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The Family Portrait

Information for students

Look at the piece of art called *The Family Portrait*

<https://educart.ca/en/theme/family/#/the-family-portrait/cartel>

Observe this work in silence for a full minute.

Write down three words that this artwork brings to mind.

Now jot down your answers to the following questions:

1. What connections do you see between the artwork and the title? Does the fact that this work comes from “The Fantasy Collection” make any difference to your understanding of it?
2. Imagine that you have to describe this artwork to a friend. What distinctive elements would you point out?
3. What message do you think the artist wished to express at the time it was made? Does the artwork address any current issues?
4. Do the three words you associated with this artwork still apply? Why or why not?
 - Share your observations with a friend or family member.
 - Write a detailed description that describes what your family portrait looks like.

Material required

- Device with Internet access
- Paper and writing materials

This lesson has been adapted from: <https://educart.ca/en/theme/family/#/the-family-portrait/cartel>

Information for parents

- Help your child follow the instructions, if necessary.
- Discuss the different questions about this piece of art and offer your own observations.

#MissionFLS - Dis-moi c'est quoi ta toune

Consignes à l'élève

Cette activité t'aidera à accomplir la mission FLS suivante : Je découvre deux nouvelles chansons en français et j'essaie de comprendre le message de ces chansons.

Quel genre de musique aimes-tu? Le hip hop, le country, la pop? Cette semaine, on te propose de découvrir la chanson francophone!

Voici comment tu peux le faire :

- Écoute des chansons à la radio ou sur une application de musique en continu.
- Choisis les deux chansons que tu aimes le plus et cherche les paroles en ligne.
- Prends le temps de lire les paroles et de les comprendre pour saisir le sens de la chanson.

Pour aller plus loin :

- Partage tes coups de cœur de musique francophone avec #MissionFLS.
- Fais une recherche pour découvrir des artistes qui ont marqué la chanson québécoise.

Voici quelques noms d'artistes québécois pour t'inspirer :

Artistes contemporains : Cœur de Pirate, Alex Nevsky, Yann Perreau, Ariane Moffat, Bleu jeans bleu, Pierre Lapointe, Karim Ouellet, Patrice Michaud, Vincent Vallières, Charlotte Cardin, Koriass, Dubmatique, Loco Locass, Les Tireux d'Roche, Les Trois Accords, Les Cowboys Fringants.

Artistes classiques : Harmonium, Beau Dommage, Marjo, Muzion, La Bottine Souriante, Florent Vollant, Jean Leloup, Robert Charlebois, Luce Dufault, Linda Lemay, La Bolduc, Les Colocs, Diane Dufresne, Richard Desjardins, Martin Deschamps, Offenbach.

Matériel requis

Pour écouter de la musique:

- Les chaînes radio francophones de ta région
- <https://www.icimusique.ca/>
- <https://www.lafabriqueculturelle.tv/themes/musique>

Pour trouver les paroles des chansons québécoises :

<https://www.repertoiredesartistesquebecois.org/Parolesdechansons.asp>

Information for parents

About the activity

Children should:

- listen to and read songs or poems in French
- understand spoken and written text
- appreciate francophone cultural references

Parents could:

- share their favorite French songs with their children
- discover new songs in French with their children and discuss them

¹Sugar Shock

Information for students

- Did you know that one sugar packet contains 4 grams of sugar?
-
- According to Health Canada, many packaged food products contain added sugar.
-
- The American Heart Association recommends that a person not consume more than 500 g of sugar per day.
-
- Some examples of foods that are high in sugars include breakfast cereals, chocolate bars, cookies, granola bars, ice cream, pudding and many sugary drinks, including fruit juice. According to Health Canada,



2

“Almost all packaged food labels must have an ingredient list and a nutrition facts table. This information can help you to make healthier food choices. Excess consumption of sugars is a concern, as it can lead to tooth decay and excess calorie consumption. Excess calories lead to overweight and obesity. Obesity is a risk factor for chronic diseases.”

<https://www.canada.ca/en/health-canada/services/nutrients/sugars.html>

- So then, how much added sugar is too much?
- What are some of your favourite packaged foods or drinks?
- In Appendix A, complete the tables and draw a circle graph to explore your own sugar intake!

Calories / Calories 130	
% Daily Value / % valeur quotidienne	
Fat / Lipides 5 g*	8 %
Saturated / saturés 1.5 g + Trans / trans 0 g	8 %
Cholesterol / Cholestérol 0 mg	
Sodium / Sodium 140 mg	6 %
Carbohydrate / Glucides 20 g	7 %
Fibre / Fibres 1 g	4 %
Sugars / Sucres 9 g	
Protein / Protéines 2 g	

Materials required

- A printed copy of Appendix A
- Paper and pencil (to work out operations)
- Protractor
- Ruler
- Packaged food items with added sugar (with nutrition facts table)

¹ 361699, PxHere, n.d., JPEG, <https://pxhere.com/en/photo/361699>

² Image taken by Claudia Anzovino (2020)

Information for parents

In this activity, students will practice proportional reasoning and construct a circle graph. They will then interpret the information they have gathered and exercise critical judgement regarding personal health and well-being.

This activity can also be carried out by a Secondary I student.

Appendix A: Exploring Sugar Intake

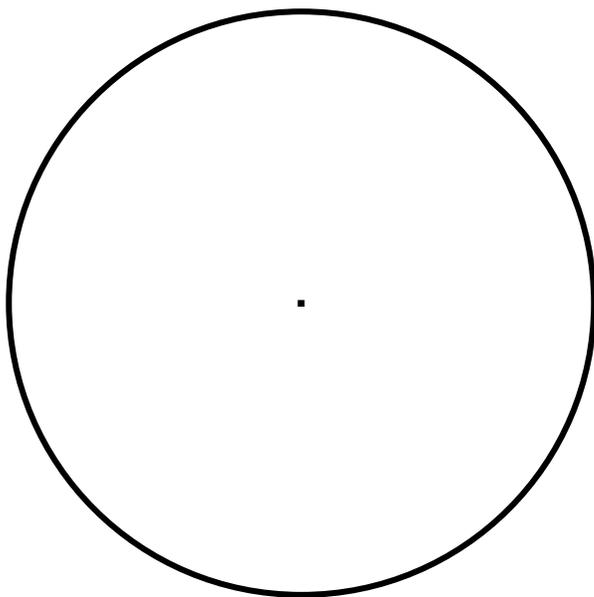
- Make a list of up to 8 of your favourite packaged food items with added sugar that you can find around the house or look up online. Each food item must include a nutrition facts table.
- Use the table below to indicate the number of sugar packets in each serving of the product based on the added sugar content of each item.

Item	Sugar content / serving	Number of sugar packets
Ex: Packaged Oatmeal Cookies	9 grams / 2 cookies	2.25

Mathematics

- Using the table you completed on the previous page, fill out the table below. Then use all the information you have gathered to construct a circle graph in the circle provided on this page.

Item	# of sugar packets/serving	Ratio: packets per serving/maximum # of packets per day	Percent %	# of degrees out of 360°
Ex: Packaged Oatmeal Cookies	2.25			



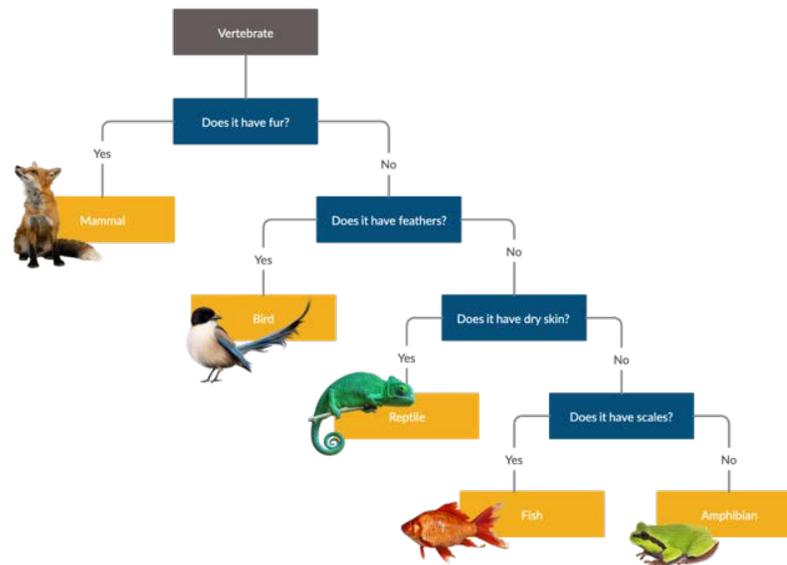
Based on your data and [AHA Sugar Recommendation](#) , what have you learned about your sugar intake?

Species and Dichotomous Keys

Information for students

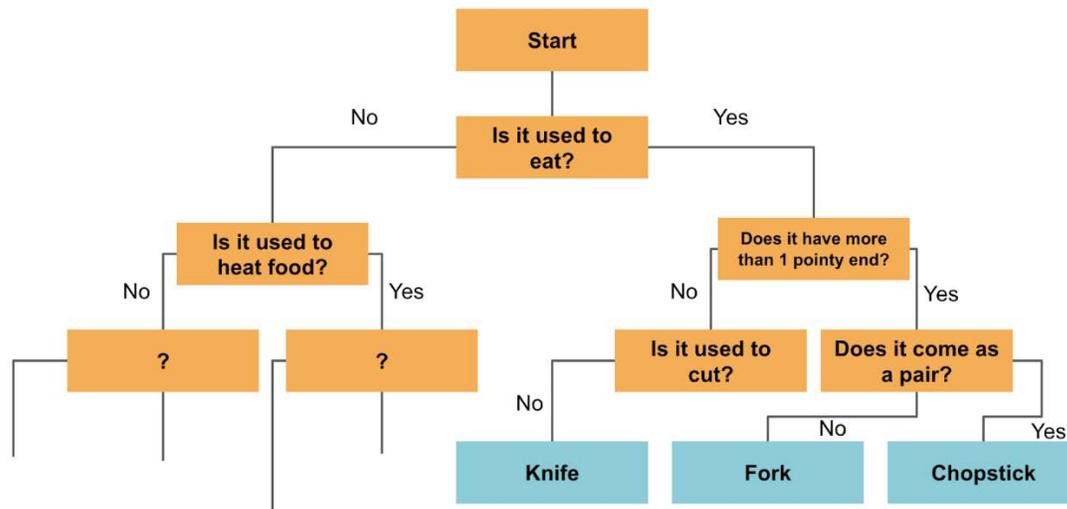
Essential question: **Are people more like mushrooms or trees?**

- A dichotomous key is a tool used to help sort and classify objects. In our case, we will use it to classify living things³.



- Research the following terms:
 - Plants, fungi and animals
 - Species
 - Evolution
 - Taxonomy (in biology)
- To use a dichotomous key, we answer a set of yes-no questions that lead us down the branches of a decision tree until we get to the bottom. At the bottom, we have the name of the object or organism that we were trying to classify.
- The image below is an example of a dichotomous key for objects you may find in your kitchen.

³ Amanda Athuraliya, *Dichotomous Key for Animals*, n.d., PNG, Creately.com, <https://app.creately.com/diagram/XliBxZ4XyAp/edit>



- Continue adding yes-no questions to this dichotomous key until you can classify all the objects in your kitchen.
- Use the dichotomous keys found in Appendix A to identify the trees in your yard or park.
- You can also use this online dichotomous key to identify the trees in your yard or park (optional)
 - <https://www.eekwi.org/explore/identification/dichotomous-tree-key>
 - Try to code your own digital dichotomous key to identify household pets by using the one shown here as an example: <https://scratch.mit.edu/projects/100170286/>

Materials required

- Device with Internet access (optional)
- Paper, writing and drawing materials
- Access to a kitchen

Information for parents

- Help your child find the link to the websites, if necessary.
- Read the instructions to your child, if necessary.
- Discuss the questions together.
- Brief video explanation: https://www.youtube.com/watch?v=UGSW8aFvr_Q (optional)

Appendix A: Species and Dichotomous Keys Activity⁴



TREE IDENTIFICATION KEY

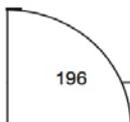
BEGIN HERE:

- Tree has needles..... **CONIFER KEY**
- Tree has broad leaves **BROADLEAF KEY**

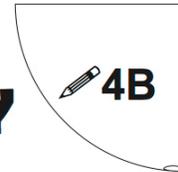
CONIFER KEY

- 1. Needles in bundles or groups (2)
 - 1. Needles single or flattened and scaly (3)
 - 2. Needles in clusters of more than 5 needles.....**tamarack* (*Larix laricina*)**
 - 2. Needles 2 to 5 per bundle: Pine species (see a-c below)
 - a. Five needles per bundle.....**white pine (*Pinus strobus*)**
 - b. Needles in pairs, 3 to 4 inches long.....**red pine (*Pinus resinosa*)**
 - c. Needles in pairs, under 2 inches long, bark dark gray**jack pine (*Pinus banksiana*)**
 - 3. Needles scaly and flattened (4)
 - 3. Needles single (5)
 - 4. Has cones, scales flat, branches fan-like.....**northern white-cedar (*Thuja occidentalis*)**
 - 4. Has berries, may have scaly and prickly needles on same tree, scales rounded.....**eastern redcedar (*Juniperus virginiana*)**
 - 5. Needles flat (6)
 - 5. Needles square, 4-sided, stiff, sharp: Spruce species (see a-b below)
 - a. Needles 1/3 to 3/4 inch long, twigs hairless.....**white spruce (*Picea glauca*)**
 - b. Needles 1/3 to 3/4 inch long, twigs have hair, grows in wet areas **black spruce (*Picea mariana*)**
 - 6. Needles 1/2 inch long with short petiole.....**eastern hemlock (*Tsuga canadensis*)**
 - 6. Needles 3/4 inch to 1 1/4 inches long, no petiole, bubbles in bark.....**balsam fir (*Abies balsamea*)**

*Note: A tamarack is a deciduous conifer.



⁴ Wisconsin Department of Natural Resources - Division of Forestry and Wisconsin Center for Environmental Education, *Tree Identification Tools*, 2012, in *Wisconsin K-12 Forestry Lesson Guide: 7-8 UNIT* (Stevens Point: University of Wisconsin, 2012), <https://www.uwsp.edu/cnr-leaf/Documents/LEAFTreeIDKey2014November172014.pdf>



TREE IDENTIFICATION KEY

BROADLEAF KEY

- 1. Opposite branching (2)
- 1. Alternate branching (4)
 - 2. Compound leaves (3)
 - 2. Simple leaves: Maple species (see a-c below)
 - a. Leaf margin entire, 5 lobes **sugar maple (*Acer saccharum*)**
 - b. Leaf margin double-toothed, 3 to 5 lobes **red maple (*Acer rubrum*)**
 - c. Leaf margin single-toothed, 3 to 5 lobes, lobes separated by deep, angular openings..... **silver maple (*Acer saccharinum*)**
- 3. 3 (rarely 5) leaflets **boxelder (*Acer negundo*)**
- 3. 5 to 11 leaflets: Ash species (see a-c below)
 - a. 7 to 13 leaflets, leaflets do not have petiole **black ash (*Fraxinus nigra*)**
 - b. 5 to 9 leaflets, leaflets have petiole, smile-shaped leaf scar extending up sides of new bud..... **white ash (*Fraxinus americana*)**
 - c. 7 to 9 leaflets, leaflets have petiole, leaf scar ends at base of new bud..... **green ash (*Fraxinus pennsylvanica*)**
- 4. Compound leaves (5)
- 4. Simple leaves (8)
- 5. 7 or fewer (usually 5) leaflets, egg-shaped nut..... **shagbark hickory (*Carya ovata*)**
- 5. 7 or more leaflets (6)
 - 6. Leaflets rounded..... **black locust (*Robinia pseudoacacia*)**
 - 6. Leaflets pointed (7)
- 7. Leaf 6 to 8 inches long..... **mountain-ash (*Sorbus americana*)**
- 7. Leaf 8 to 24 inches long..... **black walnut (*Juglans nigra*)**
- 8. Leaves not lobed (9)
- 8. Leaves lobed: Oak species (see a-f below)
 - a. Rounded lobes, 5 to 9 deep even lobes and sinuses, leaves hairless..... **white oak (*Quercus alba*)**
 - b. Rounded lobes, pair of deep sinuses near middle of leaf, hairy underside of leaves **bur oak (*Quercus macrocarpa*)**
 - c. Rounded lobes, leaf narrow at base and broad near middle, hairy underside of leaves **swamp white oak (*Quercus bicolor*)**
 - d. Pointed lobes, sinuses extend halfway to mid-vein, leaves hairless, dull green..... **red oak (*Quercus rubra*)**
 - e. Pointed lobes, deep sinuses extend 3/4 of the way to mid-vein, leaves hairless, bright green and shiny **northern pin oak (*Quercus ellipsoidalis*)**
 - f. Pointed lobes, deep sinuses, young leaves hairy underneath, dark green and shiny, leathery..... **black oak (*Quercus velutina*)**

Think About What Matters and Get Moving!

Information for students

Activity 1: It's what's on the inside that counts!

- Watch [this video](#).
- What are your thoughts after watching the video? Do you think that society places too much importance on looks? If so, can you name examples of this? Discuss the topic with an older member of your family.
- Think of three qualities you have that do not have anything to do with looks. Think of a friend of yours and name three qualities that you like about them (and that are not related to the way they look).

Activity 2: Improve your stamina, speed and agility!

- Change up your workout and improve your skill-related fitness by developing your stamina, speed and agility.
- Complete the 14-minute workout in [this video](#). Don't forget to warm up first!

If you are up for practicing your French and want to explore more activity ideas, visit the [Rest Actif!](#) website.

Materials required

- None

Information for parents

Children should:

- reflect on the focus society places on looks
- complete a workout to develop their stamina, speed and agility

Parents could:

- support their children by discussing appearance and what matters most to them
- complete the workout with their children

Mindful Art Moment

Information for students

Take a moment to think about all the little and big things you're grateful to have despite the challenging times we're facing at the moment. It can be your family, being able to connect with your friends, your video games... anything goes!

Make a list of 10 of these items.

On a piece of white paper, slowly and carefully trace each hand. Think about how you want to position your fingers. Will they be spread out? Closer together?

Consider how you will position both hands. Side by side? Facing each other? Spread like the wings of a bird?

Inside the tip of each finger, write one word from the list you made at the beginning of the lesson.

Using your markers or colored pencils, create patterns or [mandala](#)-like designs.

Fill in your design by being mindful of the colours. Will you pick only your favorites? Will you pick the ones that match your current mood?

Once the art work has been completed, place it somewhere in your house as a reminder of all the things that make you smile and feel happy in these trying times.

Materials required

- Plain white paper
- Pencils
- Markers or colouring pencils

Information for parents

You can assist your child with this mindfulness technique by helping them write their list of 10 items. This may help them be aware that there are many things to be grateful for even if they might be feeling low-spirited at times.

An extension to this lesson might be to get all members of the household to go through the same process and tape all the art work together. Creating a collage by cutting and gluing the hands in a desired fashion could also be another possibility.

Challenging Gender Stereotypes (Part 2: Miss Representation)

Information for students

Watch the trailer for the film *Miss Representation*. If you're interested in watching the full documentary, the link is provided below.

Write a short reflection on the video. Consider some of the following questions in your reflection:

- What have you learned?
- What information surprised you?
- What do you think it means to be feminine?
- What do you think it means to be sexy?
- What are some common female stereotypes?
- What impact can these stereotypes have on romantic relationships?
- What are some qualities about yourself you are most proud of?

Materials required

- Paper, pen or pencil, device with Internet access
- Short trailer for the film (required): <https://www.youtube.com/watch?v=keVhWR9esmA>
- If you are interested in watching the full documentary: <https://www.youtube.com/watch?v=gx-Ou03fj0c>

If you are interested in learning more about The Representation Project:

<http://therepresentationproject.org/about-us/>

Information for parents

Please note that the documentary may contain images and language of a sexual and/or violent nature.

This activity teaches the importance of challenging gender stereotypes and being confident with our identity.

Rights and Freedoms – Part 2

Information for students

In 1948, the United Nations (UN) released the *Universal Declaration of Human Rights*. Today there are 192 member states of the UN, all of whom have signed on in agreement with the *Universal Declaration of Human Rights*. This document outlines 30 different fundamental human rights.

Do you know your human rights? What about the people around you?

- On a sheet of paper, brainstorm as many of the 30 human rights that you can think of. Refer to **Appendix 1** to fill in the ones that you are missing.
- **Click on the following link to find out more about the evolution of human rights:**
<https://www.youthforhumanrights.org/what-are-human-rights/>
- Ask at least three other people (parents, siblings, friends, etc.) to identify as many human rights as they can. How did they do? Was anyone able to name all 30?
- Pick one fundamental human right that is meaningful or important to you or, based on the answers of the people you talked to, a human right that you think people should know more about.
 - Create a public service announcement to let the world know about this human right. (A public service announcement informs or educates others about a topic or an issue.)
 - Your public service announcement can be in the form of a poster or a 30-60 second video.

To help you create your poster or video, click on the following link for examples of human rights public service announcements created by Youth for Human Rights:

<https://www.youthforhumanrights.org/what-are-human-rights/videos/born-free-and-equal.html>

Take it to the next level:

- Share your public service announcement with friends and family, especially with the people you asked about human rights.
- If you created a video, share it on YouTube.

Materials required

Useful resources, depending on personal preferences and availability:

- Device with Internet access
- Device with access to a video camera
- Writing materials (paper, pencil, etc.)

Information for parents

Go over the list of 30 human rights and freedoms with your child. Discuss why they are important. Ask your child which ones are the most meaningful to them and why.

Appendix 1 – Universal Declaration of Human Rights

<https://www.youthforhumanrights.org/about-us.html>



Universal Declaration of Human Rights Abridged for Youth

1. We are all born free and equal. We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
2. Don't discriminate. These rights belong to everybody, whatever our differences.
3. The right to life. We all have the right to life, and to live in freedom and safety.
4. No slavery. Nobody has any right to make us a slave. We cannot make anyone our slave.
5. No torture. Nobody has any right to hurt us or to torture us.
6. You have rights no matter where you go. I am a person just like you!
7. We're all equal before the law. The law is the same for everyone. It must treat us all fairly.
8. Your human rights are protected by law. We can all ask for the law to help us when we are not treated fairly.
9. No unfair detainment. Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.
10. The right to trial. If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do.
11. We're always innocent till proven guilty. Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.
12. The right to privacy. Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.
13. Freedom to move. We all have the right to go where we want in our own country and to travel as we wish.
14. The right to seek a safe place to live. If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.
15. Right to a nationality. We all have the right to belong to a country.
16. Marriage and family. Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.
17. The right to your own things. Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.
18. Freedom of thought. We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.
19. Freedom of expression. We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.
20. The right to public assembly. We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.
21. The right to democracy. We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders.
22. Social security. We all have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if we are ill or old.
23. Workers' rights. Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.
24. The right to play. We all have the right to rest from work and to relax.
25. Food and shelter for all. We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.
26. The right to education. Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.
27. Copyright. Copyright is a special law that protects one's own artistic creations and writings, others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science and learning bring.
28. A fair and free world. There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.
29. Responsibility. We have a duty to other people, and we should protect their rights and freedoms.
30. No one can take away your human rights.

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