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Food Security and the Global Pandemic

Information for students

Food security has become an important issue, both locally and globally. The news is filled with stories about shoppers emptying store shelves of essentials and about the plight of seasonal migrant workers living in quarantine, rendering them unable to plant food crops in the spring. These events foretell more widespread problems in the agri-food business sector, a part of the economy that we depend upon.

View:

Watch the video and make notes on the issues that are presented by the NYC food distribution centre workers being interviewed. What issues do they bring up?

<https://www.newyorker.com/culture/video-dept/inside-new-york-citys-food-supply-chain-during-the-coronavirus-pandemic>

Read:

CBC News article: “How COVID-19 Could Affect Canada’s Food Supply.

<https://www.cbc.ca/news/canada/prince-edward-island/pei-food-supply-mary-robinson-covid-19-1.5510131>

Maclean’s article: “How Food Supply Disruptions from COVID-19 are Leading to Higher Prices for Consumers”

<https://www.macleans.ca/economy/how-food-supply-disruptions-from-covid-19-are-leading-to-higher-prices-for-consumers/>

The Nation article: “COVID-19’s Third Shockwave: The Global Food Crisis”

<https://www.thenation.com/article/society/coronavirus-global-food-crisis/>

Write/Produce

Take a piece of paper and recreate a table like the one below. Collect and write down ideas from the different articles and the video in the table.

Ideas Presented	My Ideas
-	-

Think about the way these issues impact society. Consider the way food security impacts families, individual workers in the food industry, and other aspects of society. Of all the issues presented in the articles, which one(s) concern you the most?

Write an article that explores the ideas you have identified and takes a stance on the issue(s).

If you feel that your take on the issue is valid and should be heard, share your piece on an online news platform such as CBC or on social media in order to increase awareness of the issues surrounding food security.

Materials required

- Device with Internet access
- Paper, pen and ruler

Information for parents

About the activity

Children could:

- create a text for a general audience

Parents should:

- ask their teen to share their ideas and their final text with them

Above all, this activity is designed for teens to engage with the topic

Que nous réserve le futur?

Information for students

Dans cette activité, deux compétences sont visées :

- Lire (écouter une vidéo et répondre à des questions)
- Produire (écrire un récit de science-fiction, monter un documentaire de type incitatif ou écrire de la poésie engagée)

Mise en situation

Depuis quelques décennies déjà, les producteurs hollywoodiens nous en mettent plein la vue avec des films d'anticipation ou post-apocalyptiques du type *Pandémie* (2013), *Contagion* (2011), *L'armée des douze singes* (1995), etc.

La pandémie que nous vivons présentement à l'échelle mondiale nous amène, soudainement, à nous intéresser à nouveau à ce type de cinéma.

Afin de mieux comprendre le phénomène, certains se tourneront vers ces films et tenteront de trouver des réponses à leurs questionnements. Mais peut-on se fier à ces œuvres de fiction? Là est la question!

Voici une brève définition de ces deux types d'œuvre dits de science-fiction :

- **Une œuvre d'anticipation** décrit le monde tel qu'il pourrait être dans un futur proche (quelques années ou dizaines d'années) ou plus lointain (des siècles ou des milliers d'années). Les auteurs puisent généralement dans l'actualité de leur époque, dont ils extrapolent les possibles évolutions futures afin de tenter de donner un aperçu réaliste du futur.

Wikipedia.com

- **Une œuvre post-apocalyptique** est un sous-genre de la science-fiction qui dépeint la vie après une catastrophe ayant détruit la civilisation : guerre nucléaire, collision avec une météorite, épidémie, crise économique et énergétique, etc.

[...] Le post-apocalyptique repose sur un délicat équilibre entre une civilisation perdue et un chaos naissant. Il met en scène une confrontation de la réalité sociale à la dure réalité physique. C'est à la fois la fin du monde et un nouveau départ.

[...] Le post-apocalyptique se distingue des fictions de catastrophe qui mettent en scène le cataclysme lui-même.

Wikipedia.com

Tâches proposées

Lire

- Regarde la vidéo suivante : *Comment l'humanité déclenche des pandémies* et répond **au questionnaire** qui t'est proposé en annexe (voir *Annexe 1*). N'hésite pas à visionner cette vidéo à plusieurs reprises s'il le faut : <https://safeYouTube.net/w/Hiul>

Produire**1. Un récit de science-fiction**

***Mise en garde :** Si tu es *hypocondriaque* (apeuré.e et anxieux.euse quant à ta santé), cette option n'est peut-être pas celle que tu devrais privilégier...

- À ton tour, écris un récit d'anticipation ou post-apocalyptique sur la propagation d'une maladie infectieuse.
- Respecte les caractéristiques du genre (voir définitions ci-haut proposées).
- Consulte le lien suivant pour te remémorer la structure du récit narratif :
<https://www.alloprof.qc.ca/bv/pages/f1049.aspx>

Exemples de récits d'anticipation ou post-apocalyptiques

- <https://www.journaldemontreal.com/2020/03/21/les-films-de-pandemie-sont-ils-credibles>
- <https://www.parismatch.com/Culture/Cinema/Cinq-films-a-ne-pas-voir-pendant-la-pandemie-de-coronavirus-1677608>
- <https://www.lefigaro.fr/cinema/coronavirus-quand-le-cinema-joue-avec-nos-peurs-des-epidemies-20200129>

2. Un documentaire de type incitatif

- Mets sur pied un documentaire (vidéo, PWPT, Sway, Prezzi ou autre) où tu expliques à ton auditoire les actions qui doivent être prises afin d'éviter qu'un tel scénario (pandémie à l'échelle mondiale) se répète dans l'avenir.
- Voici quelques exemples de points qui peuvent être abordés dans le cadre de ton documentaire: éducation de la population, comportements individuels et collectifs, méthodes de production, choix de développement économique, etc.
- Consulte le lien suivant pour te remémorer les composantes d'un texte incitatif et n'hésite pas à utiliser le tableau de consignation qui t'est proposé en Annexe 2 :
<https://fr.scribd.com/document/442179777/texte-incitatif-2>

Exemple de documentaire de type incitatif

- Comment l'humanité déclenche des épidémies : <https://safeYouTube.net/w/HiuI>

3. De la poésie engagée (ou une chanson)

- Écris un poème (une chanson) où tu encourages la société à réfléchir et à prendre action, bref, à changer ses comportements, et ce, afin d'éviter qu'une pandémie à l'échelle mondiale se répète dans l'avenir. Explique comment l'être humain est responsable de ces pandémies et comment il lui est possible d'intervenir, de jouer un rôle clé et de prévenir ces dernières.
- Consulte le lien suivant pour te remémorer les composantes du texte poétique. N'hésite pas à enregistrer ta chanson une fois terminée ou de monter un clip si cela te motive! Amuse-toi!
<https://www.alloprof.qc.ca/bv/pages/f1074.aspx>

Exemples de chansons engagées

- <https://safeYouTube.net/w/gNwI>
- <https://safeYouTube.net/w/iOwI>
- <https://safeYouTube.net/w/GPwI>

Exemples de poèmes engagés

- <http://www.helenesf.fr/2019/08/poemes-pour-eduquer-a-l-urgence-climatique.html>

Matériel requis

- Appareil avec accès Internet
- Papier et crayons

Information for parents

Children should:

- watch the proposed movies to enhance their understanding of the Sci-fi characteristics if they choose the first option for their writing production. See the titles in the links provided above

Annexe 1 : Comment l'humanité déclenche des pandémies

Questionnaire

1. Nommez cinq responsables de la Covid-19 accusés à tort.
2. Selon David Quammen (journaliste scientifique), une autre épidémie mondiale pourrait bientôt voir le jour à cause de nous. Croyez-vous qu'il soit trop alarmiste?
3. Qu'est-ce que la zoonose?
4. Expliquez pourquoi les années 1980 servent malheureusement de référence lorsqu'on parle de maladies infectieuses au 20^e siècle.
5. Que nous apprend Serge Morand (chercheur au CNRS) au sujet des zoonoses? Expliquez.
6. En quoi les maladies infectieuses transmises aujourd'hui diffèrent-elles des autres maladies, en quoi sont-elles *particulières*?
7. Où retrouve-t-on le plus de cas? Pourquoi?
8. Qu'est-ce qu'une espèce *généraliste*? Comment les animaux dits *généralistes* peuvent mettre l'être humain en danger? Expliquez.
9. Nommez au moins trois animaux que l'on considère être des *espèces relais*.
10. Regardez la vidéo attentivement afin de compléter le tableau suivant.

Comment la contamination a -t-elle (eu) lieu?		
Lieu	Animal/aux relais	Activité de l'Homme
Wuhan, en Chine a	b	c
d	Le cochon e	f
g	h	On défriche les forêts, à la recherche de coltane pour la fabrication d'appareils électroniques. i

11. Quel est le message de ce documentaire? Que nous incite-t-on à faire?
12. Le dernier exemple offert dans ce documentaire (voyages en avion) nous laisse-t-il croire que les choses se résorberont sous peu?

Annexe 1 : Clé de correction

Réponses

1. Nommez cinq responsables de la Covid-19 accusés à tort.
La Chine, les chauve-souris, Emmanuel Macron (Président Français), les pangolins, les fans de foot (soccer), les dromadaires et les Italiens.
2. Selon David Quammen (journaliste scientifique), une autre épidémie mondiale pourrait bientôt voir le jour à cause de nous. Croyez-vous qu'il soit trop alarmiste?
David Quammen : La Covid-19 est le résultat de nos modes de vie à tous. On empiète sur le territoire habité par les animaux sauvages, porteurs de maladies pathogènes.
La réponse peut varier. À vous de juger si elle est en lien avec les propos de David Quammen et si le tout est bien justifié.
3. Qu'est-ce que la zoonose?
Une maladie infectieuse, transmise par un animal à l'être humain.
4. Expliquez pourquoi les années 1980 servent malheureusement de référence lorsqu'on parle de maladies infectieuses au 20e siècle.
Dans les années 1980, on voit apparaître de nouveaux virus tels : le VIH (Sida), la grippe aviaire et Ébola.
On atteint un pic dans les années 1980... du jamais vu!
5. Que nous apprend Serge Morand (chercheur au CNRS) au sujet des zoonoses? Expliquez.
Les zoonoses existent depuis des milliers d'années. Plus on domestique d'animaux, plus le nombre de maladies infectieuses augmente. La vache (domestiquée depuis des millénaires) a été/ est responsable de la variole, de la rougeole et des oreillons.
6. En quoi les maladies infectieuses transmises aujourd'hui diffèrent-elles des autres maladies, en quoi sont-elles particulières?
Elles sont transmises par des animaux sauvages, comme la chauve-souris, animaux sauvages avec lesquels nous ne devrions normalement pas vivre!
7. Où retrouve-t-on le plus de cas? Pourquoi?
Dans les Tropiques où la biodiversité est la plus riche. De plus en plus d'humains empiètent sur la forêt.
8. Qu'est-ce qu'une espèce généraliste? Comment les animaux dits généralistes peuvent mettre l'être humain en danger? Expliquez.
Les espèces généralistes sont des animaux sauvages, tel le rat, qui s'habituent à la présence de l'homme. Ces animaux développent des résistances face aux maladies. Comme ils sont porteurs d'un grand nombre de maladies, ils peuvent ainsi plus aisément nous contaminer.

French as a Second Language

9. Nommez au moins trois animaux que l'on considère être des espèces relais.

Le singe, le chien, le chat, la vache, le cochon, le cerf, etc.

10. Complétez le tableau suivant. Regardez la vidéo attentivement afin d'y découvrir les réponses souhaitées.

Comment la contamination a -t-elle (eu) lieu?		
Lieu	Animal/aux relais	Activité de l'Homme
Wuhan, en Chine a	Animaux sauvages b	Marché à ciel ouvert où l'on expose des animaux sauvages aux côtés d'animaux domestiques, ce qui favorise l'émergence de virus, telle la Covid-19, transmise à l'être humain. c
Malaisie d	Le cochon e	Déforestation. Terres servent à l'agriculture et à l'élevage. Présence de cochons. Cochons se nourrissent de restes de fruits mangés par les chauve-souris, lesquels sont infectés par la salive et les excréments de ces animaux sauvages. f
Congo g	Animaux sauvages (viande de brousse = nourriture des mineurs) et chauve-souris présentes dans la région. h	On défriche les forêts, à la recherche de coltane pour la fabrication d'appareils électroniques. i

11. Quel est le message de ce documentaire? Que nous incite-t-on à faire?

Ce sont les choix de développement économique qui favorisent les contaminations. C'est nous qui empiétons sur le territoire des animaux sauvages, et non l'inverse. Nous sommes donc responsables de notre malheur, ce n'est pas la faute des animaux sauvages. Le titre de ce documentaire était d'ailleurs très révélateur : Comment l'humanité déclenche des pandémies. On nous incite à changer nos comportements, à adopter une attitude plus responsable (dans nos choix de développement économique, entre autres).

12. Le dernier exemple offert dans ce documentaire (voyages en avion) nous laisse-t-il croire que les choses se résorberont sous peu?

Non, malheureusement. Depuis 40 ans, le trafic aérien a été multiplié par 7. Pendant cette période, la population mondiale est passée de 4 à 7 milliards. 1/8 de la population mondiale vit actuellement dans des conditions d'hygiène précaires (ex : bidonvilles). Les maladies peuvent donc être propagées plus loin, plus vite et à beaucoup plus de monde. Difficile de renverser cette tendance...

Annexe 2 : Tableau de consignation

Information aux élèves

- Documentaire de type incitatif
 - Opinion défendue : _____

*Voici un exemple de tableau pour t'aider à consigner tes arguments.

Arguments	Stratégies incitatives		
	Injustice	Envie	Peur
Faits			
Statistiques			
Exemples			
Grandes Vérités (proverbes, locutions latines, etc.)			
Questions ou phrases- choc			

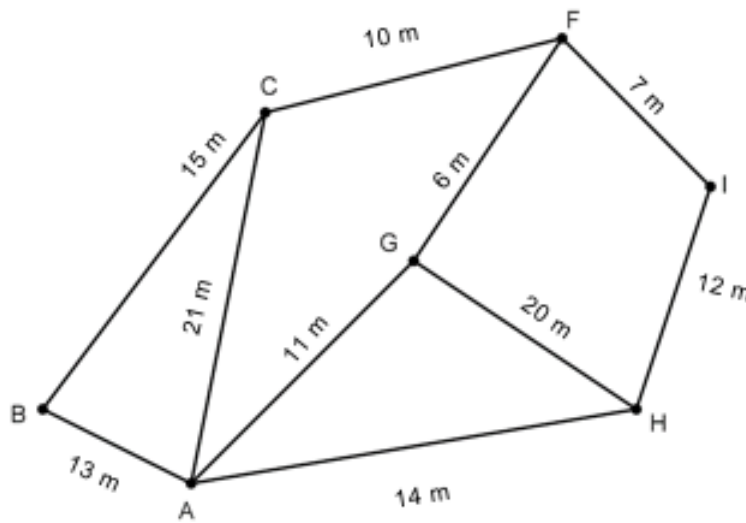
The Wire Connection

Information for students

Jill and Peter want to have the classrooms of a local school rewired. They can turn the power on from any room, but each room must be wired.

For a large job such as this, they are getting quotes from two companies: *Wiring Express* and *T & T Electric*.

The graphs below indicate the lengths of the wiring between each classroom as well as the quote from each company indicating the costs per metre to install the wiring.



WIRING EXPRESS	T & T ELECTRIC

Which company should they hire and how much will they save?

Materials required

- Calculator
- Writing and/or drawing materials

Information for parents**About the activity**

Children could:

- explain the problem-solving steps to a friend, a teacher or their parent

Parents should:

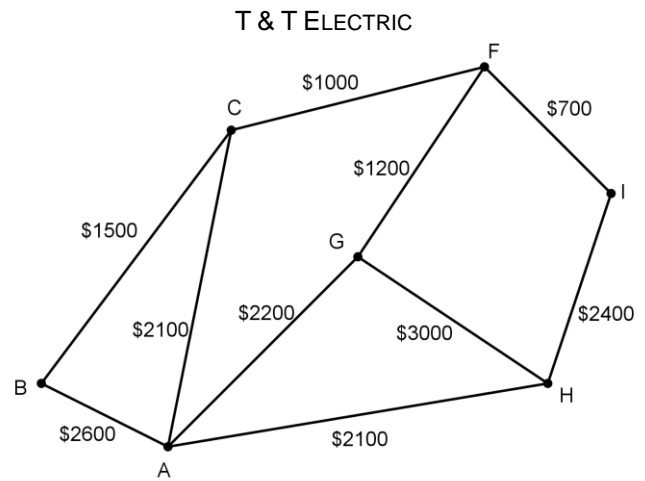
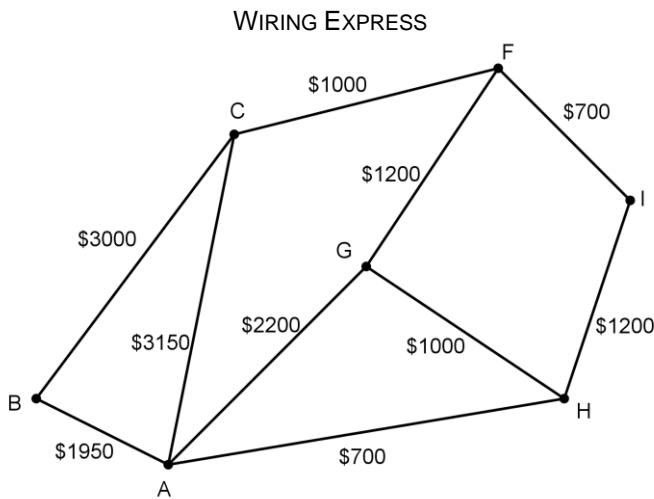
- read the instructions to their child, if necessary
- discuss the task with their child, outlining what steps need to be carried out
- go over the task with their child once it is completed by using the answer key provided

The solution to the problem is provided in Appendix A.

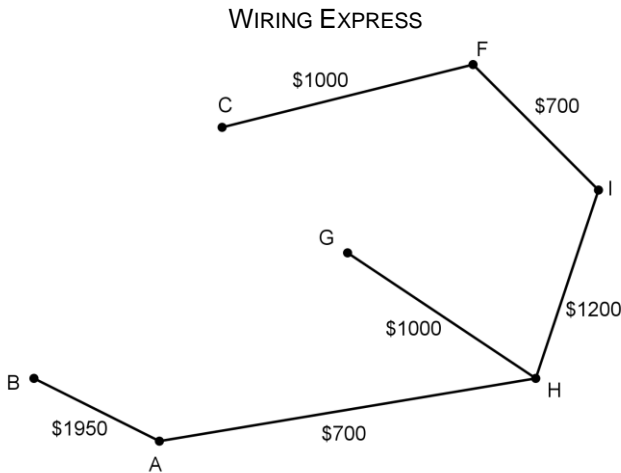
Appendix A – Solutions

SOLUTIONS

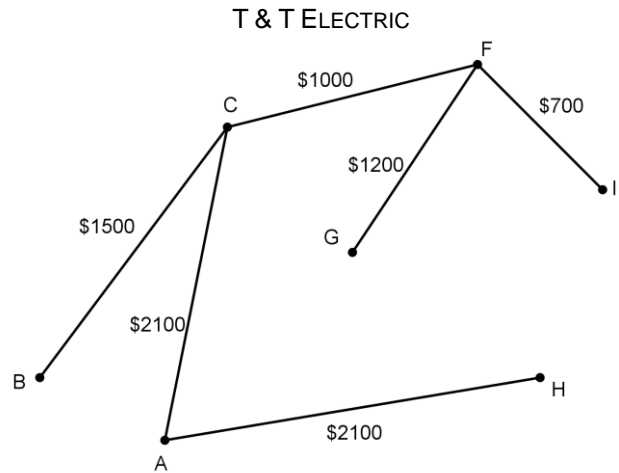
- **Graphs showing the cost of wiring according to both quotes**



- **Trees of minimum values according to both quotes**



Total cost: $\$1000 + \$700 + \$1200 + \$1000 + \$700 + \$1950 = \$6550$



Total cost: $\$1500 + \$1000 + \$1200 + \$700 + \$2100 + \$2100 = \$8600$

- **Difference in minimum costs according to each quote**

Difference in costs: $\$8600 - \$6550 = \$2050$

CONCLUSION

Jill and Peter should hire *Wiring Express*, and they would save \$2050.

Note: for the tree for *Wiring Express*, students may connect *FG* instead of *HI*.

Absolutely Logarithmic

Information for students

The following information is given about a logarithmic function and an absolute value function, named f and g respectively:

The logarithmic function is of the form $f(x) = a \log_4(x - h) + k$.

In addition:

- The equation of the asymptote is $x = 100$
- The function passes through the points $(116, 81)$ and $(356, 87)$

The absolute value function is of the form $g(x) = a|x - h| + k$.

In addition:

- The vertex of the absolute value function is $(1400, -48)$.
- $f(x) = g(x) = 90$

What is the y -intercept of function g ?

Materials required

- Calculator
- Graph paper
- Writing and drawing materials

Information for parents

About the activity

Children could:

- explain the problem-solving steps to a friend, a teacher or their parents

Parents should:

- read the instructions to their child, if necessary
- discuss the task with their child, outlining what steps need to be carried out
- go over the task with their child once it is completed by using the answer key provided

The solution to the problem is provided in Appendix A.

Appendix A – Solutions

SOLUTIONS

- RULE OF FUNCTION f**

$$f(x) = a_{\log_4}(x - h) + k$$

Since the equation of the asymptote is $x = 100$, $h = 100$.

Using points (116, 81) and (356, 87), we get:

$$81 = a_{\log_4}(116 - 100) + k \quad \text{and} \quad 87 = a_{\log_4}(356 - 100) + k$$

$$81 = a_{\log_4}(16) + k \quad \text{and} \quad 87 = a_{\log_4}(256) + k$$

$$81 = a(2) + k \quad \text{and} \quad 87 = a(4) + k$$

$$81 - 2a = k \quad \text{and} \quad 87 - 4a = k$$

$$81 - 2a = 87 - 4a \quad \rightarrow \quad 4a - 2a = 87 - 81 \rightarrow 2a = 6 \quad \rightarrow a = 3$$

$$k = 81 - 2(3) \quad \rightarrow \quad k = 81 - 6 = 75$$

The rule of function f is $f(x) = 3_{\log_4}(x - 100) + 75$.

- RULE OF FUNCTION g**

$$g(x) = a |x - h| + k \quad \text{Since the coordinates of the vertex are } (1400, -48), \text{ then}$$

$$g(x) = a |x - 1400| - 48$$

Since $f(x) = g(x) = 90$, let's solve $90 = 3_{\log_4}(x - 100) + 75$.

$$15 = 3_{\log_4}(x - 100) \quad \rightarrow \quad 5 = \log_4(x - 100)$$

$$4^5 = x - 100 \quad \rightarrow \quad 1024 = x - 100 \quad \rightarrow \quad 1124 = x$$

Using the point (1124, 90) in function g :

$$90 = a |1124 - 1400| - 48 \quad \rightarrow \quad 90 = a |1124 - 276| - 48$$

$$138 = a(276) \quad \rightarrow \quad 0.5 = a$$

The rule of function g is $g(x) = 0.5 |x - 1400| - 48$.

- Y-INTERCEPT OF FUNCTION g**

$$g(0) = 0.5 |0 - 1400| - 48$$

$$g(0) = 0.5 |-1400| - 48$$

$$g(0) = 0.5(1400) - 48$$

$$= 700 - 48 = 652$$

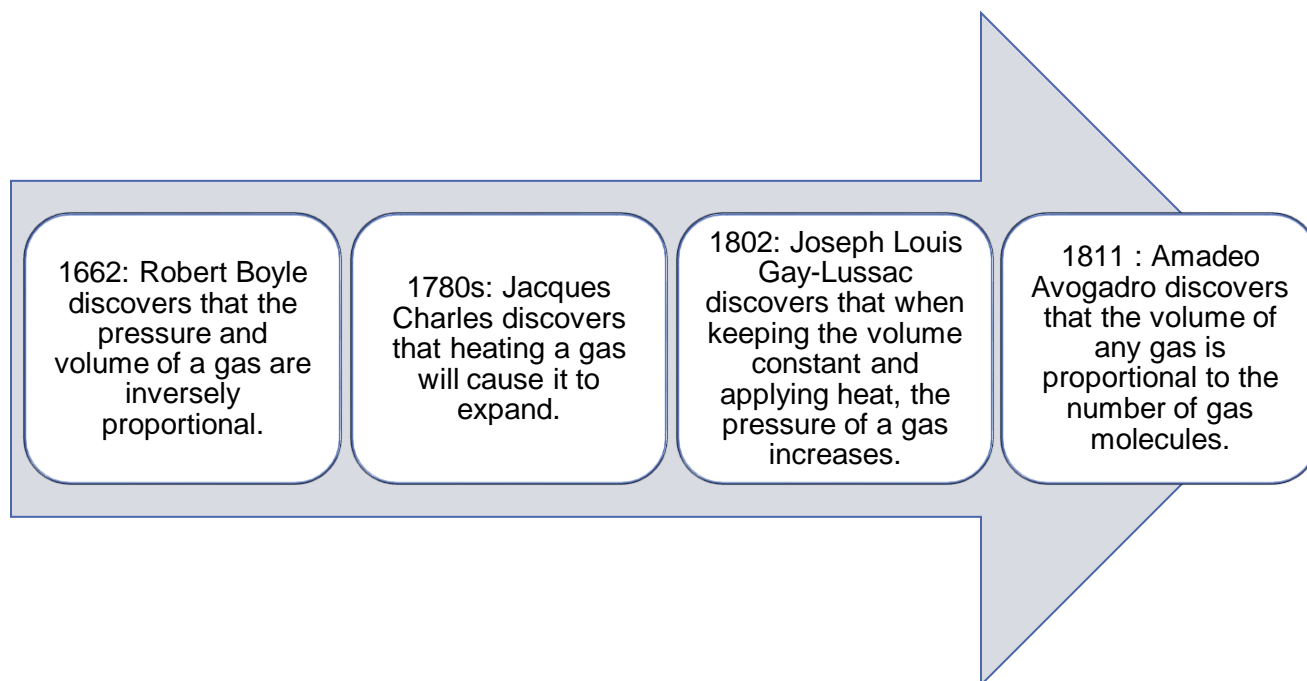
CONCLUSION

The y -intercept of function g is 652.

What a Gas!

Information for students

The Ideal Gas Law combines several gas laws. Here is a brief overview of those laws:



Ultimately, these four discoveries regarding gases were combined and the law describing the behaviour of gases, the *Ideal Gas Law*, was born.

$$PV = nRT$$

Materials required

- School notes
- Pen or pencil
- Paper

Information for parents

About the activity

Children should:

- refer to their school notes to help work through the 6 phenomena / events

Parents could:

- encourage their children to discuss the phenomena / events and explain these to them and/or to their family and friends

Appendix A – What a Gas!

Information for students

Instructions: Use what you know of these laws and explain each of the situations identified below.

- 1 Before 1974, female flight attendants were uncomfortable in their uniform skirts. They noticed that although their uniform skirts fit properly on take-off, they felt too tight when the plane reached cruising altitude. Which gas law explains this phenomenon? Why? *An example of an appropriate answer is provided in Appendix B.*
- 2 Many turkeys found at the grocery store have a pre-inserted “pop-up” timer. It pops up when the turkey is done cooking. Using the gas laws, explain how this piece of technology works. *An example of an appropriate answer is provided in Appendix B.*

Before cooking



When turkey is cooked



- 3 Which law explains why deep sea fish die when brought to the surface? Explain. *An example of an appropriate answer is provided in Appendix B*
- 4 Why are weather balloons only partially filled with Helium gas? Explain. *An example of an appropriate answer is provided in Appendix B*
- 5 Using your knowledge of gas laws, explain why it is inadvisable to keep your aerosol suntan lotion outside in the hot summer sun. *An example of an appropriate answer is provided in Appendix B*
- 6 Which of the gas laws provides an explanation for human inhalation and exhalation? Explain. *An example of an appropriate answer is provided in Appendix B*

Appendix B – Answer Key

Answers to activity are found below.

1 – Boyle's Law comes into play here.

The cabin pressure at cruising altitude is less than that at take-off. This decrease in pressure at higher altitudes caused a decrease in pressure in the flight attendants' stomachs. As we know from Boyle's Law, this decrease in pressure results in an increase in volume and thus a somewhat bulging belly. Understanding Boyle's Law has resulted in flight attendants now enjoying adjustable skirts.

2 – This simple yet fantastically useful piece of technology is based on Charles' Law.

Inside the timer is a small amount of air. As the temperature increases inside the turkey, the volume of air inside the timer expands. Since the outer casing cannot expand, the air pushes on the piston which pops up, letting the chef know the turkey is done. Simple chemistry resulting in a delicious meal.

3 – Boyle's Law once again explains the death of the deep sea fish.

The pressure decreases as the fish are brought to the surface. In so doing, the volume of gases in their bodies increases and results in all manner of popping bladders, cells, and membranes, effectively killing the fish.

4 – The balloon would pop if it were completely filled.

At higher altitudes, the air pressure outside the balloon is less than the pressure inside the balloon. As Boyle's Law states, this causes the volume inside the balloon to increase. If the balloon is too full, the increase in volume could cause the balloon's material to stretch beyond its breaking point.

5 – Gay-Lussac's law tells us that as the temperature of a gas increases, in the case where the volume stays constant, the pressure increases.

This is the exact situation that occurs when an aerosol can is left in the hot sun. The danger occurs when the pressure reaches a point whereby the container material can no longer stay intact, resulting in an explosion.

6 – Avogadro's Law explains how we breathe in and out.

When we inhale, we are increasing the number of gas molecules in our lungs. Our diaphragm drops to allow our lungs' volume to increase. When we exhale on the other hand, our diaphragm raises up and decreases the thoracic space, thus decreasing the volume of our lungs. In so doing, molecules of gas are expelled, causing us to exhale.

Electromagnetic Waves

Information for students

Today's challenge is to deepen your understanding of the technology around you and the role of electromagnetic energy. This energy is the foundation of the modern world and without it, the world as you know it would not exist.

Background

Electromagnetic energy

Electromagnetic waves are light waves that emit energy and travel at the speed of light. They are related by this important equation.

$$c = f\lambda$$

Where:

- c = speed of light $\cong 299\,792\text{ km per second}$
- f = frequency
- λ = wavelength

Begin this activity with a tour of the electromagnetic spectrum https://science.nasa.gov/ems/01_intro

Complete the table below

Electromagnetic Wave	Frequency (f) Hz	Wavelength (λ) m	Example of How It Is Used in Society
Radio waves			
Microwaves			
Infrared waves			
Visible Light			
Ultraviolet Waves			
X-rays			
Gamma rays			

Materials required

- Textbook (optional)
- Device with Internet access
- Appendix A: Task Description

Information for parents

About the activity

This activity can lead to many relevant questions regarding technology we use in everyday life.

Students could:

- explore how Wi-Fi works, what the Internet is, how cell phones work and how X-rays or MRIs function

Parents could:

- encourage their child to research a topic that interests them and be their audience

Appendix A – Task Description

Describe how electromagnetic waves are used in technology and how this technology has influenced society.

- Give one example, in detail.
- Include the history of how this technology developed.
- Use at least three credible sources (you can use your textbook, reliable websites).

Helpful links on finding credible websites:

- <https://library.concordia.ca/help/evaluating/evaluating-websites.php>
- <https://guides.lib.byu.edu/c.php?g=216340&p=1428399>

The Importance of Healthy Snacking!

Information for students

Activity 1: Discover healthy snacks!

- As a Secondary IV or V student, you have probably been deciding what snacks you eat and when you eat them for a few years now. Healthy snacking can be an important part of your daily eating routine, as it can help you get all the nutrients you need. However, we live in a food culture that makes unhealthy snacks very accessible and very tempting. Preparing nutritious snacks in advance and bringing them with you when you leave the house can help you keep your snacking choices nutritious and delicious.
- Scroll through [this website](#) to explore snack recipes from Canada's Food Guide.
- If you do moderate-to-vigorous physical activity regularly throughout the week, check out the [Smart Snacks for an Active Lifestyle](#) by the Dietitians of Canada.
- What recipes stuck out to you? For what reason?
- Choose your favorite recipe and make it!
- How did it taste? Would you make it again?

Activity 2: Do a fun HIIT training challenge!

- Try this fun and challenging home workout:
 - Video: [HIIT Home Workout for beginners](#)
- What was the easiest exercise for you and why?
- What was the most challenging exercise and why?
- If necessary, adapt the movements to your abilities.

Materials required

- Ingredients for the chosen recipe

Information for parents

About the activity

Students should:

- learn how to prepare simple and healthy snacks
- try the workouts provided

Parents could:

- provide their children with the necessary ingredients
- do the workout with their children or help them be more autonomous during the activity

Writing Your Resumé

Information for students

Being able to write a resumé and keeping it up to date are important steps for young adults. In this task you will create your own resumé in preparation for entering the job market.

Instructions

- Here are a few essential guidelines to follow when writing your resumé:
 - Be precise and clear.
 - Provide personal contact information at the top of the first page.
 - List education and work experience (unpaid experience counts).
 - List volunteer experience.
 - List any skills you have (languages, computer skills etc.).
- Use the excerpts in the Appendix or consult [Your Complete Job Search Guide](#) on the Emploi-Québec site or your [Making Sense of Finance](#) textbook to help guide you further in completing this task.

Materials required

Useful resources, depending on personal preferences and availability:

- device with Internet access
- textbook
- word-processing software

Information for parents

About the activity

Children could:

- contact their local Carrefour jeunesse-emploi for assistance and to ask any additional questions they might have

Parents should:

- Encourage their child to bring their resumé to a local agency such as Carrefour jeunesse-emploi to get feedback

Appendix – Writing Your Résumé

Information for students

TIPS FOR A GOOD RÉSUMÉ

- Keep it short (maximum 1 to 2 pages). Employers receive a lot of résumés and ignore those that are too long.
- Carefully choose your words. Use simple vocabulary that you are comfortable with. Avoid negative turns of phrase and use action verbs such as administer, analyze, compile, oversee, and inform.
- Provide only truthful information.
- Make sure your contact information (address, telephone number, email address, etc.) is correct.

COMMON MISTAKES

- Spelling, grammar and syntax errors may indicate a lack of professionalism. Have your résumé checked by someone who has a good grasp of the language.
- Incoherence can imply that your thinking is confused. Clearly set out each section (professional goals, education, work experience, recreational interests, etc.). Avoid contradicting yourself.
- A humorous résumé may give the impression that you are not serious.

Source: https://www.emploiquebec.gouv.qc.ca/fileadmin/fichiers/pdf/Publications/00_emp_guide-recherche-emploi_en.pdf

GET HELP!

RESOURCE PERSONS

Educational and vocational counsellors at your school or employment counsellors at job centres can assist you in your efforts. Professionals in your field of interest may also be able to answer questions or even offer you an internship.

Join social networks that put you in touch with professionals and help you make contacts in schools and communities and with businesses and organizations of all kinds.

ORGANIZATIONS

The following organizations can help you in your job search.

Carrefours jeunesse-emploi

These centres provide assessments, guidance and support to young adults aged 16 to 35 who are seeking employment. They offer tools to help with the search and trained staff who can assist and guide you in your efforts.

Emploi-Québec

This website is a portal for Québec's Ministère du Travail, de l'Emploi et de la Solidarité sociale. Its mission is to help promote employment and develop the workforce. It offers an online placement service, a large directory of employment organizations throughout Québec, and many other resources.

Local employment centres (CLEs)

CLEs offer services and resources to people who need assistance with their job search. They offer access to programs that may be helpful to young people, among others:

- Student Jobs is a program that meets the student workforce needs of the Québec civil service, the private sector and municipalities.
- The Job Readiness measure offers activities for people who are unemployed to help develop the personal skills needed to find or keep a job.
- Employment Assistance Services is a program that provides information sessions on the labour market, career advice and counselling, a job search club, and more.

Source: Nadia Choquette-Bernier et al., *Making Sense of Finance*, Secondary V (Montréal: Chenelière Éducation, 2018), student textbook, 127.

COVID-19: To Help, or to Profit?

Information for students

In your Contemporary World class, you have likely explored the theme of Wealth. Some of the topics include:

- the distribution of wealth
- balancing social justice and economic development
- the control of resources

With the world paralyzed by COVID-19, it has become apparent that dealing with the virus and its consequences is far more challenging for some people than others, especially because of an unequal distribution of wealth that causes disparities in the world, but also within societies. Since the beginning of the crisis, many people have been documenting their hardships on social media (inability to access health services, complications related to the virus, access to basic resources, etc.) and, in some cases, commending or denouncing others (individuals, groups, organizations, etc.).

As the crisis continues, there is an ongoing debate about how people are behaving or should be behaving in the midst of a global pandemic, in regard to social justice, the control of resources and economic development. While some examples of solidarity and a sense of community have surfaced online, so have examples of what some consider greed and opportunism.

Think about changes, situations and events you might have witnessed around the world while browsing on social media, watching the news or listening to the radio. Can you think of certain situations where you've been shocked or moved – and why? If you need inspiration, you might want to consider the following examples:

- people offering to run errands for their elderly neighbours
- landlords forgiving rent payments
- retired health care workers answering the call for help amid the pandemic outbreak
- free sharing of data / research made accessible without charge
- prices going up because commodities are limited
- some people hoarding supplies and essentials that others can't afford or don't have access to
- advertisers mentioning the virus in selected promotions
- organizations controlling access to key medical resources

Is it fair for an individual or an organization to take advantage of a challenging situation for their own benefit if the opportunity is there? Argue for, or against – or both, if you see arguments for both sides of the issue.

What benefit is there to society to being altruistic? Explain.

In your opinion, what kind of society would be more successful: a society with an individualistic culture, or a society with a collective culture? Discuss this with your parents or a classmate.

Materials required

Useful resources, depending on personal preferences and availability:

- device with Internet access
- writing materials (paper, pencil, etc.)

Information for parents

About the activity

Children could:

- remember that the goal is to reflect on the theme of wealth, and the idea of profit and solidarity

Parents should:

- discuss the information and the questions with their child and share their own thoughts with them; parents could encourage their child to contact a classmate if their child has more questions or wants to chat with a peer