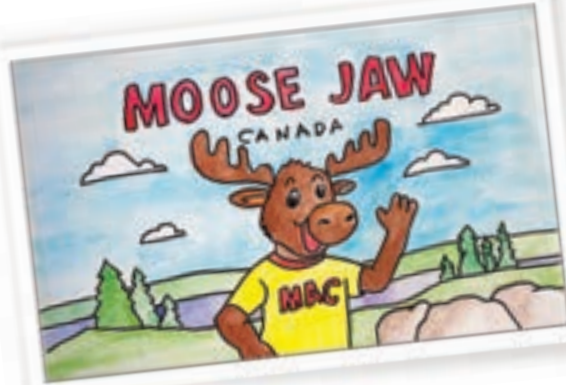




Language Arts Social Studies Visual Arts Media Literacy Mathematics



TOURISM in CANADA



Grades 4 - 8 Bundle

TOURISM in CANADA



SKILL DEVELOPMENT - Language Arts, Social Studies, Visual Arts, Media Literacy, Mathematics

PAGE

- Learning Standards 2
- Looking at Art - Analysing Art Using 'SEEK' 2
- What is Tourism? 3
- How to Spot a Tourist 3 - 4
- Élisabeth Buffoli - The Artist Who Makes You Think 5 - 6
- The Tourists - 3 Different Points of View - Analysing Art 7 - 12
- You're The Reporter 13 - 15
- Plan a Road Trip 20 - 28

CREATING ART - Model Magic, Markers, Watercolour Pencils, Tempera Paint

- Reporter on The Job - Comic Strip - Coloured Pencils and Fine Line Markers 16 - 18
- Canada Here We Come! - Road Trip Journal - Mixed Media 19
- Simple Journal - Mixed Media 29 - 32
- Decorated Pages - Markers 33 - 36
- Canadian Souvenirs - Model Magic Pin 37 - 40
- Postcards From Canada - Watercolour Pencils 41 - 45

LEARNING STANDARDS

Learning Standards describe what students should know, be able to do, and understand by the end of each grade. Learning standards frame the important competencies/expectations and big ideas for each grade. Lessons in this bundle address the following standards:

VISUAL ARTS

- Apply the creative process to produce works of art using the elements, principles and techniques of visual arts to communicate feelings, ideas, and understandings.
- Use the critical analysis process to describe, interpret and respond to works of art.

LANGUAGE ARTS

- Listen to understand and respond appropriately.
- Use speaking skills and strategies appropriately to communicate.
- Read and demonstrate an understanding of texts including media texts.
- Write for an intended purpose.

SOCIAL STUDIES

- Develop an understanding of cultural and national identities and how they contribute to Canadian heritage.
- Develop a sense of personal identity.

MATHEMATICS

- Use spatial reasoning to construct shapes and objects.

LOOKING at ART

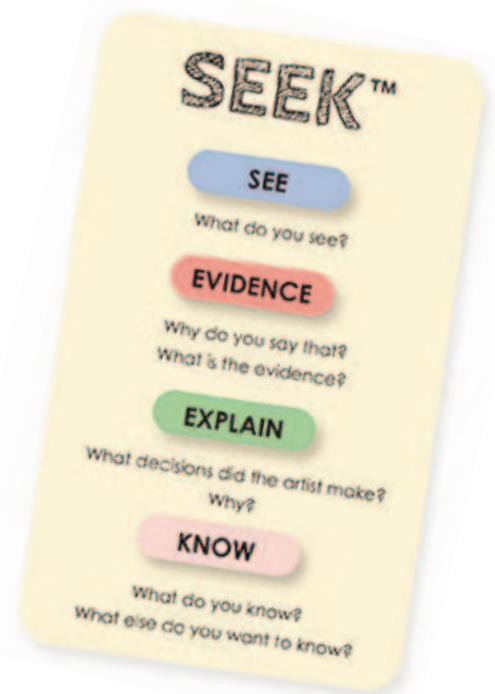
Have students use SEEK™ to help organize their thinking and build their observational skills. Guide them to support their ideas with evidence they see in the artwork.

SEE – Look closely at the image for about a minute. What do you see?

EVIDENCE – What do you see that makes you say that?

EXPLAIN – What choices did the artist make? How did those choices help communicate the message?

KNOW – What do you know about the artist's intent? What else do you want to know?



WHAT IS TOURISM?

Have you ever gone on a trip to a fun or new place? Maybe you visited a beach, a big city, or a famous landmark. If you've done that, you've been a **tourist**!

Tourists might:

- Visit beautiful natural places like mountains, lakes, or waterfalls
- Explore exciting cities with museums, zoos, and tall buildings
- Try new foods or learn about different cultures and traditions
- Enjoy outdoor adventures like hiking, skiing, or whale watching

Tourism helps towns and cities because tourists spend money at hotels, restaurants, shops, and attractions. It also helps people learn more about the world and meet new people.

HOW TO SPOT A TOURIST

Show what you know about tourism. Try your hand at acting out and guessing how you think tourists might behave, dress, or speak when visiting a new place.

HOW TO PLAY

1. Divide into Small Groups of 3 - 4.
2. Pick a Tourist Clue - Each group secretly chooses a TOURIST CLUE card.
3. Act It Out - The group acts out being tourists without saying the word tourist. They can mime actions, use props like sunglasses, a hat, or a map, or pretend to ask questions.
4. Class Guesses - The rest of the class guesses what makes the group 'look like tourists.'
5. Switch Roles
6. Play until everyone has had a turn.

Taking selfies in front of everything.

Reading a guidebook.

Asking for directions with a map.

Pointing at buildings and looking amazed.

Buying lots of souvenirs.

Clutching a purse or backpack tightly.

Wearing a camera around the neck.

Eating at a food stand.

Élisabeth Buffoli – The Artist Who Makes You Think

Élisabeth Buffoli is a French artist who makes paintings, drawings and sculptures that often include groups of people. Her work is sometimes funny, sometimes serious, and always gets people thinking.

She is interested in how people act, especially in crowds – like tourists, workers, or people at events. Her style is simple and playful, but there is always a deeper meaning behind what she shows. Buffoli uses lines and colours to capture small moments that tell bigger stories.

Buffoli was born in France in 1940. Her sculptures often depict everyday life, focusing on themes like dogs with their owners, people dancing, nature, and – as in ‘The Tourists’ – tourists. She captures small, private moments using humour, tenderness, empathy, and irony.

In ‘The Tourists’, created in 1989, she uses painted resin to sculpt a tourist family, a skater, and a dog in playful, exaggerated forms. The tourists appear amazed and isolated in their wonder – while a local resident and dog stroll by, indifferent. This contrast humorously explores how tourists and locals ‘live together’ in shared spaces. The piece was originally commissioned for Les Halles, a busy place where tourists and locals come together in Paris. In 2017 it was given as a gift to Montréal, Québec to celebrate the city’s 375th anniversary. It now stands in Parc de la Presse, in Montréal’s Old Port – still facing historic buildings, just like in Paris

Élisabeth Buffoli brings humour and insight to everyday moments, encouraging viewers to notice the little scenes we share – and sometimes misunderstand – in public spaces.

Painted resin is a strong material that lets the bright colours and funny expressions stay sharp even outdoors.

‘The Tourists’ is a group of painted resin sculptures. They form a **sculpture group**. Because they are placed permanently in a public park, they are also part of a **public art installation**.

Before turning her sculptures into hard materials like resin, she first sculpts them in wax and gently melts them a bit to make the surface look soft and smooth.

Élisabeth Buffoli – The Artist Who Makes You Think

Fill in the missing information.

1. Élisabeth Buffoli is a famous _____.
2. Her work, whether funny or serious, gets people _____.
3. She is interested in _____.
4. Her style is _____.
5. She shows small moments that _____.
6. She works with _____.
7. Her work encourages people to _____.
8. 'The Tourists' uses contrast to show how people _____.
9. In 2017 'The Tourists' sculpture group was given as a gift to _____.
10. 'The Tourists' sculpture group is a _____.

thinking

how people act

share spaces

Montréal

French artist

simple and playful

public art installation

painted resin

tell bigger stories

notice little scenes

Name: _____

Date: _____

The Tourists – 3 Different Points of View

The ARTIST

Look closely at the image and answer the questions.



Image - By Jeangagnon - Own work, CC BY-SA 4.0, <https://commons.wikimedia.org/w/index.php?curid=64706661>

The Tourists – 3 Different Points of View

The ARTIST

Name: _____ Date: _____

1. Why do you think the artist chose to sculpt tourists instead of other people?

2. What is she trying to say about tourism or city life?

3. What message might she be sending through the way the tourists are standing, looking, or reacting?

4. Why do you think she included a skater and a dog beside the tourists?

5. If you could ask the artist one question about this artwork, what would it be?

The Tourists – 3 Different Points of View

The TOURISTS

Look closely at the image and answer the questions.



Image - By Jeangagnon - Own work, CC BY-SA 4.0, <https://commons.wikimedia.org/w/index.php?curid=64706650>

The Tourists – 3 Different Points of View

The TOURISTS

Name: _____ Date: _____

1. What do you think these tourists are looking at?

2. What might they be feeling in this moment?

3. If you were one of these tourists, what would you be excited to see or do?

4. What do their clothes, expressions, or body language tell us about how they're experiencing the place?

5. What are some things tourists often miss when they're too busy taking photos?

The Tourists – 3 Different Points of View

The LOCAL PERSON

Look closely at the image and answer the questions.



Image - By Jeangagnon - Own work, CC BY-SA 4.0, <https://commons.wikimedia.org/w/index.php?curid=64706652>

The Tourists – 3 Different Points of View

The LOCAL PERSON

Name: _____ Date: _____

1. Imagine you live in this city. What do you notice about the tourists?

2. Do the tourists seem like they belong here or stand out? Why?

4. What might you be thinking as you walk past this group?

5. What do you wish tourists would notice or understand about your city?

6. How might locals and tourists see the same place differently?

PUBLIC ART INSTALLATION

The Tourists, by Élisabeth Buffoli

You're the Reporter! Reporting Live from The Tourists Installation

Imagine you're a news reporter, live on the scene at Parc de la Presse in Montréal, standing in front of a strange and fascinating group of statues... They're not moving, but they sure look like they could!

Your Mission

You're going to write or act out a short news report about The Tourists sculpture installation – just like a TV reporter or a writer for a city newspaper.



Image - By Jeangagnon - Own work, CC BY-SA 4.0, <https://commons.wikimedia.org/w/index.php?curid=64706661>

YOU'RE THE REPORTER!

Reporting Live from 'The Tourists' Installation

WHAT TO INCLUDE IN YOUR REPORT

Start With a Catchy Opening Line

- "Good afternoon! I'm [your name], reporting live from..."
- "Something unusual is happening here in the city today..."

Describe What You See

- Who is in the sculpture? (Hint: tourists, skater, dog)
- What are they doing or looking at?
- What are they wearing? How do they seem to feel?



Tell the Story Behind It

- This is an art installation by artist Élisabeth Buffoli.
- It was first in Paris, then moved to Montréal as a gift!
- What might the artist be trying to say about tourists or city life?

Add Your Own Reporter's Opinion

- What do YOU think of this sculpture?
- Does it make you laugh, think, or feel curious?

Wrap It Up Like a Pro

- "This is [your name], reporting from Montréal. Back to you in the studio!"
- Or: "Come visit the tourists before they move again – just kidding! They're not going anywhere."



Strange Scene in the City!

Reporter: Marie LeBlanc, Grade 5 News Team

Location: Parc de la Presse, Montréal

Live Report:

Good afternoon! This is Marie LeBlanc, reporting live from Old Montréal, where something very unusual is happening.

Right in the middle of the park stands a group of tourists - but they're not moving! They're frozen in place like statues. Oh wait... that's because they are statues!

These life-sized sculptures were made by a French artist named Élisabeth Buffoli. She called her work *The Tourists*, and I can see why. One man has a camera around his neck, a woman is pointing at something, a kid looks amazed by the buildings around them, and a couple is standing nearby - the woman is clutching her purse tightly like she's worried she might lose it in the crowd! They look just like real people seeing the city for the first time.

But here's the twist - right next to them is a dog and a teenager on rollerblades. They're part of the sculpture too, but they don't seem interested in the tourists at all!

I think the artist is trying to show how tourists and locals see the same place in different ways. Tourists are wowed by everything. Locals just keep going.

If you're in Montréal, come take a look for yourself. Just don't expect the tourists to talk back!"

This is Marie LeBlanc, signing off from the scene!

REPORTER ON THE JOB

Comic Strip

Have you ever read a story where the pictures and words work together to make you laugh, wonder, or feel excited? That's what comic strips and graphic novels do!

Comic strips are short, funny or clever stories told in just a few panels (like a little cartoon on a page). You might see them in newspapers or online!

Graphic novels are like regular books, but the story is told through pictures, speech bubbles, and action scenes. They can be funny, serious, or full of adventure, just like a movie in book form!



CREATE create a comic strip where YOU are the reporter standing in front of the sculpture 'The Tourists' by Élisabeth Buffoli. Tell the story of this strange and funny group of frozen people, and share what you think is really going on.



PRESENT your comic strip to a small group. Begin by introducing your comic strip and the name of the reporter. Point to each panel as you explain what's happening. Describe how you added details to make the comic more interesting. Explain what you want readers to understand.



RESPOND to the your peers' comics by telling what you notice that helps you understand what is going on. Give specific examples of what you like about the work, and why. Mention what the comic makes you wonder about it, and tell what the comic makes you think about.



CONNECT your comic strip with other things you know. What does the reporter's actions remind you of about yourself. How is this comic strip story similar to other stories you have read? How does it compare with how real reporters share news on TV or online? How does it connect with the importance of people knowing the truth about what is happening in the world?

REPORTER ON THE JOB

Comic Strip

You will need:

- Crayola Fine Line Black Markers
- Crayola Marker & Watercolour Paper - 22.9 cm x 30.5 cm (9" x 12")
- Rulers & Pencils
- Crayola Coloured Pencils or Markers
- Erasers

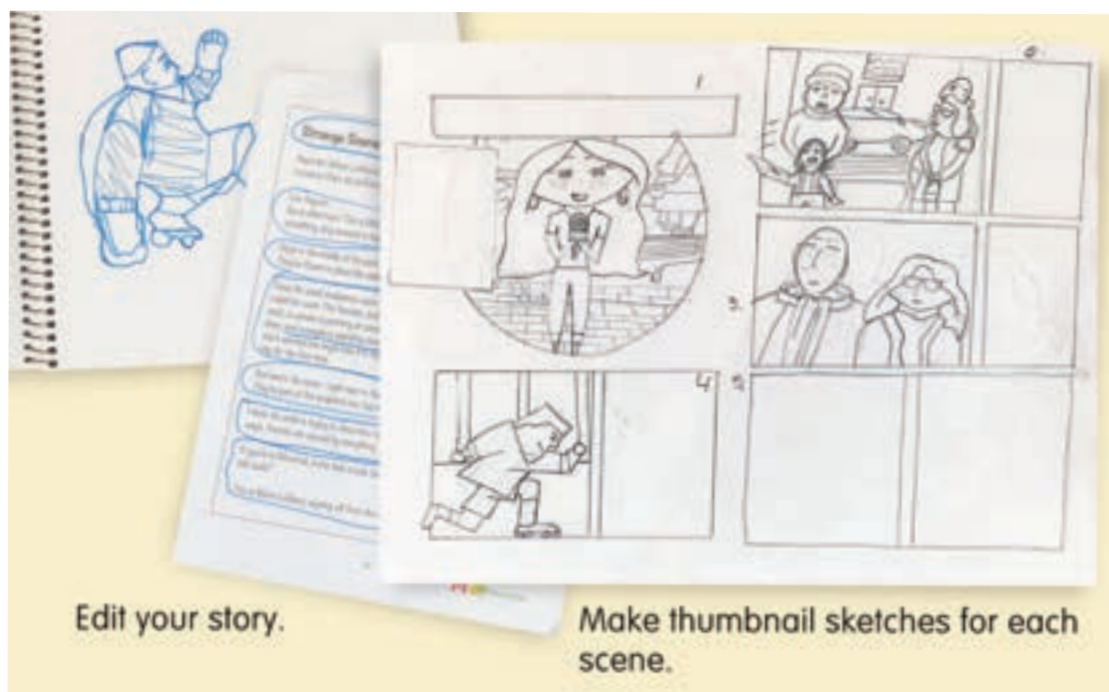
Comic strips use:

- Panels – boxes that show each part of the story.
- Speech bubbles – what characters say.
- Captions – words that tell what's happening or what the character is thinking.

Comic-style stories are great because they make it fun to read, help us understand feelings, actions, and funny moments quickly, and they let us be creative with both art and writing!

Now it's your turn to create a comic strip as a reporter. Let your pictures and words work together to tell the story!

1



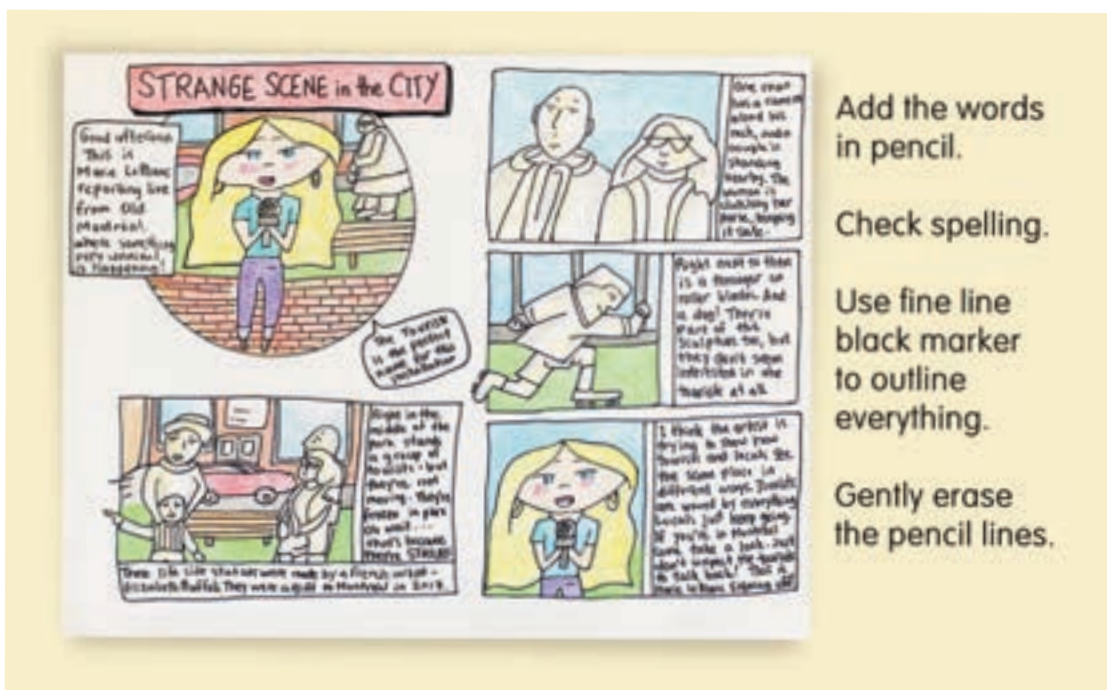
REPORTER ON THE JOB

Comic Strip

2



3



CANADA, HERE WE COME!

Have you ever wondered what it would be like to travel across Canada? Where would you go? What would you want to see? And how would you choose?

When people plan a trip, they ask questions like:

- What do we want to see or do? (Nature, history, fun activities?)
- What's the weather like there?
- How far away is it, and how will we get there?
- Are there places to stay, eat, and explore?

People also look for famous landmarks like the CN Tower or Banff National Park; special events or festivals; and places that are fun for the whole family.



CREATE a thoughtful Canadian road trip and share it with your class. Your goal is to make your trip sound so awesome that everyone will want to come along! Create a travel journal with 5 pages – map of route; location 1; location 2; location 3; and reflection. Share fun facts, things to do, and why these places are worth the trip! Include how your road trip supports the places you visit.



PRESENT your journal in such a way that your audience feels like they're coming along for the ride. Show your map and explain where your trip starts and ends. Point out the provinces or territories you travel through. Explain how you decided on your route. Share what you learned while planning this journey. What was your favourite stop and why? If you could really go, what would you be most excited about?



RESPOND to your classmates' road trips in a positive and respectful way. Look at them as they speak and nod or smile to show interest. Make positive comments with specific examples of what you found interesting or well done. Ask kind, and curious questions and share any connections to your own ideas or experiences.



CONNECT your Canadian road trip journal with what it means for you. What did this project remind you of? What did you discover about Canada that you didn't know before? What surprised you the most? What would you do differently if you could go on this trip for real? How did this project help you think like a traveler? Think about how learning, imagination, and real-life experiences connect.

PLAN A ROAD TRIP

Road Trip Planner - Page 1

1. Pick Your Goal & Interests

- What do you want to see/do?

☐ mountains ☐ museums ☐ beaches ☐ animals

☐ big "world's largest" statues ☐ other _____

- Who's coming on the trip? _____
- What would they enjoy? _____

2. Make a Shortlist (3 - 6 places)

- For each place, write a Quick Stop Card:

1. Name & province

2. Top 2 things to do

3. Best season to visit

1. Name & province

2. Top 2 things to do

3. Best season to visit

PLAN A ROAD TRIP

Road Trip Planner - Page 2

1. Name & province

2. Top 2 things to do

3. Best season to visit

1. Name & province

2. Top 2 things to do

3. Best season to visit

1. Name & province

2. Top 2 things to do

3. Best season to visit

1. Name & province

2. Top 2 things to do

3. Best season to visit

PLAN A ROAD TRIP

Road Trip Planner - Page 3

3. Check Time

- How many days do you have? _____
- Travel time between stops _____
Travel time between stops (simple rule): $\text{Time} \approx \text{distance} \div 80 \text{ km/h}$ (80 km = 1 hour)
- Plan driving vs. exploring time each day. _____

4. Check Costs – Create a budget:

- Getting there (gas/bus/train): _____
- Sleeping (camping/hotel): _____
- Food & snacks: _____
- Activities (museum, gondola, etc.): _____
- Add them up. Do your stops fit your budget? _____

5. Choose Your 3 Best Stops Use this quick decision grid (✓ = yes, ~ = maybe):

PLACE	FITS INTERESTS	FITS TIME	FITS COST	TOTAL

PLAN A ROAD TRIP

Road Trip Planner - Page 4

6. Order Your Route On a Map

- Label your route - Start → Stop 1 → Stop 2 → Stop 3 → Home
- Label provinces/territories you pass through.



PLAN A ROAD TRIP

Road Trip Planner - Page 5

7. Make a Simple Day-by-Day Plan - Day 1

- Start: Travel from _____ to _____
☐ Number of km _____ ☐ Number of hours _____
☐ 3 highlights of the day _____

Travel Day 2

- Start: Travel from _____ to _____
☐ Number of km _____ ☐ Number of hours _____
☐ 3 highlights of the day _____

Travel Day 3

- Start: Travel from _____ to _____
☐ Number of km _____ ☐ Number of hours _____
☐ 3 highlights of the day _____

Travel Day 4

- Start: Travel from _____ to _____
☐ Number of km _____ ☐ Number of hours _____
☐ 3 highlights of the day _____



PROVINCIAL HIGHLIGHTS

1. Read the Highlights

- Look at the list of places to visit in each province.
- Each province has a mix of outdoor adventures, sports, arts, and tourist attractions.

2. Check Your Favourites

- Put a ✓ beside the places that sound exciting or interesting to **YOU**.
- Think about what matches your interests, e.g., sports, camping, art, or fun touristy spots?

3. Do a Little Research

- Choose your top 3 places.
- Use books, websites, or videos to learn more:
- What can you do there?
- What makes it special?
- When is the best time to go?

4. Make Your Choice

- Pick the stops you'd like to include in your road trip.
- Be ready to explain why you chose them when you share your travel journal.

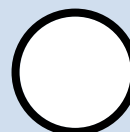
BRITISH COLUMBIA

Stanley Park (Vancouver): Bike or walk the seawall, visit the aquarium.

Whistler: Famous for skiing in winter and biking/hiking in summer.

Okanagan Lake (Kelowna): Swimming, boating, and camping fun.

Vancouver Art Gallery: Paintings by Emily Carr and Indigenous art.



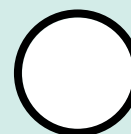
ALBERTA

Banff National Park: Mountains, camping, hot springs, and wildlife.

Calgary Stampede: Rodeo, chuckwagon races, and cowboy shows.

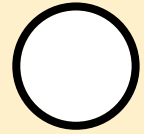
Drumheller: Explore the Royal Tyrrell Museum with real dinosaur fossils.

Art Gallery of Alberta (Edmonton): Modern art, Indigenous art, and fun exhibits.



PROVINCIAL HIGHLIGHTS

SASKATCHEWAN



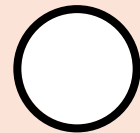
Wascana Centre (Regina): Sports, picnics, and canoeing.

RCMP Heritage Centre: Learn about Canada's Mounties.

Cypress Hills: Camping, hiking, and stargazing.

Rimai Modern (Saskatoon): World's largest Picasso lino cut collection.

MANITOBA



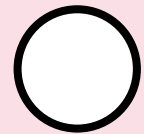
The Forks (Winnipeg): Shops, food, skating in winter.

Assiniboine Park & Zoo: Polar bears and outdoor art trails.

Riding Mountain National Park: Hiking, swimming, and camping.

Winnipeg Art Gallery-Qaumajuq: Largest Inuit art collection in the world.

ONTARIO



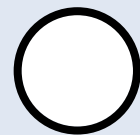
Niagara Falls: One of the world's most famous waterfalls.

CN Tower (Toronto): Amazing views and glass floor.

Algonquin Park: Camping, canoeing, and wildlife.

National Gallery of Canada (Ottawa): Giant spider sculpture (Maman) and Canadian art.

QUEBEC



Old Quebec City: Cobblestone streets and French culture.

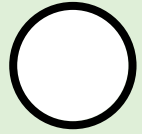
Mont Tremblant: Skiing in winter, hiking in summer.

Montreal Festivals: Jazz, comedy, and fireworks.

Musée national des beaux-arts du Québec (Quebec City): Québec art and murals.

PROVINCIAL HIGHLIGHTS

NEW BRUNSWICK



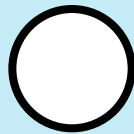
Bay of Fundy (Hopewell Rocks): World's highest tides.

Fundy National Park: Hiking, waterfalls, and camping.

Saint John City Market: Oldest farmer's market in Canada.

Beaverbrook Art Gallery (Fredericton): Home of Salvador Dalí's Santiago el Grande.

NOVA SCOTIA



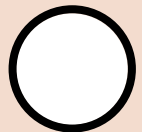
Peggy's Cove: Famous lighthouse and fishing village.

Cabot Trail: Scenic drive with hiking and ocean views.

Halifax Citadel: Historic fort with soldiers in costume.

Art Gallery of Nova Scotia (Halifax): Maud Lewis's colourful painted house.

PRINCE EDWARD ISLAND



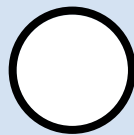
Green Gables House: The world of Anne of Green Gables.

PEI Beaches: Red sand and swimming.

Confederation Trail: Great for biking.

Confederation Centre Art Gallery (Charlottetown): Canadian and PEI art.

NEWFOUNDLAND and LABRADOR



Gros Morne National Park: Mountains, fjords, and camping.

Signal Hill (St. John's): Historic site with ocean views.

Cape Spear: Easternmost point of North America.

The Rooms (St. John's): Museum and art gallery showing NL's culture.

SIMPLE JOURNAL

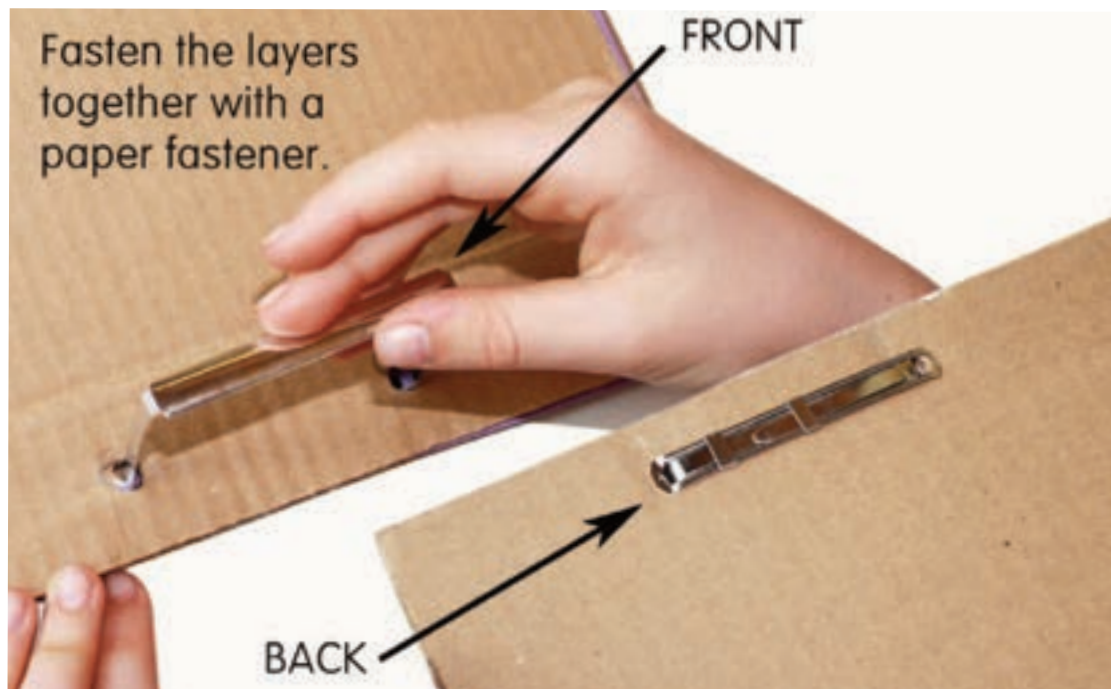
You will need:

- Corrugated Cardboard
- Paper Fasteners
- Crayola Marker & Watercolour Paper
- 22.9 cm x 30.5 cm (9" x 12")
- Variety Crayola Art Supplies, e.g.,
Crayons, Markers, Acrylic Paint,
- Glue Sticks, Paintbrushes
- Scissors
- Water Containers
- Paper Towels

1

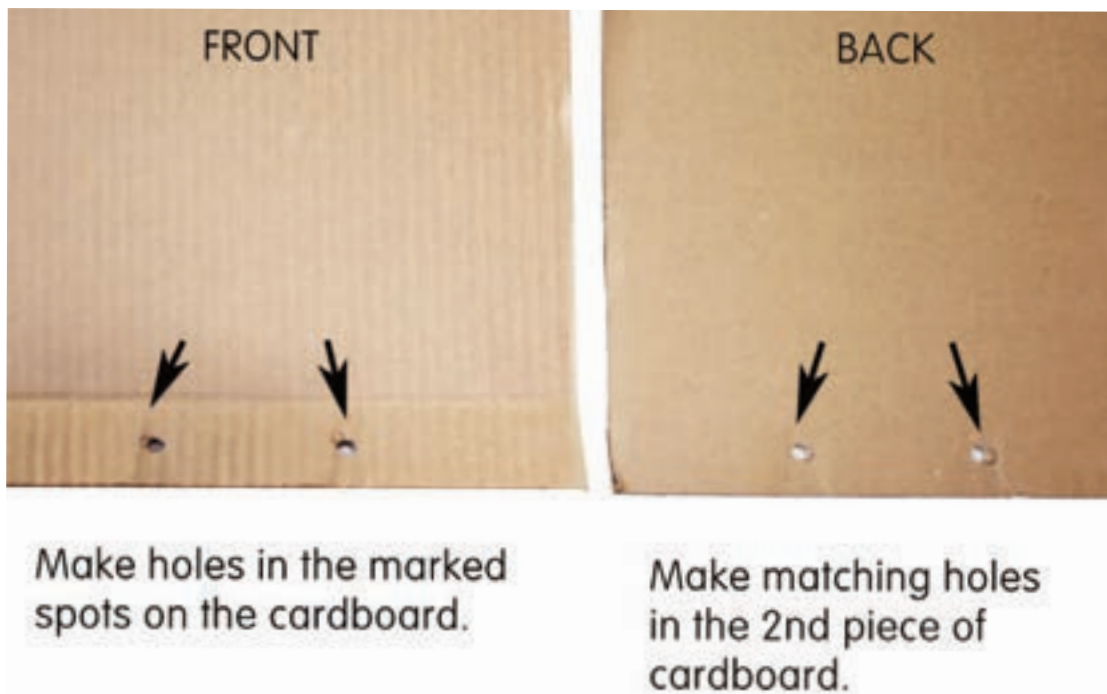


2



SIMPLE JOURNAL

3

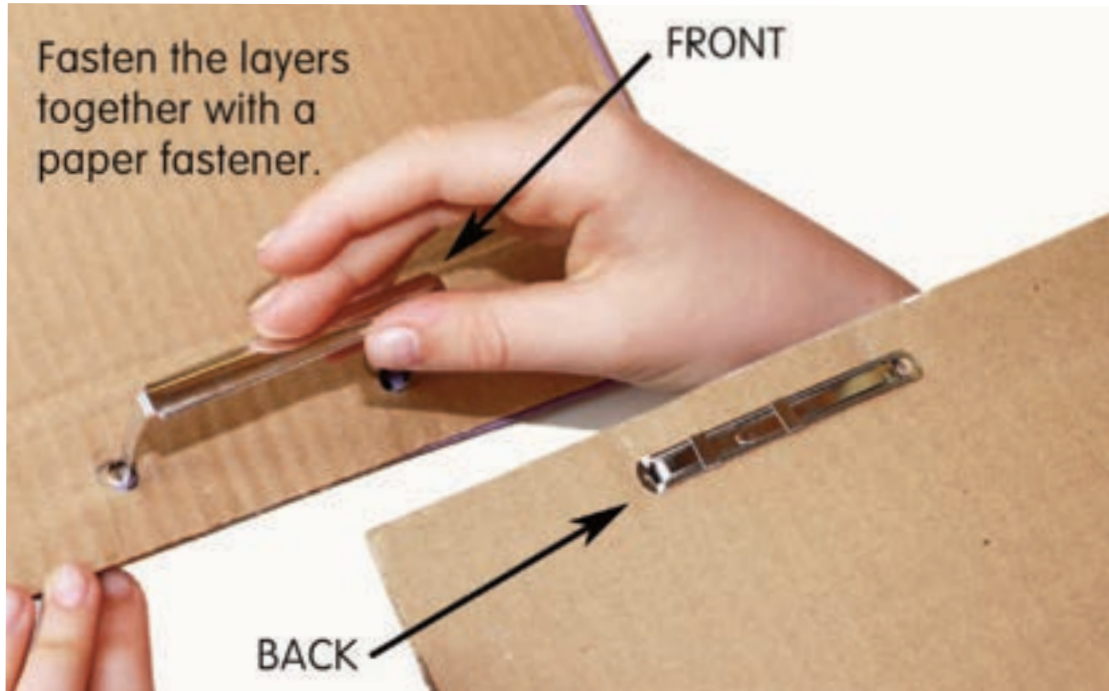


4



SIMPLE JOURNAL

5



6



SIMPLE JOURNAL

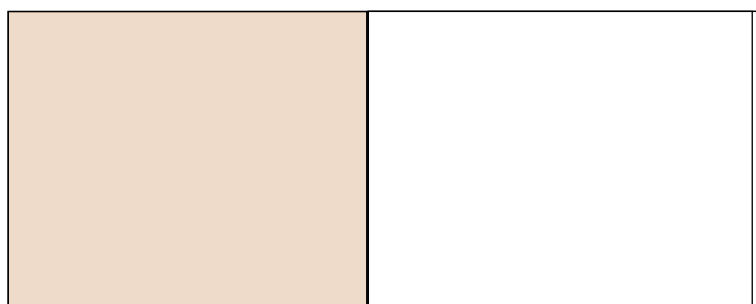
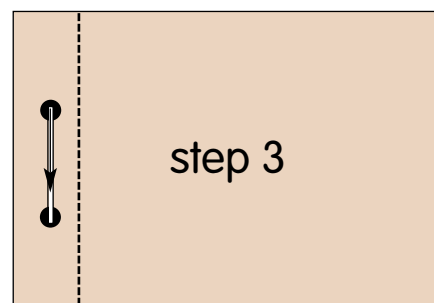
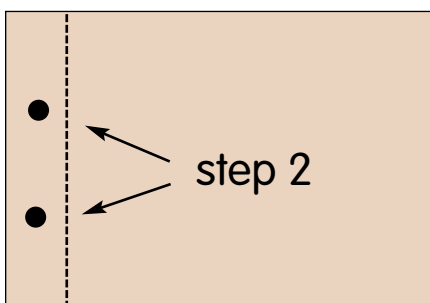
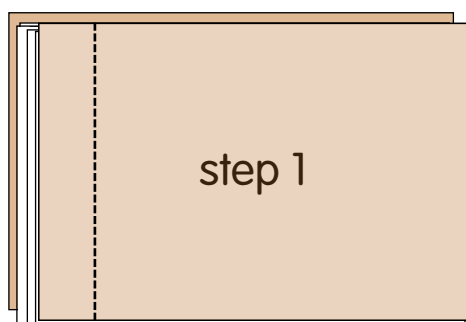
You will need:

- 2 pieces 22.5 x 30 cm (9" x 12") Corrugated Cardboard (one piece scored to make a simple hinge)
- 6.25 cm (2.5") Paper Fastener
- Crayola Marker & Watercolour Paper 22.5 x 30 cm (9"x")
- Heavy Duty Hole Punch



MAKE THE BOOK

1. Stack the drawing paper into a pile and sandwich it between the two pieces of corrugated cardboard. You may want to add a piece of coloured construction paper as the first piece for an end paper.
2. Punch 2 holes in the short side of the cardboard close to the scored edge. (Use pointed scissors, hand drill, or heavy duty hole punch for this.)
3. Use the paper fastener to join all the pages together.

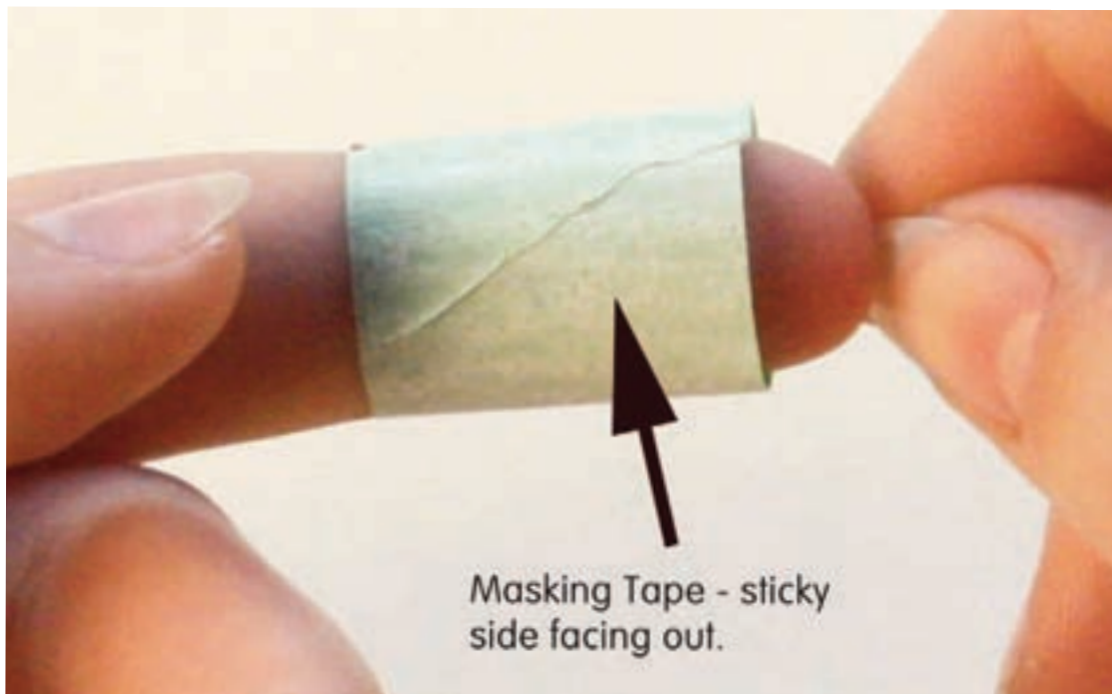


DECORATED PAGES

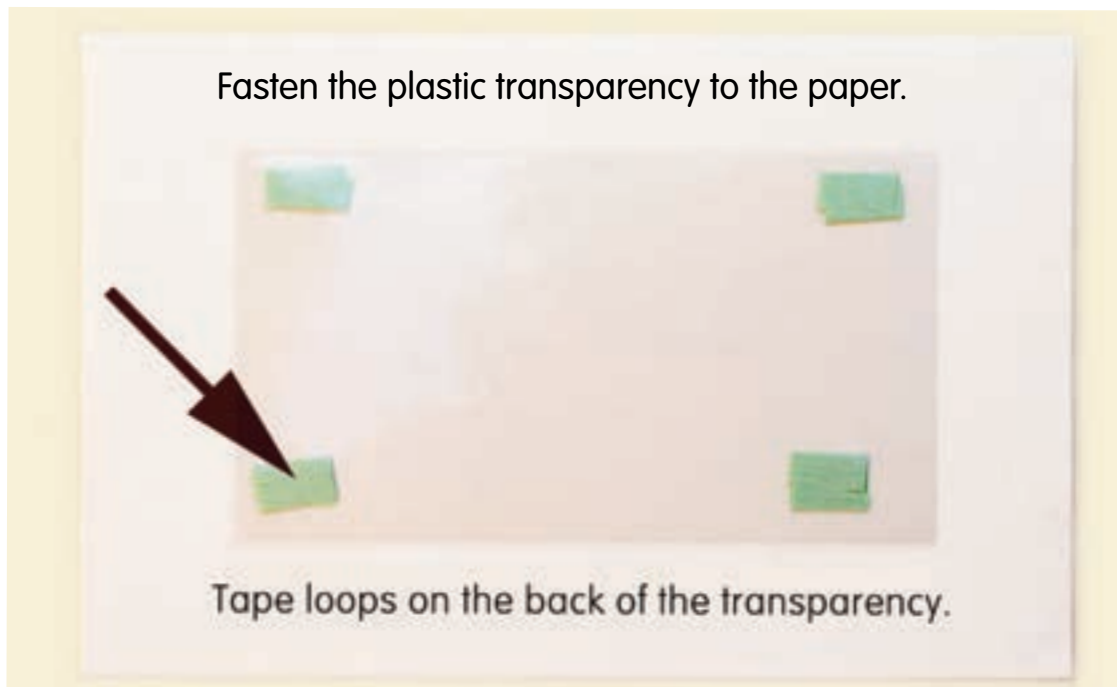
You will need:

- Crayola Broad Line Markers
- Crayola Regular Crayons
- Marker & Watercolour Paper
- 22.9 cm x 30.5 cm (9" x 12")
- Overhead Transparency
- 14 cm x 21.6 cm (5 ½" x 8 ½")

3

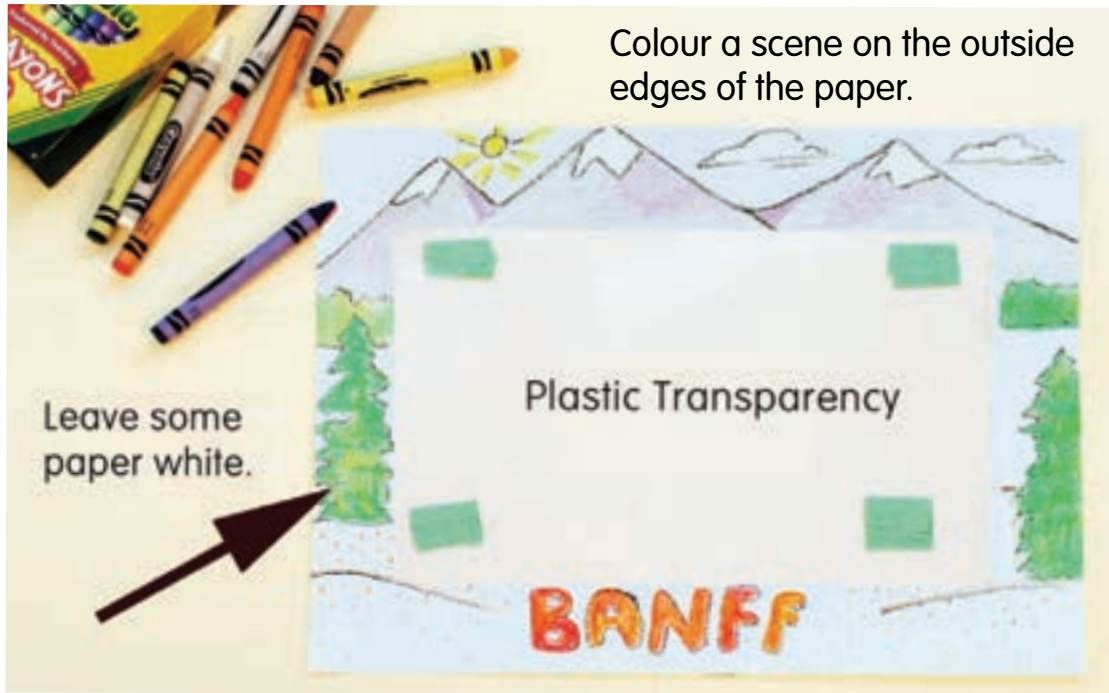


4



DECORATED PAGES

3



4



DECORATED PAGES

3

Dampen a small piece of sponge.



4

Remove the transparency.



DECORATED PAGES

3



Draw lines and make a border pattern.

Write about your experiences at one of your destinations.

Place the page in your journal.

Writing About Your Road Trip

1. Remember the Experience

- Think back to the destination.
- Close your eyes and picture what you saw, heard, and did.

2. Use the 5 Senses

- What did you see? (e.g., mountains, tall buildings, animals, lakes, art)
- What did you hear? (e.g., birds, busy streets, rushing water)
- What did you smell? (e.g., campfire, popcorn, fresh air)
- Did you taste anything? (e.g., ice cream, pancakes, bannock)
- What did you touch or feel? (e.g., cold snow, smooth canoe paddle, warm sun)

3. Build a Descriptive Sentence Starter Bank

- "When I first arrived, I noticed..."
- "One of my favourite parts was..."
- "I was surprised by..."
- "It felt like..."
- "I will always remember..."

4. Write for Each Destination

- e.g., Banff National Park: Describe the mountains, lakes, or animals. Did you feel small beside the giant peaks? Did the water look unusual?

5. Share and Compare

- Read your description to a partner.
- Ask: "What picture did you see in your mind as I read?"
- Add more details if needed.

CANADIAN SOUVENIRS

Have you ever brought home a small treasure from a place you visited – a keychain, a magnet, a tiny stuffed animal? That's called a souvenir! Souvenirs help people remember the places they've been and the things they saw, tasted, or loved. Souvenirs are small items people buy or collect. Some popular examples include postcards, magnets, t-shirts, pins, and even local treats like maple syrup or fudge. People love souvenirs because they help keep travel memories alive and are fun to share with friends and family!



CREATE a small, meaningful, and creative souvenir – something a tourist might buy to remember a special trip in Canada. Think about what part of Canada it's connected to, and why someone would want to take it home! Let your creativity shine – your design could be the next bestseller in a gift shop!



PRESENT your handcrafted Canadian souvenir in a mini souvenir shop! Work in small groups to set up your own booth, and then take turns acting as **salespeople**. Stand behind your table and welcome visitors. Show off your souvenir and explain what it is, where it's from, and why people would want to buy it. Use friendly greetings. Make sure everyone gets a chance to be the shopkeeper/salesperson.



RESPOND to the souvenirs in the shops as a **shopper**. Visit other shops and ask questions. Pretend you're a tourist traveling across Canada. Try using phrases like: "What does this represent?" "Why should I take this one home?" "Ooooh, this is so cool! I'd love to visit this place!" Visit lots of shops and give positive feedback! Make sure everyone gets a chance to be a shopper.



CONNECT how this experience connects to real life. What did this activity remind you of? Have you ever visited a real gift shop or museum store while traveling? What did you learn about Canada? Did someone else's souvenir teach you something you didn't know? What was your favourite part of the souvenir shop? Why do people care about souvenirs? What did you learn about yourself by participating in this activity?

CANADIAN SOUVENIRS

Planning Your Canadian Souvenir

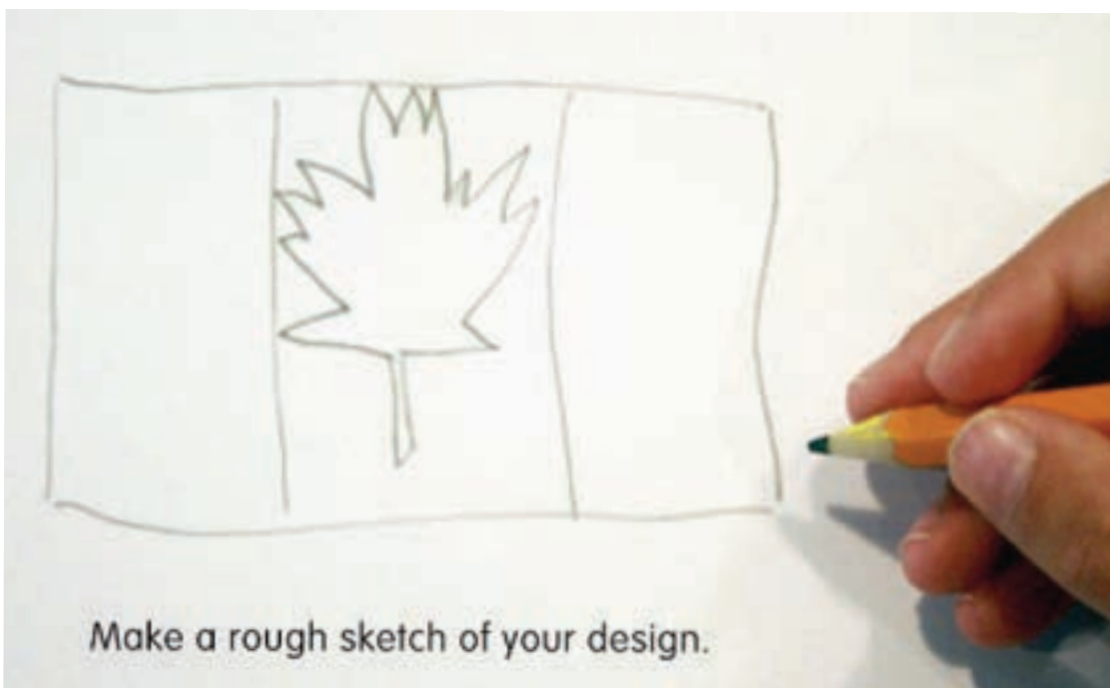
1. What is it? ☐ Keychain ☐ Magnet ☐ Stuffed Toy ☐ Mini Artwork ☐ Postcard ☐ Pin
2. Why is it special or important to Canada?
3. What materials will you use?
4. Will you include the Canadian flag in your design? ☐ Yes ☐ No

The red and white maple leaf flag is recognized all over the world. It's a proud symbol of Canada's identity, nature, and unity. That's why it makes a great souvenir – it reminds people of Canada's beauty, friendliness, and culture. You could include the flag in your design, or even make a mini flag as your souvenir!

You will need:

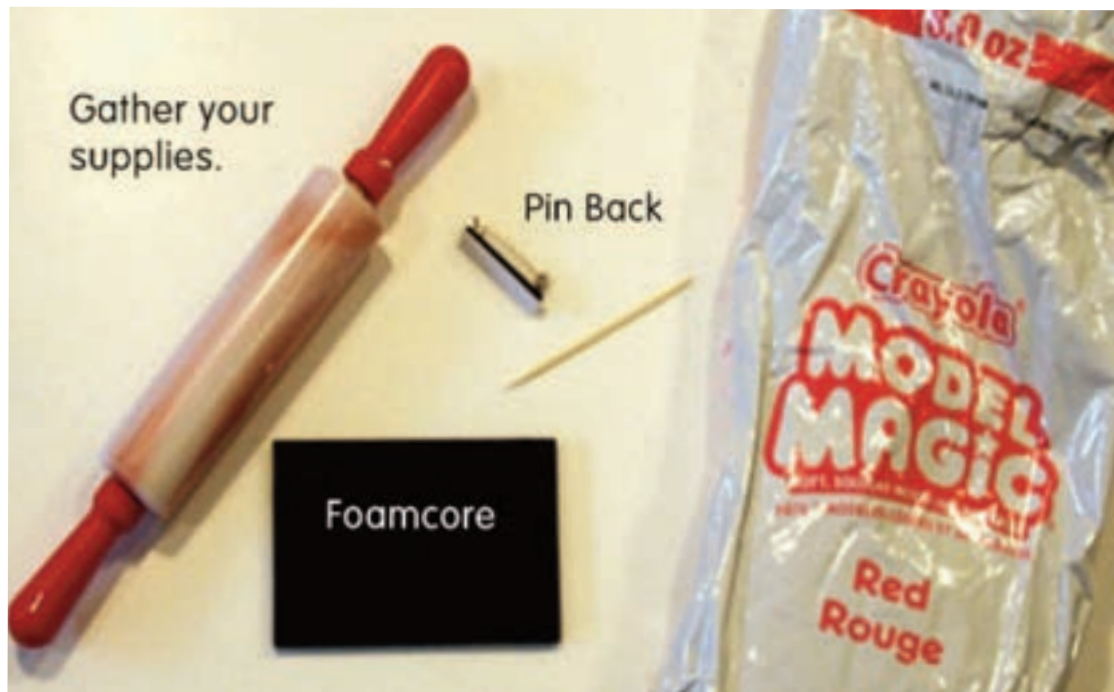
- Crayola Model Magic - Assorted Colours
- Crayola Glitter Glue
- Embellishments
- Rolling Pin or Bold Tip Marker to use as a rolling pin
- Pin Backs
- Foam Core Board - Cut To Size - 5 cm x 7.6 cm (2" x 3")

1

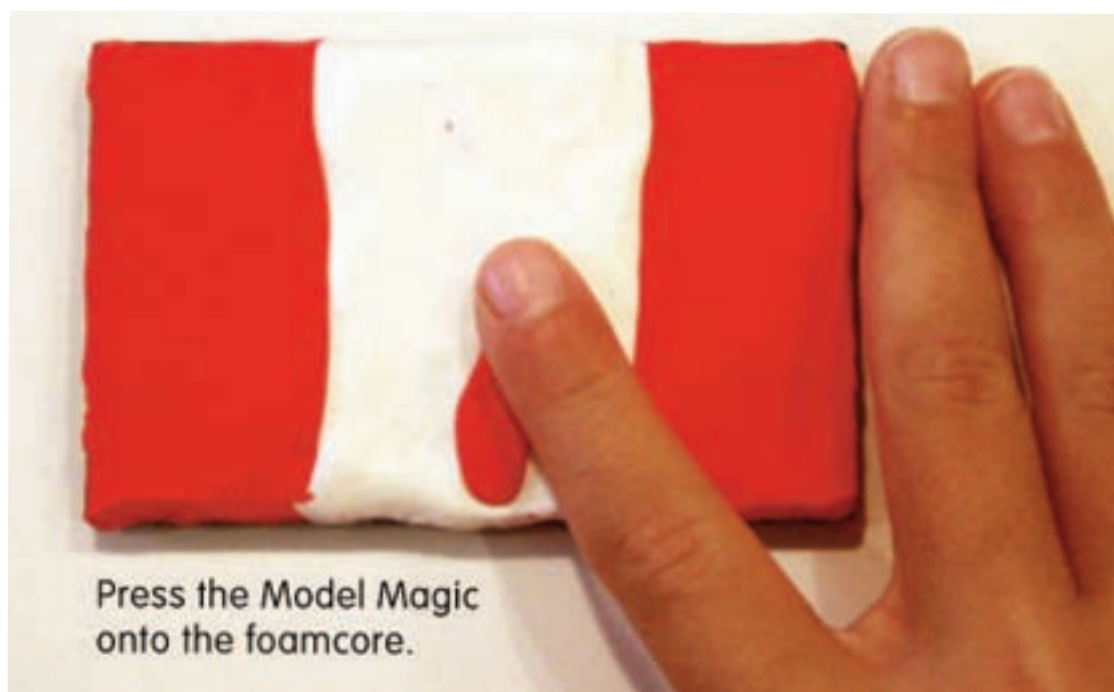


CANADIAN SOUVENIRS

2



3



CANADIAN SOUVENIRS

4



5



POSTCARDS FROM CANADA

Have you ever received a postcard in the mail? A postcard is a small card with a picture on one side and space for a short message and address on the other. People often buy postcards when they travel to new places. The pictures usually show famous landmarks, beautiful scenery, or something special about that location. Postcards are fun to send because they share a little piece of your trip with family or friends. They are also quick to write and don't need an envelope. People send postcards to say, "I'm thinking of you!" and to show what makes the place they are visiting special. Imagine what it would be like to be a postcard designer!



CREATE a postcard for a location in Canada that you would like to visit. On one side of your card, draw a picture that shows something special about that place, for example, a famous landmark, animals you might see, or fun activities people can do there. On the other side, write a short message to a friend or family member. Tell them where you are, what you're doing, and why it's fun. Be creative. Make your postcard something someone would be excited to get in the mail!



PRESENT your postcard to the class. Hold up your postcard so everyone can see your drawing. Tell the class what place in Canada you chose and what your drawing shows. Read your postcard message out loud, just as if you were mailing it to a friend. Use expression to make it sound fun and exciting! Share why you picked this place. Was it for the activities, the scenery, the history, or something else? Be ready to answer one or two questions from classmates.



RESPOND to your classmate's postcards in a positive and respectful way. Ask a question about something you are curious about, for example, is there a special food they eat there? Share a connection you might have with the location, for example, does it remind you of something you have done? Offer a positive comment about the design and/or message.



CONNECT how your peers' pretend trips connect to something you know or have experienced. Does a location remind you of a time when you went on a holiday with your family? Have you seen a video about the location that helps you imagine what your peer described? What does the description of the trip remind you of? What did you learn about Canada from the postcards?

POSTCARDS FROM CANADA

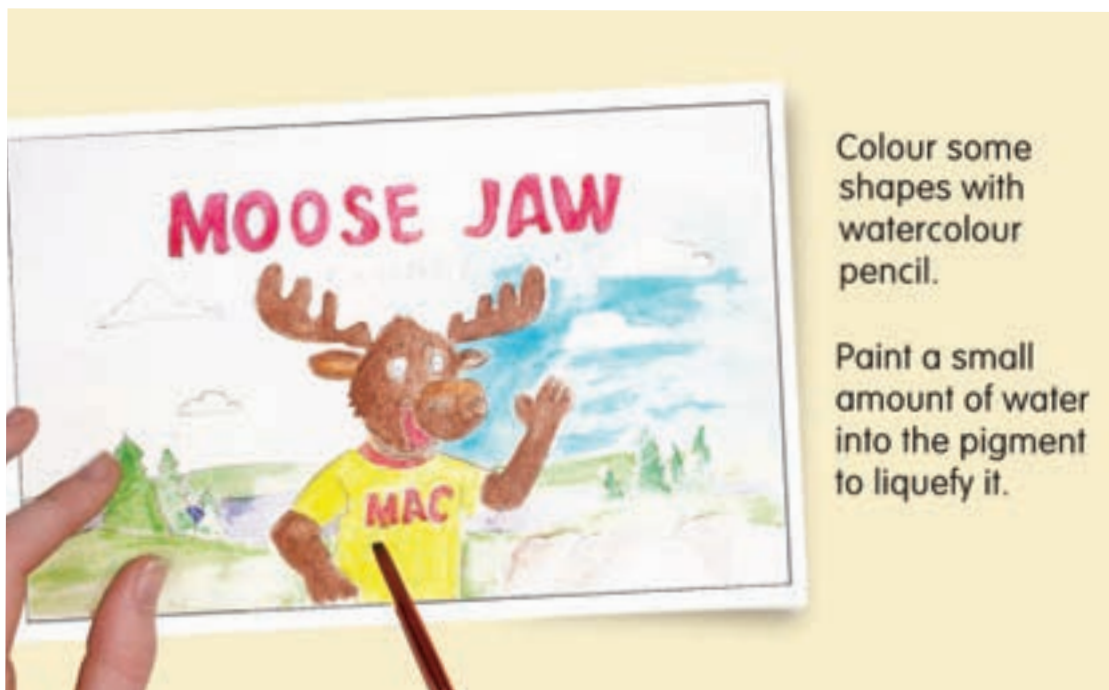
You will need:

- Crayola Watercolour Pencils
- Crayola Variety Brush Set
- Cardstock Postcards
- Template Provided
- Pencils & Erasers
- Water Containers

1



2



POSTCARDS FROM CANADA

3

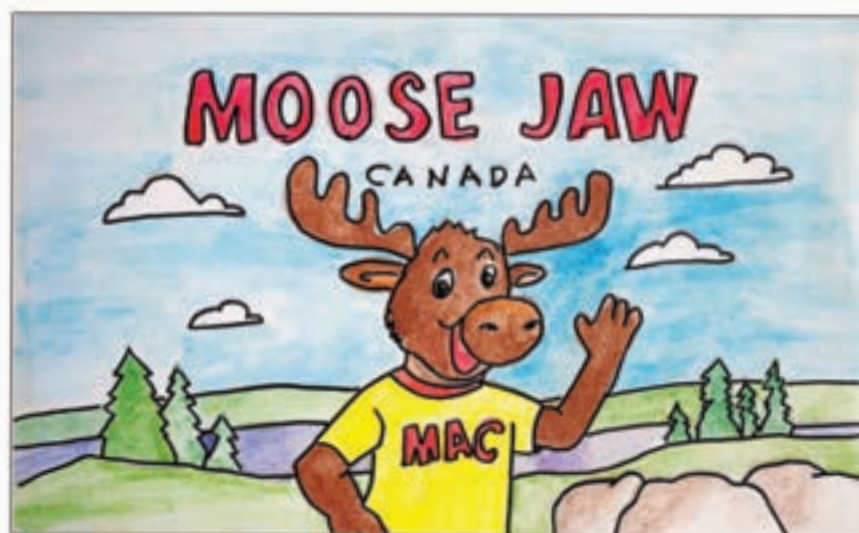
Wet your paintbrush with a small amount of water.

Brush over the tip of the watercolour pencil to pick up some pigment.



4

Outline everything with black marker.



POSTCARDS FROM CANADA

5

Write a message. Design a stamp.

POSTCARD

Hi Alex . . . from Moose Jaw!

I'm having a great trip! I saw Mac the Moose, the tallest moose statue in the world. For awhile, a silver moose in Norway was taller, but Moose Jaw gave Mac bigger antlers so he could be the tallest again! They say he is the most photographed roadside statue in Canada. I wish you were here so we could take silly pictures with Mac together.

Moose Jaw is a really cool place with lots of history. Did you know there are underground tunnels here that people can explore? Can't wait to tell you all about it when I get home.

Your friend, Ethan

Writing Your Postcard Message

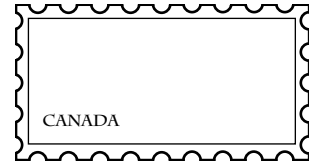
When people send postcards, they usually write a short note to share their trip. Your message should be friendly, simple, and give a little “snapshot” of your visit.

Steps to Write Your Message:

1. Greeting - Begin with “Dear...” (a family member, friend, or classmate).
2. Say Where You Are - Example: “I’m in Banff, Alberta, and the mountains are amazing!”
3. Share an Experience - Tell about something fun, exciting, or interesting, e.g., “I went canoeing on Lake Louise and the water was so blue.”
4. Add a Fun Detail - Something that makes it special, e.g., “I even saw a chipmunk on the trail.”
5. Closing - End with a friendly goodbye, e.g., “Wish you were here! From, Alex.”

Tip: Keep your message short—postcards don’t have a lot of space!

POSTCARD



POSTCARD

