

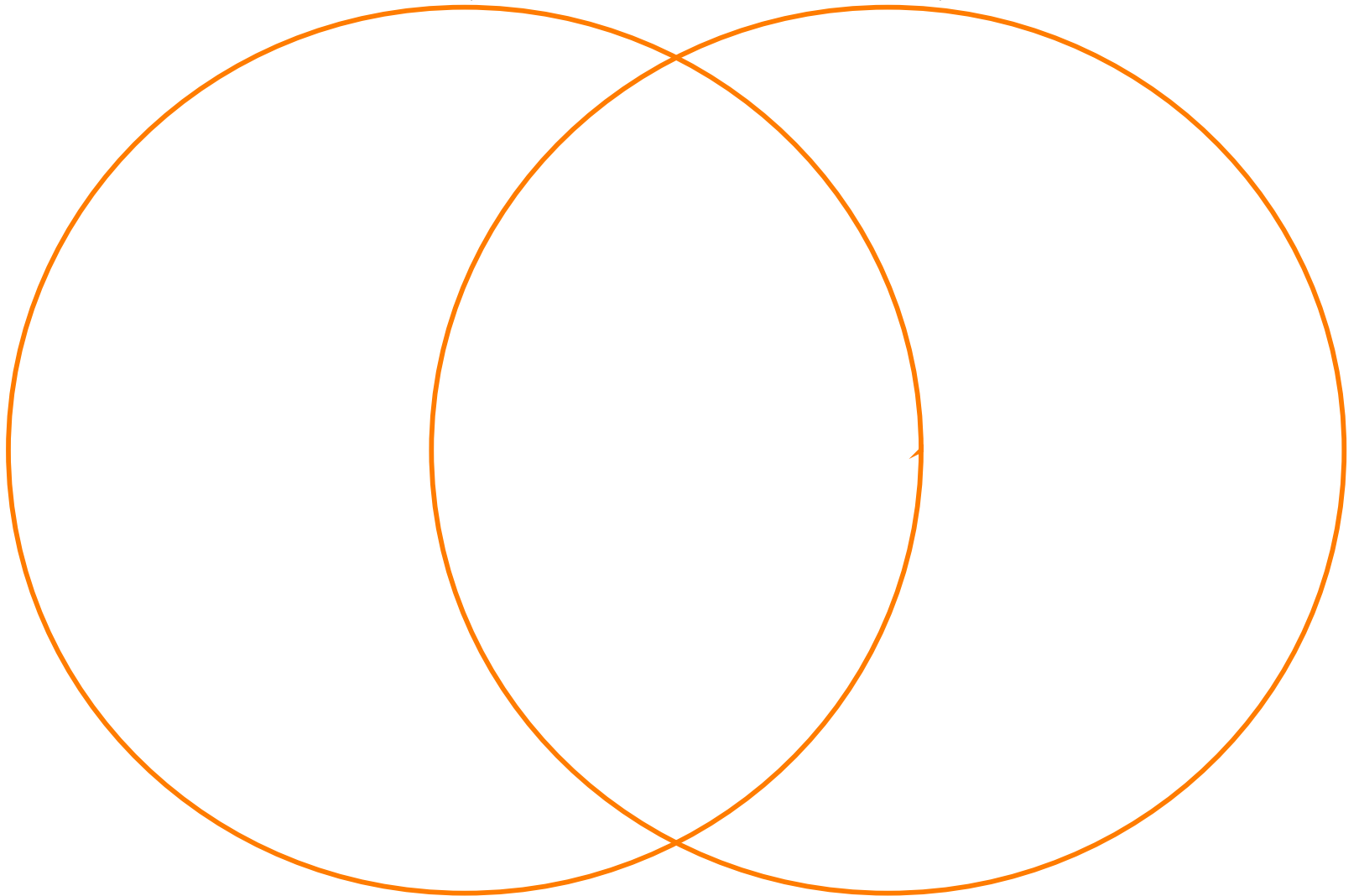
**Activity 2: What does an enriched learning environment look and sound like?**

<b>Looks like...</b>	<b>Sounds like...</b>

*Activity 4: Where does truth lie?*

*Sandy*

*Danny*



**Activity 5: Who had the best life?**

<b>People in New France</b>	<b>Pluses</b>	<b>Minuses</b>	<b>Interesting</b>	<b>Rating</b>
Habitant: <ul style="list-style-type: none"> <li>• Security</li> <li>• Fundamental needs</li> <li>• Family</li> <li>• Leisure</li> </ul>				$\frac{-5-4-3-2-1}{1\ 2\ 3\ 4\ 5}$
Priests and Nuns <ul style="list-style-type: none"> <li>• Security</li> <li>• Fundamental needs</li> <li>• Family</li> <li>• Leisure</li> </ul>				$\frac{-5-4-3-2-1}{1\ 2\ 3\ 4\ 5}$
Coureurs des bois <ul style="list-style-type: none"> <li>• Security</li> <li>• Fundamental needs</li> <li>• Family</li> <li>• Leisure</li> </ul>				$\frac{-5-4-3-2-1}{1\ 2\ 3\ 4\ 5}$

Activity 6: Concept

<b>List A</b>	<b>List B</b>
In South Africa, policy prohibited blacks from living in homes in areas designated as “white only” neighbourhoods.	In Canada, the First Nations People were denied access to most classy cafes.
In Germany, during World War II, Jews were required by law to have travel passes in order to move about their community.	In North America, it is not unusual to have all white juries hear a case of a non-white person.
In Canada, during World War II, legislation was passed that sent Japanese Canadians to special camps.	In some states in the U.S. if a black person killed a white person, that person was almost always found guilty. If a white killed a black, that person was almost always found innocent.
In the United States, blacks were obliged by law to sit at the back of the bus.	In Israel, a Jew was walking down the street and was shot by a terrorist.

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**Activity 7: So, we know positive emotions enhance learning and negative emotions inhibit learning...**

<b>How can we engage student emotions?</b>	<b>How can be remove unnecessary stress?</b>

**Activity 8: Rank order the 3 tweaks you could make to your classroom to further support student learning. (Feasible, effective, inclusive)**

- Provides a moderate to high challenge to students
- Is a low threat environment
- Engages positive emotions to support learning
- Allows for multi-path input
- Provides thinking strategies that support students in using information to create products and solve meaningful problems
- Includes both novelty and predictability
- Allows sufficient time for processing
- Provides complex, frequent feedback