



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

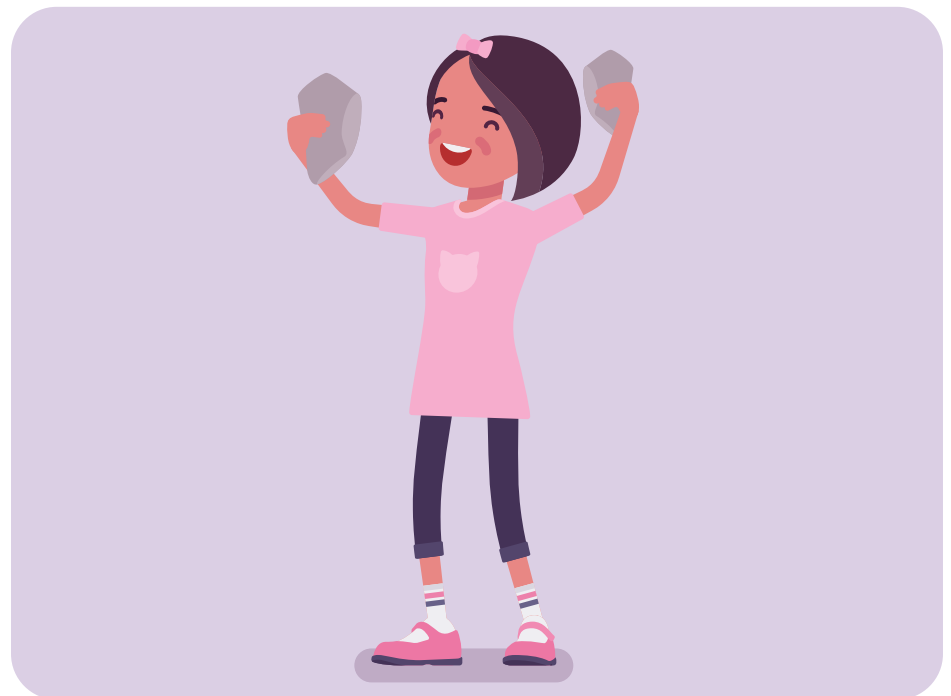
Only handle plants and animals that you know to be safe.

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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—ones 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.

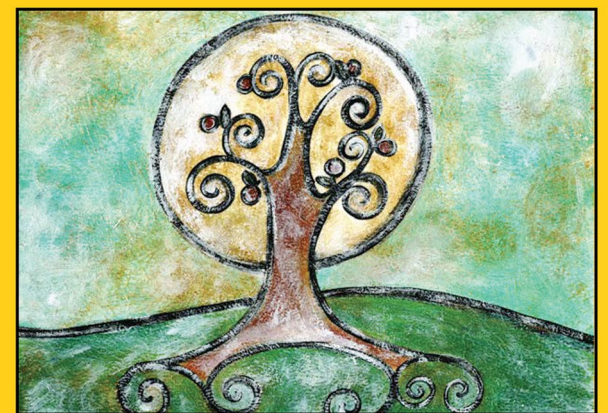
- *Guess which rock? Child closes their eyes and you put a rock in their hand. Which one is it? Describe how each rock feels.*
- *Investigate the weights of the different rocks by holding one in each hand. Look at the different colours and shapes of rocks.*

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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.



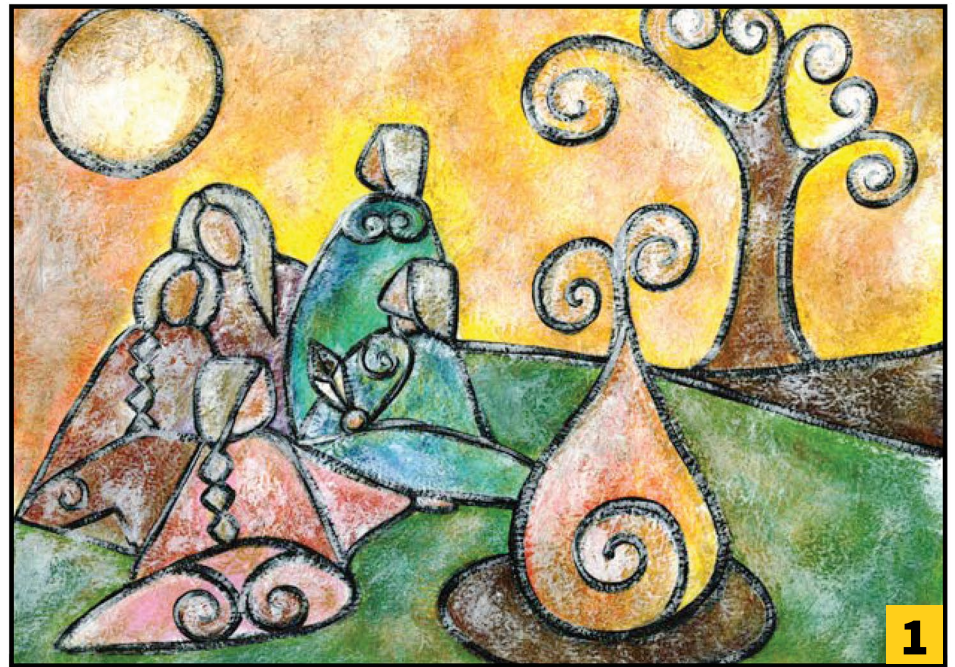
**'Ciw Weckuwapasihitit
(For the Ones Not Yet Born)**

The Stone Medicine People



Told By
Opolahsomuwehs

Illustrations by
Natalie Sappier



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?

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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.



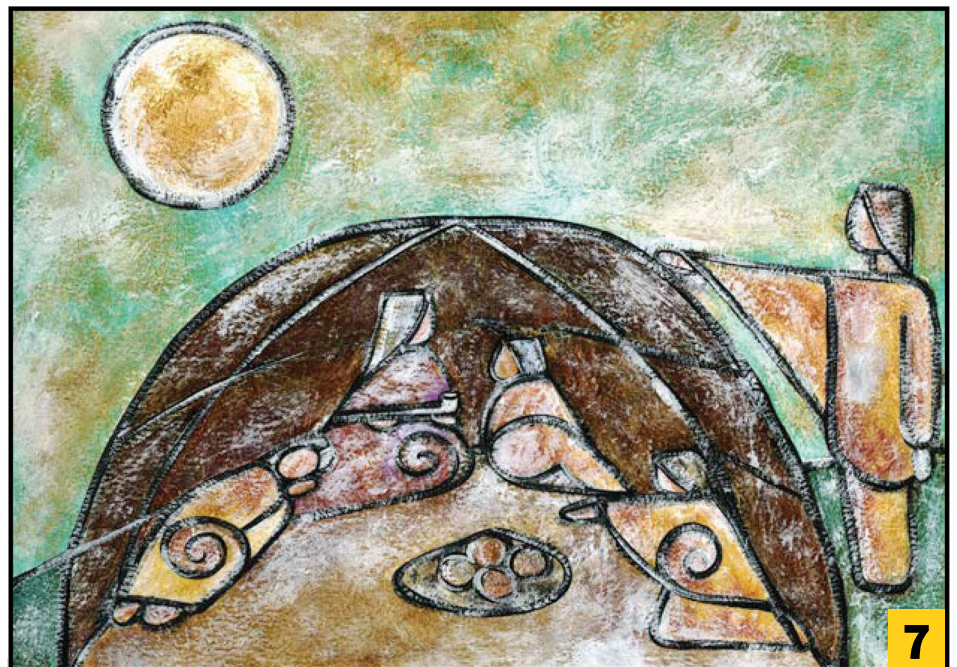
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The Clan Mothers gathered all the Medicine People within the Circle of Hope to prepare them for the next world (this world).



6

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.



7

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?

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Creator has placed Stone Medicine People upon our Earth Mother in many shapes, sizes and colours.



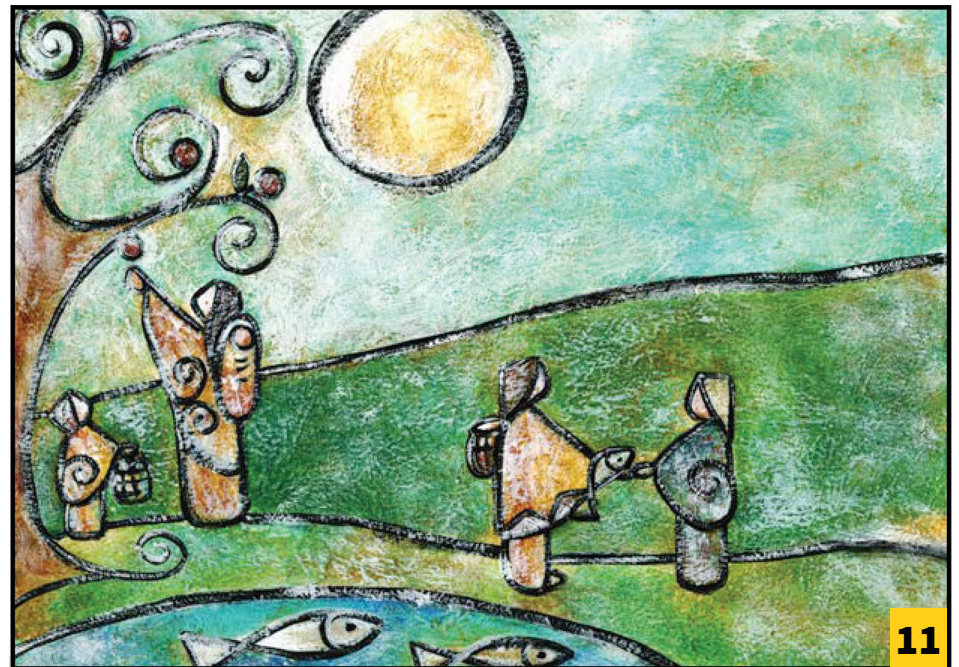
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Today, the Circle of Harmony is celebrated when we hear our drums and



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

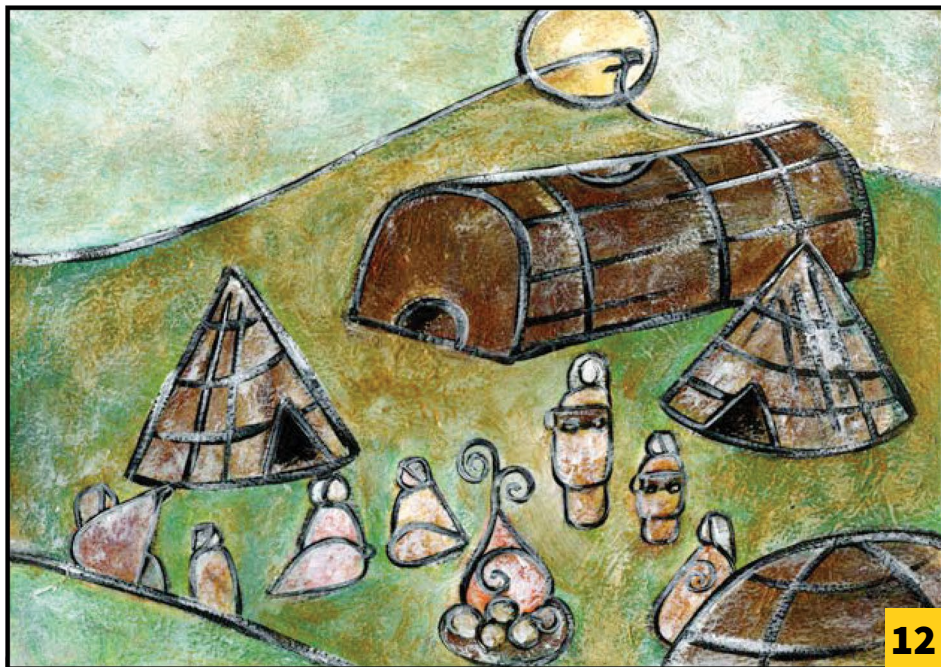


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Today, let us continue to share Mother Earth's abundance of food, medicine, and all her resources.

How do you care, share and respect others?

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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.

Credits Page

Educational Partnership Project (EPP) Initiative of the Acculturation of Curriculum Project
Partners include: Aboriginal and Northern Development Canada (AANDC); Education and Early Childhood Development (EECD);

First Nation Education Initiative Incorporated (FNEII); Three Nations Education Group Incorporated (TNEGI)

Acculturation Committee: Imelda Perley, Dave Perley, Ron Tremblay, Gilbert Sewell, George Paul, and Donna Lahache

Story Told By: Opolahsomuwehs (Moon of the Whirling Wind)

Illustrator: Natalie Sappier

Layout/Design: Emily Doull



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!
 - Organize thoughts on the steps you need to do to make, for example, a sandwich.
 - Make and eat lunch together.
 - 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.

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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.



| Meal | Description | Rating! |
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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!

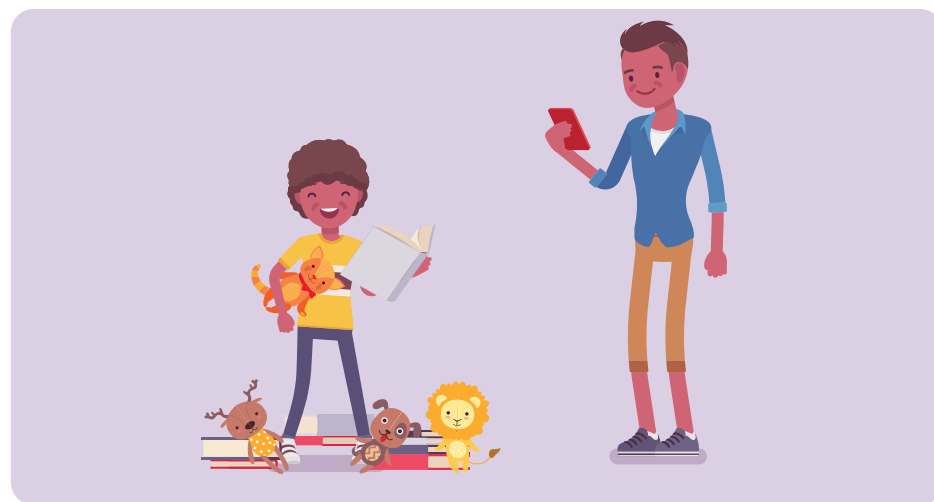
Have your child recount three or four main events of the story, and then illustrate them in sequence: the beginning, middle and end.

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



Activity: 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.



Exercise Bingo!

Daily exercise helps to maintain physical and emotional health.

| B | I | N | G | O |
|--|---|--|---|--|
| Be ready for an adventure | Indoor activities | Need for speed | Getting off the couch | Outdoor activities |
| How many stars are in your house? | Balance on 1 foot longer than your family members. | How fast can you skip from room to room. | Have a family plank contest. | See how far you can jump in 5 tries. |
| Take a nature hike in your yard. | Do a jumping jack for every letter of the alphabet. | How fast can you run a lap around your house? | Teach your family your favourite tag game. | See how many times in a row you can catch a ball. |
| How many steps doesn't take to walk around your house? | Jump in and out of a room in your house while counting to 10. | FREE SPACE | Do jumping jacks for 3 different commercials. | Run 1 lap around your house for every letter in your name. |
| Move through your house like your favourite animal. | Jog in place for 30 seconds in every room of your house. | Have a race to find the fastest person in your family. | Dance to your favourite song. | Do 3 different animal laps around your house. |
| Play a game of hopscotch. | Toss a ball to yourself and catch it 20 times. | How fast can you clean up your toys? | Do the number of sit-ups to match the date. | Kick a ball around the outside of your house. |

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?





Let's Do Our Part!

This collection of activities is intended for students ages 10 to 14.

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?*



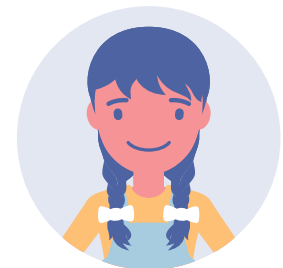
A global citizen might be somebody who understands the dangers of plastics in the oceans and acts locally to reduce, reuse and recycle. *Un citoyen global peut être quelqu'un qui est conscient des dangers du plastique dans les océans et prend des mesures dans sa communauté pour réduire, réutiliser et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

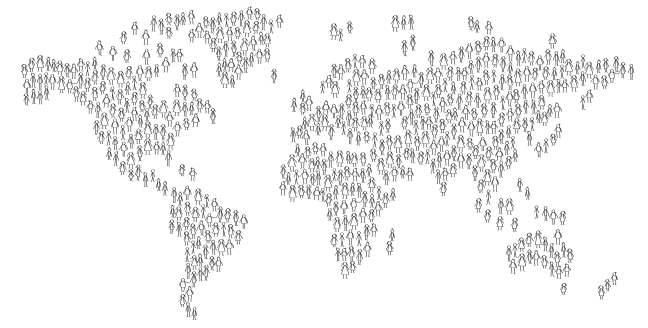
Complete some or all of the activities in this package to find what you are passionate about. Try to complete at least 2 or 3!

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.



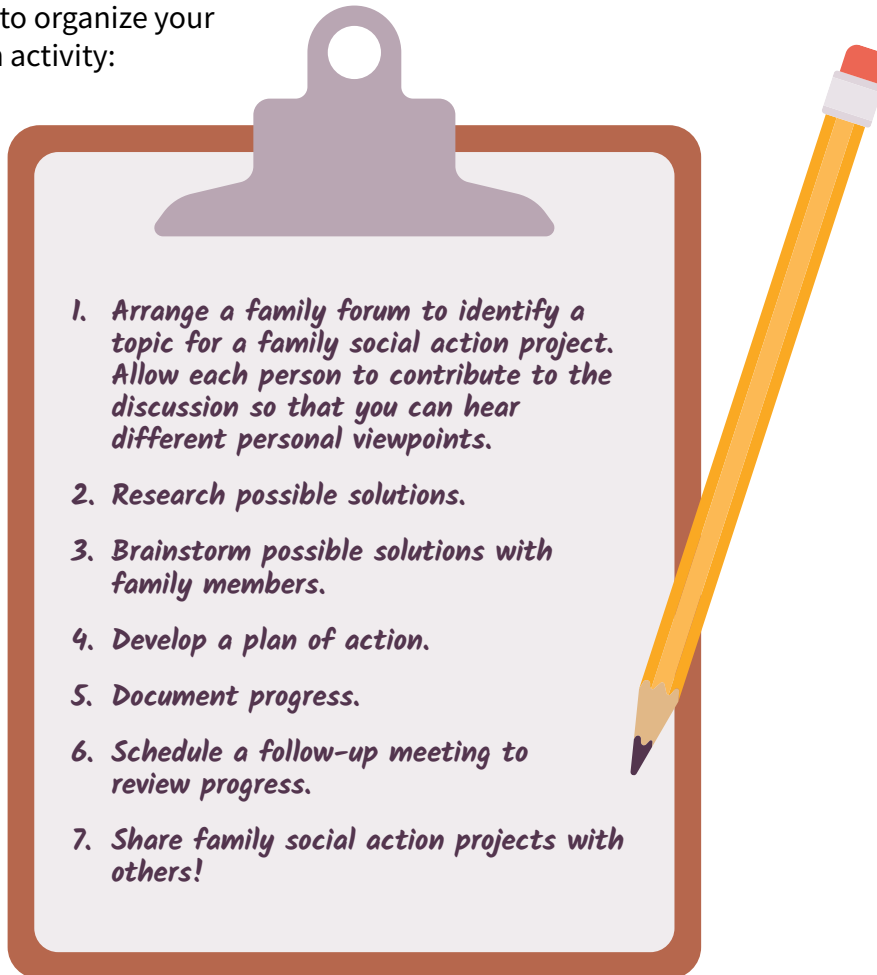
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Do a Family Social Action Project! *Crée un projet d'une action familiale et sociale*

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:



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

Plan of Action

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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.



| Items | Origins |
|---------|------------|
| Sweater | Bangladesh |
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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.

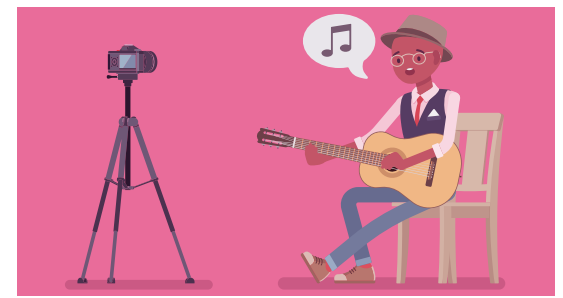
Perhaps you have seen images on the news of people clapping or making noise for healthcare workers or painting rainbows with the phrase "Ca va bien aller" ("It's going to be okay").

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!

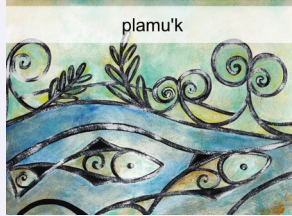


Learn Some Phrases in Wolastoqey!

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!

| | | | |
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|  <p>Qey “gway” Hello</p> | <p>Wolastoqey “wool-us-took-gway” Language</p> | <p>Wolastoqewiyik “wool-us-took-gow-we-ig” People of the beautiful and bountiful river</p> | <p>Woliwon “wool-ee-when” Thank you.</p> |
|  <p>Apc oc knomiyul “ob-gidge-geh-no-me-ul” See you again!</p> |  <p>Wolastoq “wool-us-took” Beautiful and bountiful river</p> |  <p>Tan kahk olu kil “done-gawg-olu-gil” How are you?</p> | <p>Mecopal “medge-o-ball” Please.</p> <p>Mec ote pesqon “medge-o-day -besk-gwin” I am fine!</p>  |

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?



Thank you to Public Health
Workers & Researchers

(From www.google.com/doodles)

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:

What is a topic I want to help others learn more about or understand more clearly?

What is the best format to communicate my ideas: rhyming verse or free verse?

Who is the audience for this poem?

What do I want them to know or do after reading my poem?

What do they already know about the topic?

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

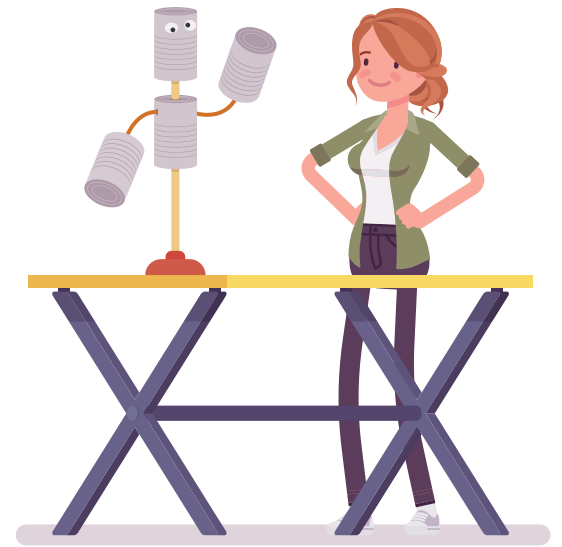
This is the fun part: it's up to you! You can use anything that is destined for recycling or the garbage. You may also use glue, tape, paint, etc. if needed to assemble and decorate your artwork.

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.



Part 1

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?



Part 2

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.

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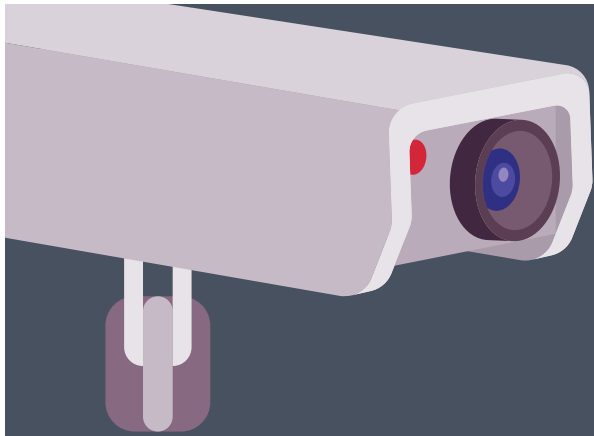
Final Reflection

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?



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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.

| Possible issues | Interpretive lens options |
|--|--|
| <p>How have different countries responded to the COVID-19 pandemic?</p> <p>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?</p> <p>What rules are in place that influence financial security and economic freedom? Consider the personal, business, regional, and global levels.</p> <p>Choose your own real-world issue or event.</p> | <p>Literary: What stories, poems, novels, movies, and/or TV shows have you experienced that deal with the concept of security versus freedom?</p> <p>Political: How do different countries view the security and freedom of their citizens?</p> <p>Historical: How has the desire for freedom and/or security shaped events in the past? How have events shaped security and freedom in society?</p> <p>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.</p> <p>Create your own interpretive lens.</p> |

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)



Nonfiction Texts

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

| What does it say? (Content of the piece) | What does it not say? (Information or points of view that are left out) |
|--|---|
| | |
| How does it say it? (Craft of the creator; writing techniques) | Who benefits from what it says? (Dominant point of view) |
| | |

Fictional Texts

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

| Content (What's this text about? What does the author want me to know? What details seem essential?) | Head (What did I notice? What ideas did this give me? What changed, challenged, or confirmed my thinking?) |
|--|--|
| | |
| Heart (How did it make me feel? What life lessons did I learn? What did I learn about others?) | Questions (What am I still wondering? What do I need to learn more about?) |
| | |

A large rectangular area with a red border and horizontal lines, resembling a writing template or a page for notes. The lines are evenly spaced and extend across the width of the page.

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



Voici mon ami.
Il s'appelle Félix.



Félix va à l'école,
comme moi.

1

2



Félix a les cheveux bruns,
comme moi.



Félix porte des lunettes,
comme moi.

3

4



Félix a une grand-maman,
comme moi.

5



Félix aime les biscuits au chocolat,
comme moi.

6



Félix aime sa maman,
comme moi.

7



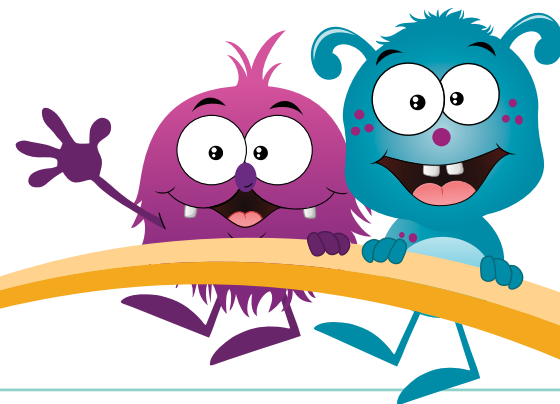
Je m'appelle Lucas.
Félix est mon frère jumeau.

8

New  Nouveau
Brunswick

Ministère de l'Éducation et du
Développement de la petite enfance

Department of Education and
Early Childhood Development



Physical Education

Let's Get Moving!

Here are some fun daily activities!



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

Practice English at Home

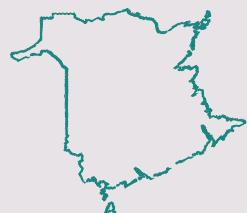
Ages 5 to 11

Beginner (A1/A2) Level of English Language

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

Reading and Viewing

Read this short story "I Live in New Brunswick".



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.

Activity 1

Find two new words.

| | Word | Picture | Translation |
|---|-------|---|-------------|
| A | apple |  | لپا |
| B | ball |  | 球 |
| C | | | |



Write them on your letter list. (Read about the letter list in the next column.)

Read the story again to your family.



Writing and Representing

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.

| | Word | Picture | Translation |
|---|-------|---|-------------|
| A | apple |  | لپا |
| B | ball |  | 球 |
| C | | | |

Draw a picture or write the word in your language.



Speaking and Listening

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?"



Reading and Viewing



Writing and Representing



Speaking and Listening



Activity 2

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>.
2. Search "People" to find the story "People at Work" by Holly Hartman.



3. Read the story.

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



Draw a picture beside each job.

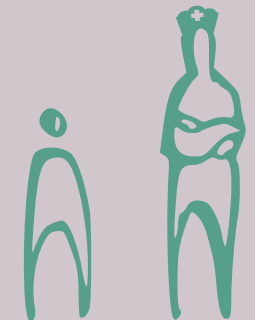
Nurse



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

Me in the future



Reading and Viewing



Writing and Representing




Speaking and Listening





Activity 3

Watch a TV show or movie in English.



Listen  for two new words.

Write them on your letter list.

| | Word | Picture | Translation |
|---|-------|---|-------------|
| A | apple |  | لڀا |
| B | ball |  | 球 |
| C | | | |

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



Find a new page of paper.

Write the title “My TV Show” or “My Movie”.

Complete these sentences:



- I watched a _____ (movie or TV show)
- It was called _____.
- I liked _____.
- I did not like _____.
- It was _____ (good, bad, funny, sad, or scary).



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?”



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/>

Read the story again to your family.





Find new words in the book you read.

Look them up in English.



Add the new words to your letter list.

| | Word | Picture | Translation |
|---|-------|---|-------------|
| A | apple |  | لڀا |
| B | ball |  | 球 |
| C | | | |

Talk with your family in English.

- Talk about the story you read: “I read a story called _____.”
- Ask them if they liked the story: “Did you like the story?”
 - If they say “Yes,” ask them, “What did you like about the story?”
 - If they say “No,” ask them, “Why didn’t you like the story?”
- Tell them what you liked in the story. “I liked _____.”



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.

Reading and Viewing

Writing and Representing

Speaking and Listening

Read the following two paragraphs called **“Physical Distancing”**. Find three new words.

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.

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.

Find a notebook. Write **“Learning English”** on the cover. Open the notebook.



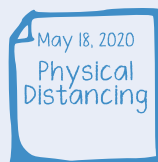
Activity 1

Write today’s date.

Write the title **“Physical Distancing”**.

Complete these sentences in your notebook:

1. Today, I read two paragraphs about _____.
2. I learned that _____.
3. I also learned that _____.
4. For me, this is _____ (**easy, hard, or confusing**) because _____.




Find a notebook. Write **“New Words”** on the cover.



Open the notebook. Draw three boxes that look like this:

| | |
|----------------|-----------------|
| Word: | |
| What it means: | In my language: |
| Picture: | Sentence: |

Fill in the boxes with words from the paragraphs you read today. Here is an example:

| | |
|--|--|
| Word: upload | |
| What it means: to copy or move information to a computer or the Internet | In my language: hochladen |
| Picture:  | Sentence: I will upload my assignment tonight. |

Talk with your family in English:

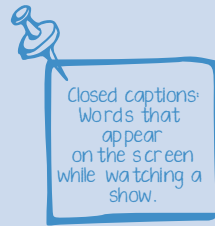
- Tell them about your day or your weekend.
- Tell them something you learned from the paragraphs you read today.
- Tell your family about the new words you recorded today. Ask your family if they know all of your words: *“Do you know what this word means?”*



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.

| | |
|----------------|-----------------|
| Word: | |
| What it means: | In my language: |
| Picture: | Sentence: |

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.



Activity 2

| |
|--|
| |
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| |

Reading and Viewing



Read the short story “I Like to Cook”.

I like to cook.

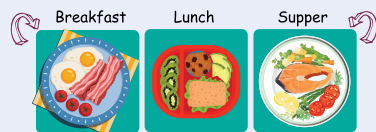


Making food for my family and friends makes me feel helpful.

I cook lunch at my house every day.

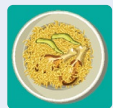


My father cooks the other meals (breakfast and supper).



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.

| | |
|----------------|-----------------|
| Word: | |
| What it means: | In my language: |
| Picture: | Sentence: |

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!



Activity 3

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?

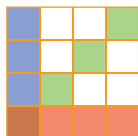
Puzzle 2: Number Loop

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?

Scratch pad!

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!)

| | | |
|---|---|---|
| 2 | 9 | 4 |
| 7 | 5 | 3 |
| 6 | 1 | 8 |

| | | |
|---|---|--|
| 6 | | |
| | 5 | |
| | | |

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

| | | |
|--|--|--|
| | | |
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| | | |
|--|--|--|
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| | | |

Magic Square Challenge!

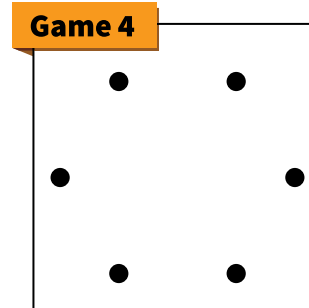
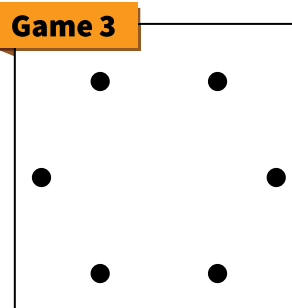
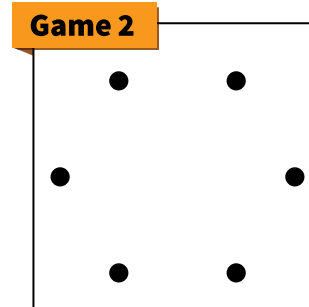
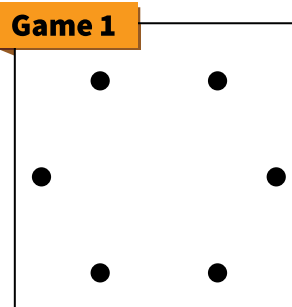
You can use digits other than 1-9 to create a 3 x 3 magic square. In fact, you can use any digits as long as the rows, columns and diagonals add to the same sums. Send some of your 3 x 3 magic squares to Ryan Jones by email: Ryan.Jones@gnb.ca or by mail: EECD, 250 King St., Fredericton, NB, E3B 9M9 Attn: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



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.



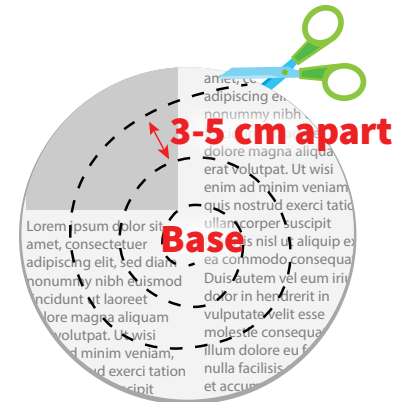
Use Your Newspaper to Make Spiral Roses!

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.



Attach the stem when the rose is completely dry.

1. Turn the rose over so that the base is facing up.
2. Apply a dollop of glue and press the twig stem into the glue. (It may help to poke the twig through the base.)
3. Let it 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!

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!