands through.

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[1] Instructions and photos from Penny Whitehouse, « How to Make a Bird Nest by Weaving Natural Materials" n.d, accessed on May 22, 2020.

7. Once you're happy with the nest, you can cut off the excess spokes but keep a good 2.5 cm, so that you can weave it into the nest.

8. Now you can add some little extra bits to the nest to give it extra texture and color.

There is also a video[2] of these steps that you can watch [here](#)**.**

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[2] Penny Whitehouse – Mother Natured, How to Weave Your Own Bird's Nest, April 9, 2018, YouTube Video, 1:08, https://www.youtube.com/watch?v=lfzRqv4W7lA&feature=youtu.be

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:
    1. This 13-year-old's elaborate costumes are next level

       https://youtu.be/imVx6s8tFy8

    2. 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.

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.
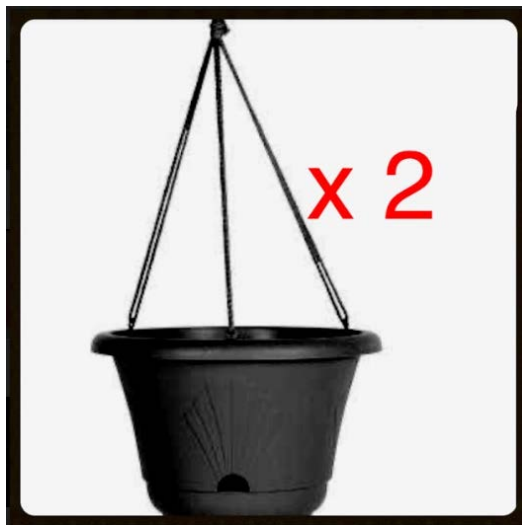
A) Scissors, or

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)

See the following examples of items used, the results and the process.
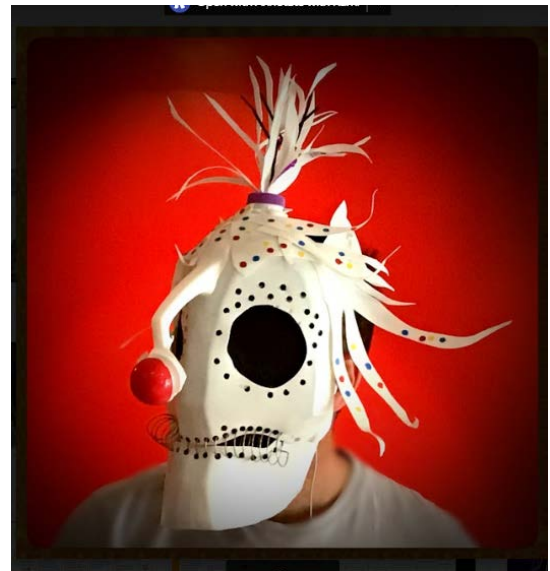
Two milk containers become a monster clown mask

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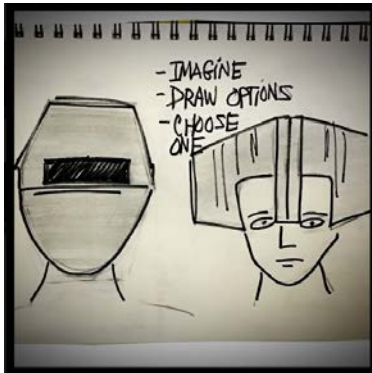
*Tie-wraps were used to hold the two parts together while the glue dried.

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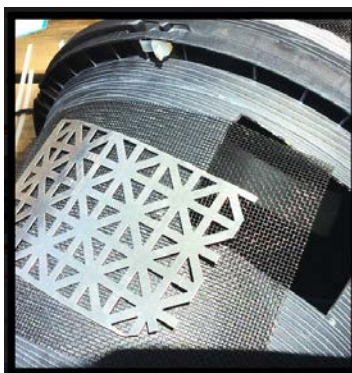
7. I tested the final product and was very satisfied.

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

Cause and Effect

Information for students

This activity explores cause and effect relationships: how our actions have consequences (good or bad) and how we need to take responsibility for those actions as members of society. The activity consists of four sections that build on one another.

- To begin, we will review cause and effect with these simple scenarios. Read the first example about the glass of water in the table below.

- Read the remaining scenarios and think about a logical effect that may result from each.

Cause	Effect
I knocked my glass of water over.	Water spilled over the table and onto the floor.
My shoelaces were untied.	
It started raining during my outdoor party.	

- o Which one of the causes above is out of your control? Which one do you have some control over? You cannot control the weather, but once you notice your shoes are untied, you can do something about it, such as tie them. You may also choose not to tie them.

- o Consider a scenario where knocking over a glass of water is a complete accident out of your control. Now think about a scenario where you are fooling around near the table, perhaps playing with a ball or wrestling, and though you did not intend to knock the glass over, your actions in that location make it a high possibility.

- o If you didn't realize your laces were untied and someone tripped on them, it would be an accident. If you knew, but chose to leave them untied, would it still be an accident?

- Let's look more closely at the impact of our choices and actions, and the responsibilities linked to our actions.
    o Fill in the first column of the chart below by writing three things you appreciate. Consider your family, body (health), clothing, home, education, faith, talents and friends as possible topics you are grateful for.
    o Continue filling in the next two columns of the chart as described.

Things I am grateful for and appreciate	How I show my appreciation and respect for it / How I take care of it	What happens if I neglect to respect or take care of it

    o The chart above reminds us that we have rights and responsibilities. For example, we have the right to an education, but we have a responsibility to respect that right and do our best to be successful and not waste it. If I choose to not do my homework, not participate in class and refuse to study for tests, I am not likely to get good grades. The choices I make affect the outcome.

- Now, let's consider chain reactions and our responsibilities in that chain. Things generally don't happen in isolated pairs of cause and effect, and then stop. One thing causes another which leads to another, which leads to another and so on in the chain of events.
  - o Look at the example in the first row. Read the event in the centre about the sunburn, then look at what caused it and what was an effect or result of that event.
  - o Fill out the remaining blank spaces in the chart below. Read the event first, then think about what could have happened to cause the event and write that under Cause. Next, think about what could happen as a result and write that under Effect.

Cause	Event	Effect
The girl was playing outside at the park and didn't put on sunscreen.	She got a sunburn.	She was too sore to participate in her basketball game the next day.
	The young boy was sitting alone in the schoolyard with his head hung low and a frown on his face.	
	The high school student failed the end of year Ministry math exam.	
	The shopper brought the child to the employee to announce on the intercom the parent's name and that their child was found.	

  - o There could be a variety of possible causes of an event. There could also be a variety of effects or outcomes of an event. The effects could be positive or negative.
  - o If someone else filled out the chart above, would they have the same responses? Think about another classmate or a teacher. How might their responses differ from yours? Why do you think that is? Discuss your thoughts with a friend or family member.
  - o In some of the scenarios above, the individual is responsible for the cause. In other cases, they may be affected by the actions of others. Sometimes, things happen in life that we can't control.
  - o Though we can't always control what happens to us, we usually have control over how we respond to the situation or event. We can work toward choosing a positive reaction that creates a positive effect for ourselves and those around us. Part of our role in fostering community life is to act in a responsible manner where everyone is treated with dignity and respect, and feels safe.

- To close the activity, we will reflect on cause and effect in relation to our right to be safe and healthy, and our responsibilities as members of society.
    - o Fill in the chart below as you did in the previous section. The events listed are specific to the situation we are in now with the COVID-19 pandemic. Your responses will likely be affected by how you are experiencing the recommendations and guidelines suggested by the government and public health officials.

Cause	Event	Effect
	The teacher wore a mask in the classroom.	
	A person sneezed while standing in line at the grocery store checkout.	
	A student borrowed a pen from a classmate, wiped it with a disinfectant wipe and then washed his hands before writing with it.	

- o How would your answers have been different if you had filled this chart in last year, before the coronavirus outbreak? If you encountered any of these situations in the past, would you have assumed different causes and effects? Would you have felt differently about the people in these events? Did you have any biases or prejudices that would have affected your responses? Has your new reality and experience with COVID-19 changed your views and opinions? Discuss your answers with a friend or family member.
- o Prior to COVID-19, we saw mask-wearing more prominently in Asian countries and less so in other parts of the world. Do you think this caused us to have some generalizations or stereotypes about people wearing a mask? What experiences and new knowledge do you have that helps you understand why someone would wear a mask in public? Sometimes we judge people without understanding their experience or situation. Our lack of understanding or knowledge can create prejudices.
- o It has now become commonplace to see people wearing masks in the province of Québec. We also have other health recommendations such as coughing and sneezing into our elbow, maintaining a distance of 2 metres and washing our hands regularly. Since these actions help prevent the spread of the coronavirus, they are recommended practices for the greater good because everyone has the right to feel safe. We may not like doing some of these things, but if we look at them simply as actions we can take, or events, because of COVID-19, that have a positive effect on those we come in contact with, it can be easier for us to take that responsibility and follow through.

Materials required

- Pencil or pen
- A printout of the charts or a piece of paper to draw them on

Information for parents

About the activity

Children could:

- learn more about the UN Convention on the Rights of the Child. It explains their rights and mentions that "as you grow, you have more responsibility to make choices and exercise your rights."
- review the current government health recommendations with their family

Parents should:

- read the instructions to their child, if necessary