

Canadian Teacher

NOVEMBER 2009

MAGAZINE

Above and Beyond
Teachers' Plates are Full
Five Lessons on Sexting
Residential Schools
Math Again?



PM # 40010049

Healthy School Planner
Building Healthier Schools Across Canada



Joint Consortium for School Health
Governments Working Across the Health and Education Sectors

Healthier Kids = Better Learners

Improve your school's health

visit www.jcsh-cces.ca and click on **Access JCSH Healthy School Planner**

HEY TEACHERS!

Help celebrate the launch of **EcoVoyageurs Junior** the new Environmental Literacy program for Kindergarten to Grade 5, the only curriculum-based resource available to Canadian teachers on the Ecological Footprint.

Your class can become Junior EcoVoyageurs and **make our environment a little bit greener.**

Junior EcoVoyageurs learn to...

share with all living things



save energy



make a big difference through little actions



...and much, much more.

Simply download the free grade-specific lesson plans and tell us how your class is taking action to protect the environment. You could win one of **10 prize packages valued at \$2000** for implementing an environmental class project.



For full details, application forms and lesson plans, visit EcoVoyageurs.ca or call 1 800 668 1023





what's inside

- 3 From the Editor
focus on teachers
- 5 Above and Beyond
~ by Michael Ernest Sweet
reflections
- 6 Teachers' Plates Are Full
~ by Jock Mackenzie
features
- 10 Five Lessons on Sexting
~ by Phoebe Uy
- 12 Residential Schools
~ by Larry Loyie
from the classroom
- 14 Math Again?
~ by Ray Appel
- 16 Strength-Based Classroom Strategies For Teachers
~ by E. Rawana, K. Latimer, J. Whitley and M. Probizanski
- 18 Crafty Ideas for Theme Based Units
~ by Brenda Boreham
environmental awareness
- 19 Global Warming
~ by Guy Dauncey
- 20 *book reviews*
travel
- 22 Hawaii
~ by Alan Boreham
- 24 Tuscany Painting Tour
~ by Valerie Kent
retirement
- 26 Retirements That Work
~ by Enise Olding and Carol Baird-Krul
- 28 Refusing to Fade Away
~ by Hector M. Earle
- 28 *news*
- 31 *events*
- 31 *the marketplace*

guest editorial

A teacher, Mrs. Nusrat Mirza, submitted this report of a conference she recently attended in Korea. Thinking her message to you regarding the upcoming international meeting of world leaders in Copenhagen was more important than anything I could say, we are printing it here as a guest editorial.

I recently returned from the 2009 TUNZA International Children and Youth Conference on Environment, which took place in Daejeon, Korea from August 17 to 23, 2009. The conference was organized by United Nations Environment Program and the Republic of Korea. Please visit www.unep.org/tunza for more information.

The conference brought together some 550 children (10 – 14 years old) and youth (15 – 24 years old) from over 100 countries who have been involved in various environmental activities in their respective countries. It was an exceptional experience and quite heartening to see what young children and youth—the future torchbearers of this planet—have resolved themselves to accomplish for the betterment of their planet Earth.

The main theme of the conference was Climate Change, and it focused on key issues such as loss of biodiversity, scarcity of water and sustainable lifestyles. Many projects were presented during the plenary sessions, which allowed participants from all over to share their environmental concerns and learn from others.

The highlight of the conference was the Global Town Hall meeting which presented a unique opportunity to all the participants as well as virtual participants from 20 cities of the world (through live webcasting) to finalize a draft statement to be presented to world leaders during the Copenhagen talks in December 2009. The power of that statement comes from the fact that it is the voice and collective plea of the children and youth of this world calling for actual, action-oriented commitment by all world leaders to come to a real agreement. After all, it will be today's young children who will have to bear the major brunt of global warming, if the world leaders fail to come to an agreement to curb the alarming, rapid rise of greenhouse gas emissions. This statement was finalized after a three-hour long session, in which every child, younger or older, had a say. Please visit <http://uniteforclimate.org/> for more information.

It is of the utmost importance that children and youth of today be taught about their planet, about the various environmental issues facing the world, and what each and every citizen can do to make a difference. It could then encourage their families, friends and relatives to become involved in actions to reduce our carbon footprint (www.zerofootprint.net).

As teachers, I feel we shoulder an unprecedented responsibility to ensure that environmental education becomes an integral part of education and learning in today's classrooms, at the primary, secondary and tertiary levels.

Mrs. Nusrat Mirza

Tips For Teachers



Send us a **Tip for Teachers** that you would like to share with your colleagues—something that saves time or works really well to solve a common classroom problem. If we print your tip, you win a year's subscription to Canadian Teacher Magazine!

Email to dmumford@CanadianTeacherMagazine.com with

Tips for Teachers in the subject line.

CANADIAN TEACHER MAGAZINE

November 2009 Issue, Volume 6, Number 2, Copyright 2009
Postal Agreement #40010049 • Postage paid Vancouver, BC

Editor Diana Mumford
Publisher Ron Mumford
Contributing Editor Brenda Boreham
Copy Editing Jenni Gehlbach
Advertising Cheryl Diels

Cover: 2009 Recipients of the Prime Minister's Awards for Teaching Excellence, photo courtesy of Patrick Doyle.

Writing not otherwise credited is by CTM staff.

The opinions expressed are those of the authors and not necessarily those of the publishers.

Canadian Teacher Magazine is an independent publication, published by Pacific Edge Publishing Ltd.

One free copy is sent to schools and universities in Canada.

Printed in Canada on recycled paper using vegetable based inks.

YEARLY ISSUES: Sept / Nov / Jan / Mar / May

CANADIAN TEACHER MAGAZINE

1773 El Verano Drive, Gabriola, BC
Canada V0R 1X6

Ph: 1-250-247-9093 • Fax: 1-250-247-9083
Toll Free Ph: 1-800-668-8806 • Toll Free Fax: 1-800-956-8299
Email: info@CanadianTeacherMagazine.com
Website: www.CanadianTeacherMagazine.com

HATE having to share? Can't always find the staffroom copy?

Then subscribe to receive your own copy...

or multiple copies for your school!

- 1 Year Individual Subscription (5 issues): \$20 (+ GST) (Outside Canada – \$40)
- 2 Year Individual Subscription (10 issues): \$35 (+ GST) (Outside Canada – \$60)
- 10 Copy School Subscription (5 issues): \$75 (+ GST)

Mail form and cheque to: **Pacific Edge Publishing, 1773 El Verano Drive, Gabriola, BC, Canada V0R 1X6**

Call: 1-800-668-8806

Subscribe online at: www.CanadianTeacherMagazine.com

Name _____
Address _____
City _____
Province _____ Postal Code _____
Email _____
Phone _____

Your subscription information is privacy protected.

NEW
REDMIKE™
Small, lightweight,
easy-to-use microphone

NEW
REDCAT™
Money saving, no installation,
all-in-one audio system



Imagine every child listening...
and every child learning.

At **Precision Media Group** we specialize in classroom amplification and are proud to represent the Lightspeed line of products across Canada. To learn more about Lightspeed or any of our other educational multimedia products log-on to: www.pmgonline.ca or email us: info@pmgonline.ca

MIMIO DALITE BUHL EPSON ELMO SANYO NEWTEK EXTRON

Vancouver: 604.513.9125 Edmonton: 780.436.4197 Calgary: 403.250.3144 Toronto: 416.253.1889

lightspeed™



equipping you to communicate

precision
MEDIA GROUP



THE FOURTH EDITION OF
**THE CANADIAN
ACHIEVEMENT TESTS
IS HERE!**

Closely matched
with provincial
curricula

Colour test books
for Kindergarten
to grade 12



Reliable Year
2007 Norms

Complimentary
In-services



CANADIAN TEST CENTRE
Educational Assessment Services
www.canadiantestcentre.com

**CALL 1.800.668.1006 FOR A
COMPLIMENTARY SAMPLE**

ABOVE AND BEYOND



Photo: Patrick Doyle

by Michael Ernest Sweet

October 5th marked World Teachers' Day, and although the Prime Minister in office normally takes note of this day, the right honourable Stephen Harper went above and beyond this year. Fifteen educators from across Canada convened in Ottawa on World Teachers' Day—newly conferred laureates of the Prime Minister's Awards for Teaching Excellence. The country's highest honour for the teaching profession was accompanied by a \$5000 financial award and, this year, compliments of the Prime Minister and his wife Laureen, a private reception at 24 Sussex Drive.

From Muriel Sawyer, a dynamic and passionate gatekeeper of the Ojibwe language and pioneer in native language education, to Marc Pelech, a tireless educator who, from a rundown portable, founded an award-winning student art collective, the 2009 laureates are outstanding educators to say the very least.

Signaled by their gold lapel pins, the Prime Minister's Awards laureates shuffled around Ottawa for five days spending time on Parliament Hill, having cocktails at 24 Sussex, lunch at the Library of Canada and even an impromptu meeting with Justin Trudeau! The week was packed with activities and social events but was not without some serious discussion. Two jam-packed days of policy discussion unfolded at the Minto Suites, the delegation's home base, from which the PMA will compile their famed "Exemplary Practices" document. This annual publication is meant to disseminate the "brain pickings" of these visionary teachers to colleagues from coast to coast to coast.

"Let's not create a class of celebrity teachers," comments Marc Pelech who worries about those teachers who are not necessarily networking experts or entrepreneurial in their day-to-day classroom work going unnoticed by such awards as this. Although awards may lead some teachers to claim exceptional notoriety within their profession, Canada does seem to be lagging in teacher recognition, especially in comparison to our friends south of the boarder who even operate a National Teachers Hall of Fame Museum. For example, in Canada, the Governor General also recognizes teachers for their good work, but alas, only for the teaching of history! Casey Brown, a principal-teacher from Alberta and another 2009 laureate, states that "teachers— great teachers—do not seek awards" but does agree that a national archive or museum would be a good investment

"because it would show people what teachers do and why teaching is such a rewarding profession."

Although undoubtedly a great honour for all recipients, the award came at an especially opportune time for Alberta laureate Daniel Buchanan who was trying to decide when to propose to his girlfriend while, at the same time, unpacking his newly purchased home. Although aware of the nomination, Daniel comments on his surprise of actually receiving the award: "with so many amazing teachers in Canada, I had written off the award and treated the nomination as a compliment and commendation on its own, which it truly was." Certainly 2009 will be one to remember for this trailblazer in classroom technology.

With a surprising number of men on the roster, all the 2009 laureates are exceptional and unique in their teaching practices. Public educators affect our society in an awesome way; the responsibility of being in the classroom day-to-day is one that far too many people simply cannot fully understand or appreciate. There is no neutral ground in teaching—every time a teacher enters a classroom and stands in front of a group of students they are either transforming society or reproducing it. Even the silence is an endorsement of the status quo. Teaching is the future of this country as Stephen Harper reminded us at the national awards ceremony on Parliament Hill, and this exceptional responsibility needs to be recognized.

A great thank you is due to Industry Canada and the staff of the Prime Minister's Awards for Teaching Excellence. Although a mere fifteen educators have been conferred this prestigious title in 2009, as Canadians we have all benefited by investing in recognizing and appreciating one of the most difficult but crucial professions. Those of us who teach recognize the great importance of this rewarding career, but this award, as Casey Brown reminds us, "demonstrates that others think what we are doing is important too."

Michael Ernest Sweet is the founder of the Learning for a Cause Group, an appointed member of the Canadian Commission for UNESCO, and a regular contributor to Canadian Teacher Magazine. He is also a 2009 laureate of the Prime Minister's Award for Teaching Excellence.

For more information about the Prime Minister's Awards for Teaching Excellence visit www.pma-ppm.gc.ca.



Prime Minister's Awards for Teaching Excellence 2009 Recipients

- | | | | | |
|--|---------------------------|-----------------------------|--------------------------------|-----------------------------|
| Ron Blair - Newfoundland & Labrador | Wayne Phillip - Alberta | Ron Vandecasteele - Ontario | James Kostuchuk - Manitoba | Jean-Pierre Frigon - Quebec |
| Michael Ernest Sweet - Quebec, | Muriel Sawyer - Ontario | Rob Dougherty - Alberta | Steven Van Zoost - Nova Scotia | Chris Koop - Manitoba |
| Eileen Erasmus - Northwest Territories | Daniel Buchanan - Alberta | Casey Brown - Alberta | Marc Pelech - BC | Shirley Turner - BC |



Exploring together
Histoire de se connaître

A citizenship and leadership program
in your Nation's Capital
Un programme de citoyenneté et de
leadership dans votre capitale nationale

Spend a week at Canada's
largest youth forum!

Passez une semaine au plus grand
forum jeunesse du Canada!

The Absolute Canadian Bilingual Experience
for high school students (14-17).

L'incontournable expérience canadienne
bilingue pour les élèves du secondaire
de 14 à 17 ans.

www.encounters-rencontres.ca
1-800-361-0419

Travel costs covered. Register TODAY!

Frais de transport couverts.
Inscrivez-vous dès AUJOURD'HUI!

UN PROGRAMME DE
A PROGRAM OF THE
L'INSTITUT
HISTORICA
DOMINION
INSTITUTE



Canadian Heritage
Patrimoine canadien

Canada

School Tattoos
1000 tattoos
with your school's logo
\$149

www.schooltattoos.ca
Tel. or Fax: (613) 567-2636
Email: info@schooltattoos.ca



Ottawa, Canada Printing tattoos since 1992



TEACHERS' Plates Are Full

by Jock Mackenzie

an audio book, Stephen Covey's *The 7 Habits of Highly Effective People* (Covey, 1989). One particular suggestion rang true: "Check your email only three times a day." I've tried it; it works, even though I felt like a little kid waiting for Christmas. I use to check my email far too frequently, always hopeful to see the little red flag that said, "You've got mail." I realize now that there were things that I could have done while I was teaching, despite my busy-ness. The trick may be to take a closer look at your own time management skills and see if one or more of Covey's principles might help.

Junior Assistants & Routines

As well, far too late in my career, I realized that I was not making sufficient use of the 30-or-so teacher assistants that I had in my classroom. Handers outers, picker uppers, fish/plant caregivers, decorators, cleaners and tidiers were there at my disposal. I just had to create a routine to put them to use. Having students make their own phone calls home after a successful test or assignment is an excellent labour-free public relations tactic. It is this idea of routines that offers even more help. My good friend and colleague, Jerry Williamson, taught me the value of his daily "work routine." When we shared a class of grade fives (he was the librarian and I was the vice principal), he made it a practice to arrive at school by 8:00 a.m. (school started at 9:00) and leave at 4:00 (school got out at 3:20). The secret was that he did it consistently—with the sole exception of Friday after school. I was used to hauling things home—and too often hauling the same things, untouched, back the next day. In my early days of teaching, I tried to plan and mark on a TV tray as I multi-tasked, watching a bit of television while doing my schoolwork. When I finally adopted the "Jerry Method," I was shocked at how much more productive I could be.

Small Steps

Being productive, for me, usually results from small steps. Like the slow and steady tortoise, I believe that grandiose initiatives and great leaps forward are not the way that most things get done. The trick seems to be in taking the aforementioned small steps continually. It is amazing how far you can get by inching forward. There are skills in all subject areas that students could practise in bite-size chunks: in Math, basic computation, in Science, classification, in Social Studies, worldview, in P.E., ball skills, etc. In my Language Arts classes, it became a routine and a small part of each class to have the students write in their journals. A maximum of five minutes of writing time was allowed each day. To avoid having the task become tedious, I always provided two writing prompts but left Choice #3 as Y.C.—Your Choice. If the student didn't like my scintillating offering, a personal topic of interest could be made. Further, we hit the Journal Writing hard at the beginning of the year—daily if possible—but then eased off to Tuesdays and Thursdays later in the year. Because I had a plan and a routine, my plate became a little less full; I didn't have to plan for that part of each class.

Planning

When it comes to clearing your plate, being sick or disabled can be quite wonderful. Being a *little bit* sick is preferred because then you can still do school work even though you can't be at school. A gift, albeit a left-handed one, from my mother's side of the family, was the gift of varicose veins. After one of several operations that I have endured, I was laid up for

two weeks—virtually no walking, and definitely no teaching. As I lay at home convalescing, I made the best year plan I have ever had. As a bonus, this particular operation occurred when I was nearing retirement. (One of the many things that I have always loved about teaching is that you get a fresh start every year. Every September is a brand new beginning.) I gave up a principalship and returned to the classroom with three years left in my career. I knew that I had only those three years to "get it right" because I had ended every other year with the thought that it may have been good but it wasn't as good as it could have been. I am not suggesting that you get sick or that you have to wait until near retirement, but, please, take it from me, those last three years were clearly the best of my career. I took the time to plan my work and then work my plan. A big part of my planning and the resulting success came from my revised mindset. I was determined to go out smiling.

Teach Like It's Your Last Year

Another book on tape that I have listened to while walking the dog is one called *The Last Lecture* (Pausch & Zaslau, 2008), the story of a college professor who is dying of pancreatic cancer. He gives his last lecture, literally, but emphasizes to his audience, that it is a lecture of hope—hope that he can give them some advice that will make a difference in their lives, hope that his life will prove to have been as worthwhile as possible. In the book, Professor Pausch notes that the idea of the "last lecture" is a common one at Carnegie Mellon University; professors are encouraged to give a lecture as if it were the last one they would ever give, and the difference is amazing. If we, as teachers, could teach as if we would soon be denied the privilege of working in a world of energetic, enthusiastic, interesting, challenging young people, it would make a difference in how we saw our plates.

Organization

But the plate is still too full. As teachers, we have the ability to control a number of variables. Some we don't. The beating of breasts and gnashing of teeth over the ones beyond our reach is a useless, tiring, stress-inducing enterprise. One of the areas that we can control, one that has caused considerable grief in my life, is organization. If I could amalgamate all of the hours that I have wasted looking for something, re-doing something because I couldn't find the original, doing something myself at the last minute because I was too embarrassed to ask others to help me and admit that "lack of organization on my part should constitute a crisis on theirs," then I would have much of the valuable time that I complain about not having; I would have that extra hour during the day.

Structure

Organization can come from structure. As one small example, during my last three years of teaching, I was lucky enough to work at Eastview Middle School. The "structure" in the grade eight pod was to have two teams. Each team consisted of four classes, and here's the "take something off your plate" part: the four teachers in the team taught one subject to each of the four classes. I taught all of the Language Arts, Rachelle was in charge of Social Studies, Geoff handled the Science, and Steve did the Math. Not only did this save on prep time, it allowed the team to meet and discuss the same students. Tasks could be divided: student concerns could be addressed, congratulatory school postcards could be sent home to deserving

Our plates are full! Teachers everywhere, at all grade levels, agree that there is too much to do in too little time. Is this a new problem? No. Are overworked, stressed teachers less likely to deliver effective lessons and react positively with students? Yes. Is this concern keeping talented young people from entering the profession, or causing current teachers to leave our schools? To some extent. Is there a solution? Yes.

Suggested Solutions

The cynics have flippantly suggested getting a bigger plate. Other staffroom comedians have proposed the idea of having two plates, or a more creative possibility—a double-decker plate. The problem may elicit dark humour, but there are some things that can be done. By looking more closely at the various players in the game, we can choose a number of strategies that should help. Teachers, other school staff, students, parents, school trustees, Department of Education members, and the public can all play a role. *Our first, best hope is ourselves.* By setting priorities, reflecting on personal idiosyncrasies, sharing, creating routines, taking small steps, planning and organizing, establishing a mindset, taking advantage of structure, and through mental and physical preparation, this problem of "too much to do" can be tackled.

Saying "No" and Being Supported

It is easy to say, "I should just learn to say No." But we are in the helping profession, we are problem solvers and rescuers, we see ourselves as indispensable. We're not. If we compare our workload to our charitable donations in the real world, we should be able to see the parallel. We simply cannot give to every worthy cause that asks for our help—monetary or otherwise. In my own life, I have finally come to know which charities my wife and I will donate to, which causes we are able to support. This determination enables us to say "no" (with a relatively clear conscience) to the others. Trying to do this at school would help. It also helps to have a partner at home who will listen to the choices made in the world of school and who will discuss and support those choices. Start small. Say "no" to just a few things and see how much it helps. It takes time to discuss these choices, but time spent wisely can ultimately save time.

Busy Being Busy?

When I was teaching, I always found myself being incredibly busy. As I look back, maybe I was just busy being busy—working harder, not smarter. Had I taken the time to do more professional reading, I may have learned some helpful techniques. Now that I'm retired, is it too late? I recently listened to

Royal[®] **iRover**[™]
by Copernicus

Interactive solution for every classroom



Mobile and height adjustable

Instant one-hand height adjustment

Eliminates calibration during class

Minimized shadowing

Budget friendly



Learn more at www.copernicused.com

contact one of these Authorized Dealers

 **Duplicom**
PRESENTATION SYSTEMS
www.duplicom.com

Advanced
Education
www.advanced-education.com

duocom
Canada's Leader in Audio Visual Solutions
www.duocom.ca

evolution
presentation technologies Ltd.
www.evolutionav.ca

Scholar's Choice
www.scholarschoice.ca

students, integrated activities could be organized, parent-student-teacher conferences could be set up, and monthly “Lunch with Your Teachers” could be planned without fear of duplication and overlap.

Sharing

The structure, in the bigger picture, created a helpful framework—and it provided, on a weekly basis, the opportunity for sharing. It is my belief, that we, as teachers, spend far too much time reinventing the wheel. This may seem like an unrelated parallel but bear with me. I like to tell jokes. When I hear a new joke, I share it. I have what I refer to as a “joke trap line.” There are certain people in my circle of family, friends, and acquaintances who like to hear a new joke, who often have a new joke—or both. By the time I have traveled along my trap line and shared my latest tidbit of humour, I have certainly embedded the Joke of the Day into my memory, and quite likely, have picked up a new joke as well. What a difference it would make if we could establish a “sharing trap line.” Through conversations, emails, telephone calls, or whatever other methods seem appropriate, we could let other teachers know what has worked for us and learn what has worked for them. For me, the first and most important hurdle is making this kind of sharing a habit, setting up the structure so that it becomes routine.

As I look back on my years in teaching, I realize that routines did play an important role in making more efficient use of time, and if not taking things off my plate, at least in helping to organize the things that were on the plate. Perhaps best of all was the concept of the “anticipatory set.” Thank you, Madeline Hunter.

Getting ready—physically

As students entered my classroom, usually stopping to say something like, “Good morning, Mr. Mackenzie, and what is it that I can do to make your life just a little bit easier today?” I did my best to ensure that there was something on the board or on the overhead that directed them to some kind of activity. Frequently, my anticipatory sets were a combination of a “getting ready physically” as well as a “getting ready mentally” activity. For the former, a typical request was that each student get his or her file folder from the holders on the back counter. Each class in the pod had a name. One year, in an effort to emphasize Social Studies, each class chose the name of a native tribe; we had the Iroquois, Mic Mac, Tlingit, and Gwich’in. My file folder holders were labeled accordingly. Each holder had “row” dividers to make it easier to get the correct folder. If it were a journal that I was asking each student to get, these were in a box on the back counter. If I had time, I would spread these out

along the back counter to avoid the line-ups and the “pawing through the pile” routine that resulted if a group arrived at the box. Since retiring, and while sharing some of my organizing ideas with teachers at a professional development day, a particularly helpful idea was offered by one of the teachers in the audience. She said that the routine in her classroom was for the first student to arrive at the box to simply take the book/booklet/duotang on the top of the pile and deliver it to the appropriate desk. What a simple but effective idea!

Getting ready—mentally

The “getting ready” mentally ideas were usually puzzles or questions. When I was teaching the plot of the short story, my anticipatory sets were incomplete sequences. Starting with some as simple as 2, 4, 8, 16, ____ (and later more challenging sequences) or the first letters of a song (Happy Birthday To You) would get things going. For poetry, I might ask for a list of rhyming words. During a novel study, I may have asked that students discuss how their own lives related to the theme. Getting the students in the zone took some of the stress of discipline from my plate as they all transitioned into Language Arts, the best class of the day.

In the spirit of sharing and of effective ideas, I almost always ask teachers in my sessions to give as well as take. What opportunity could be greater to get knowledgeable educators together and share strategies that work than at a ProD gathering—and how often is this opportunity missed as we listen solely to the “brought him/her in from elsewhere” professional who is the sage on the stage? Even if staff meetings could start with a few minutes of sharing, we would all benefit.

Who benefits and who else can help?

The people who will benefit from teachers having less on their plates are all of the stakeholders, but most importantly, our students. Teachers are closest to the action and have the greatest opportunity to decide, in this wonderful smorgasbord of teaching and learning, what goes on the plate and what stays on the buffet table. Other school staff—department heads, team leaders, school administration—are important. So too are students, parents, school trustees, and the public. Ah, so much to do, so little time. A look at the other players must be saved for another day.

A teacher’s plate will never and should never be empty. It should be less full. What remains on the plate should be palatable, interesting, a mixture of old favourites and tantalizingly new possibilities.

Lessons Learned

1. Say “no” to just a few things. Discuss your “my priorities do not allow me to accept these things on my plate” with someone close to you.
2. Check to see if you are “busy being busy.” Try to be more effective with strategies like checking your email only three times a day.
3. Look for assistants. Students in your room who would love to be helpers.
4. Establish a “daily work routine.” Come a bit early, stay a bit late, find a quiet place. Make your work time “quality” time.
5. Establish routines. Perform tasks until they become ingrained, part of your day that is almost automatic.
6. Take small steps. The repetition of key elements in bite-size chunks makes for a more satisfying and lasting result.
7. Take time to plan. Consider planning for an entire week with all back-up materials (photocopying, etc.) done. This necessitates a time investment but, as the week progresses, you will likely save at least double the time you invested. If you don’t know where you’re going, how will you know when you get there?
8. Teach as if you will soon be denied the privilege. Use a “this could be my last chance to get it right” approach.
9. Get organized. Find a system that works for you—and then work at the system.
10. Look at the structure in your school. Do your grade partners have prep periods in the same time block? Can you “team plan” and avoid overlap? Do you have a department head?
11. Create a “sharing trap line” that works for you. Find like-minded people who are excited about helping themselves while they help others.
12. Find ways to prepare your students “mentally” and “physically” at the beginning of each class. Getting started quickly, efficiently, and enthusiastically is critical.

References

- Pausch, R. & Zaslav, J. (2008). *The Last Lecture*. New York, NY: Hyperion.
- Covey, Stephen R. (1989). *The 7 Habits of Highly Effective People*. New York, NY: Simon & Schuster.

Jock Mackenzie was a teacher and administrator in Red Deer, Alberta for over 30 years. Jock believes that practical, “use ‘em on Monday” ideas are needed by teachers everywhere. Through his books, his blog, and his speaking, he does what he can to share a lifetime of techniques that worked well for him. He is currently volunteering one day a week at Westpark Middle School to help students with reading and writing. See Pembroke Publishing and jockmackenzie.wordpress.com



GREAT TITLES FOR FRENCH & FRENCH IMMERSION CLASSES

68

Le bon sens ARRÊT

LE QUÉBEC

Den Cherry

Le Canada au sein du village mondial

Call toll free: 1-800-461-9120 or visit www.librarybooks.com

Ten Great Series Exclusively Distributed by Saunders Book Company:

- L'art et la culture des Autochtones du Canada
- Canada passé present futur • Découvrir Le Canada
- Des Canadiens Célèbres • Gouvernement Canadien
- La terre et les habitants du Canada • Le Hockey au Canada
- Les cultures du Canada • Régions géographiques du Canada
- Un monde de merveilles : Les sens

SAUNDERS BOOK COMPANY
Serving School and Public Libraries for Over 45 Years
A Division of Saunders Office and School Supplies Ltd.



Give Them Something to Last Their Lifetime

It's all about their future...

Shape it with **HeartSmart Kids™**, featuring fun-filled, kid-friendly games and activities that lead to making better choices and positive decision-making in real-life social situations.

Change the way kids look at life... **HeartSmart Kids™** is the fun way to positively influence young minds in areas such as **goal-setting, self-awareness, written and oral language skills**. Teach all four modules in about **45 minutes** each, using materials easily found in your classroom.

- ★ Healthy Eating
- ★ Active Living
- ★ Smoke-Free Living
- ★ Making Healthy Choices

Curriculum-based modules aimed at grades 4-6 show the way to healthy living



Create Heart Smart Kids™
Get your teaching kit today



Download this creative resource free online at heartandstroke.ca/teachers, or call 1-888-473-INFO



100% juices & fruit snacks



HEART & STROKE FOUNDATION

Finding answers. For life.

DON'T LIKE TO READ?

They just haven't found the right books yet.



HIP Books: HIP JR., HIP SR., HIP Edge, HIP Fantasy
www.hip-books.com • Email: info@hip-books.com for free catalog and sample book.



Five Lessons on Sexting

The Naked Truth about Sexting

by Phoebe Uy

LESSON 2: THE INTERNET IS NOT WITHIN YOUR SPHERE OF CONTROL.

As soon as your content hits the web or goes mobile, it becomes public property. Online, people can store and distribute anything you share. Website services, third party advertisers, your exes and old friends can reproduce, alter or publish your personal files without your consent or knowledge, for a range of purposes. There's also the issue of sexual predators exploiting children's images and adding it to their catalogue of child pornography. In 2006, a 13-year-old girl was coerced and threatened into taking explicit images via webcam by a New York man whom she met in a chat room. He later posted the photos on the social networking site MySpace.

LESSON 3: THE INTERNET IS VIRAL.

Things spread exponentially over the Internet. All it takes is text-message forwarding or a popular online social platform like Twitter to make racy photos go viral in a matter of hours. From there, people can pass on the photos to other sites and other contacts. Soon enough, those photos could come up as the number one search result when someone Googles your name. For 18-year-old Jesse Logan of Ohio, all it took was a break-up for her nude photos to reach hundreds of students. It all started when Jesse's ex-boyfriend sent nude pictures of her to other female schoolmates. After months of shame and harassment from classmates, Jesse decided to take her own life.

Kids need to understand that privacy and trust end with the relationship. There is no insurance that secrets or the risqué photos or videos shared within the privacy of a relationship won't ever leak out to the public. According to Parry Aftab, an Internet security expert, "44% of the boys say that they've seen sexual images of girls in their school, and about 15% of them are disseminating those images when they break up with the girls."

LESSON 4: WHAT GOES ON THE INTERNET STAYS ON THE INTERNET.

After uploading your content to the Internet, the first download marks a point of no return. Your original content now nests on the hard drives of other computers, where it can be shared with other users. File sharing and storage are what makes it virtually impossible to completely remove your personal files off the web. And while most social networking sites offer the option to delete posts, there is that period of time when the posts were publicly available and possibly carried away in the charge of online friends and surfers. Consider High School Musical's Vanessa Hudgens. In 2007, the star emailed a nude photo of herself to actor Drake Bell which later surfaced on numerous blogs across the net. Her lawyer demanded that the blog sites remove the photo as it exposed an underage Vanessa and infringed on several legal rights. Two years later, despite her lawyer's attempts, the photo is still making rounds on the web.

LESSON 5: NEGATIVE PUBLICITY ON THE INTERNET CAN COST YOU.

Anything posted or distributed online, can come back to haunt you in the future, even if it was from over a decade ago. Your online reputation can now cost you a career opportunity or university entry down the road. According to a recent CareerBuilder survey, the Internet has become a referral base for employers, where 45% report using social networking sites like Facebook to screen job applicants. College admission officers are also turning to the Internet using Facebook and MySpace to scope out prospective students. In 2006, Becca Manns, a former student at the University of Louisville, became notorious after sexually explicit photos of her were discovered online. She was then kicked off the cheerleading squad and expelled from the university.

This nuisance we call "sexting" is a perfect educational opportunity to introduce the topic of online privacy. Sexting prevention, education and intervention should involve an open dialogue with youth. The goal is to eliminate poor judgment and help them make the most informed decisions possible when they are using the Internet. Kids need to be the voice in their own heads and understand that what they do online always has impact and influence offline.

Phoebe Uy is a staff writer for KiwiCommons.com, an Internet safety resource dedicated to providing teachers and parents with the most informative late-breaking news, tips, product reviews and downloads. Kiwi Commons is proud to be the content partner of educators across the province of Ontario, including the York Catholic District School Board. 🍁

Kids are sexting in class, in the hallways, at lunch and after school. It is the high-tech way to flirt with boyfriends, girlfriends, crushes and online strangers. In concept, sexting is nothing new to previous generations—think of Seven Minutes in Heaven gone digital. It involves the electronic transmission of sexually suggestive messages or images using cell phones or the Internet. With one click, kids' sexual antics, which were once relegated to the privacy of their bedrooms, can be made available to households and classrooms across the globe.

According to a survey by The National Campaign to Prevent Teen and Unplanned Pregnancy (www.thenationalcampaign.org) in 2008, 20% of teens have sent or posted nude or semi-nude pictures or videos of themselves, while 48% say they have received such messages. However, pigeonholing it as a teenage fad is misleading. Children as young as 11 are engaging in the practice, making it a safety issue across elementary and high schools.

For school officials, sexting on school grounds has become a legal headache and liability. For teachers, it is a classroom distraction and a significant risk to the emotional and psychological health of a child. And to authorities, the act is neither benign nor innocent, landing kids in court on charges of child pornography in some jurisdictions.

The moral panic over the sexting craze has kids writing off adult concerns as overblown fears. All the safety spiels and headlines claiming sexting as "the newest epidemic facing parents and children" and "a dangerous sex crime" register as mere sensationalism to many kids. So how can parents and teachers effectively discourage the practice without coming off as being uncool and overdramatic?

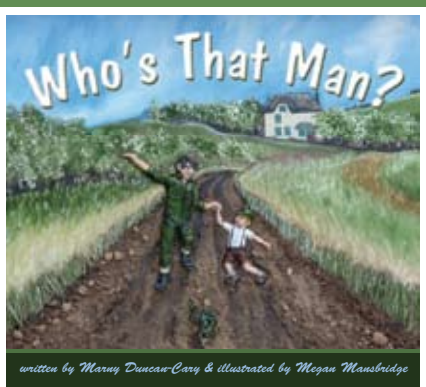
The aim is to get kids informed on how the Internet operates, the implications of sexting and how to manage their online privacy. Real-life cases of sexting misadventures will help drive home the connection to their own actions. The first step to sexting prevention is to go over the five lessons on Internet privacy.

LESSON 1: THE INTERNET IS PUBLIC.

This states the evident, but do kids know who can access the sexually charged photos or videos they plan to share or upload? With over 1.5 billion web surfers worldwide, people's photos and videos have the ability to go global within thirty seconds. Clicking "send" can virally land them on computer or mobile screens of pretty much anyone—parents, teachers, bosses, peers and pedophiles. Case in point: Lily Allen—a singer and the latest victim of celebrity sexting scandals. After accidentally sending one of her contacts a topless picture of herself on the beach via cell phone, the photos made its way into headlines and gossip blogs across the Internet.

CANADIAN PUBLISHERS

resources for classrooms and libraries



written by Marry Duncan-Cory & illustrated by Megan Mansbridge

LEST WE FORGET
ISBN: 978-1-894431-38-5
11 x 8.5 (TC) \$24.95

Homecoming. Separated by war, a small boy meets his father for the first time and finds they've been connected by love all along.



Your Nickel's Worth Publishing
heather@yournickelsworth.com



Kids @ the Crossroads

• an exciting new series from Annick Press •

What if kids kept blogs during pivotal moments in world history?

Written as an online journal, this innovative blend of well-researched history and high-tech storytelling will captivate web junkies and history buffs alike.

AZTEC

Laura Scandiffio | illustrated by Tina Holdcroft
Log on to the blog of a young warrior in 16th century Mexico.
978-1-55451-176-1 paper | 978-1-55451-177-8 hardcover

CRUSADES

Laura Scandiffio | illustrated by John Mantha
Read one boy's first-hand account of the Children's Crusades.
978-1-55451-146-4 paper | 978-1-55451-147-1 hardcover

Ages 9-11 | Grades 4-6 | 72 pages | 9" x 9 1/2"
colour and b&w illustrations | further reading | sources | glossary | index

Sample chapters, lesson plans and microsites available at
www.annickpress.com

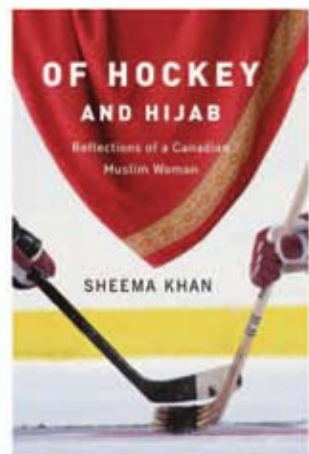
annick press excellence & innovation

Distributed by Firefly Books / www.fireflybooks.com / Available from your wholesaler



I will never see my own country quite the same again. I thank Sheema Khan for lending me her eyes and giving all Canadians the precious and welcome gift of her words. Her insight into everything from religion to hockey—often thought to be the same thing in this country!—is blessed with intelligence and humour.

ROY MACGREGOR, author of *Canadians: A Portrait of a Country and Its People*



OF HOCKEY AND HIJAB: Reflections of a Canadian Muslim Woman
Sheema Khan

From women's issues to terrorism to Islamophobia, *Of Hockey and Hijab* takes the reader on a journey to explore many contemporary issues affecting Muslims in Canada and abroad. Khan's book is a must read for all.

MONIA MAZIGH, author of *Hope and Despair*



Non-fiction
ISBN 978-1-89770-56-9
www.tsarbooks.com

EAGLECREST BOOKS

30 New Titles - 2009



Levelled readers featuring First Nations children and their families

Levels 1 - 21 (A - M)
Available in French



To order or for more information visit our website at:

www.eaglecrestbooks.com

or contact us at: info@eaglecrestbooks.com

phone: (250) 748-3744

fax: (250) 748-3777



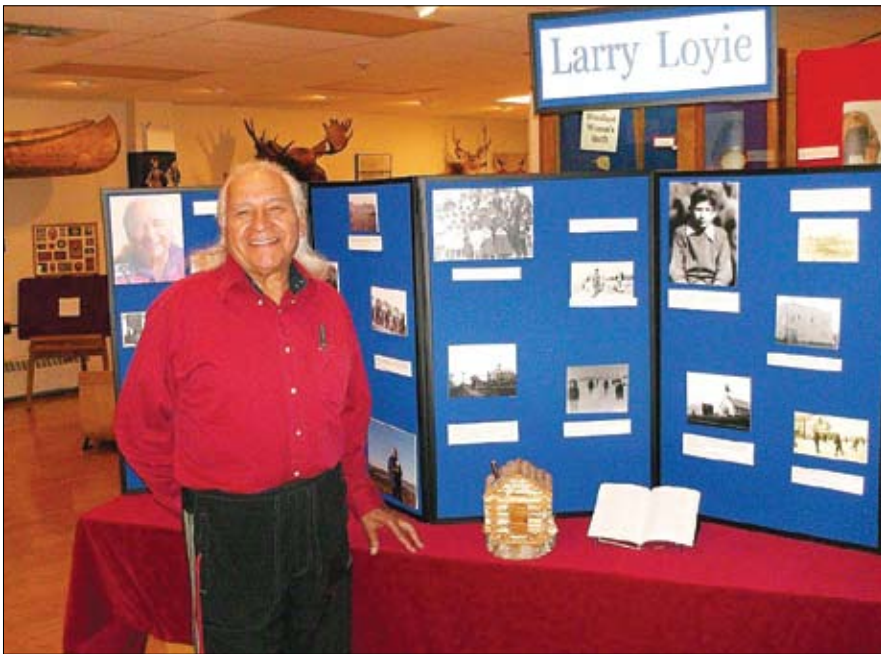


Photo by Constance Brissenden

Larry Loyie with the Residential School display at the Native Cultural Arts Museum in Grouard, Alberta.

RESIDENTIAL SCHOOLS

Resources for Teaching

by Larry Loyie

In my early childhood, I had Cree stories told to me. The elders who told them taught about a good way of life and how to live it. It was a great event in the old days when people gathered round just to tell stories. Special foods were set aside for the storytellers who were held in high esteem. But legends and traditional stories, often portrayed in children's books today, do not tell much about our Aboriginal history.

I grew up in northern Alberta in the village of Slave Lake. While in residential school, I lost my mother. With so much hurt inside, I ran away twice. Finally I quit school at 13 years of age. Looking back on the bad times, I see they inspire my work. At the age of 55, when I began writing about my six years in St. Bernard Mission residential school in Alberta, I concentrated on the good things. Although there were not many good things, they were something to cling to. One day, a story of mine was discussed in a creative writing class. Someone said, "It must have been good in that school." It was then I knew I wasn't facing the bad things. Encouraged by friends, I talked with others who shared my experience. Just talking helped me write the truth.

As Long as the Rivers Flow (Groundwood, 2002) introduced residential school through the story of my last traditional summer spent with my family. My newest book, *Goodbye Buffalo Bay* (Theytus, 2008) is the sequel. A chapter book, it tells the true story of my last year in residential school and how I moved on, searching for a place in my family, culture and community.

As an author, I had to find a way to write truthfully about my experience. In *Goodbye Buffalo Bay*, I portray the fear and loneliness that we felt. I also recall what we, as boys, talked about in school to keep us going. In the book, it comes out as funny and lively but when I was writing, the anger surfaced.

The subject of residential school brings out many emotions. As one grade four student told us, "*As Long as the Rivers Flow* is my favourite book. It made my teacher cry." As the history of residential school is studied, it is natural for adults to feel dismay, horror, anger, sadness and empathy. Children, on the other hand, grasp the injustice of the system, and often simply say, "That wasn't fair."

On June 11, 2008, Prime Minister Stephen Harper apologized to First Nations, Metis and Inuit people on behalf of Canada for a century of residential schools. For school survivors and their families, it was an emotional day. Finally their personal histories and those of thousands of Aboriginal children could be told without fear of denial or reprisal. The prime minister's apology has made it possible to share this long-hidden aspect of Aboriginal history. I no longer worry that people who read my books or hear me speak about residential school will ask me, "Is it true? Was it that bad in the school?" The truth is out, and I am hopeful about the future. The children are being remembered and honoured at last.



YOUR STUDENTS' ART COULD BE FLYING HIGH IN THE NATION'S CAPITAL.

The National Capital Commission (NCC), in partnership with Classroom Connections, is running an incredible cross-Canada CONTEST AND PUBLIC ART PROJECT. Have your students create a one-of-a-kind banner design that brings youth issues or topics to the capital.

Go to www.canadascapital.gc.ca/bannercontest for full details and an easy-to-use Activity Outline for introducing the contest in your classroom. The contest is open to grade 5-8 classes in schools across Canada. The deadline for entries is February 19, 2010.

This initiative is an extension of *The Gathering Place*, a teaching resource for grades 5-8 Social Science and History. Email us at info@classroomconnections.ca for your free copy.

The winning banners will be professionally produced and flown in Major's Hill Park in Ottawa from May to October of 2010.

THE GATHERING PLACE
AN EXPLORATION OF CANADA'S CAPITAL

The story of residential school is powerful. Children are capable of asking pertinent questions and drawing their own conclusions. At Sir Isaac Brock Public School in Guelph, ON, Sean Cameron's grade six students shared short essays describing what they would feel if forced to leave their families and live in a residential school. Their essays were effective and moving. Here are some suggestions for learning more and for introducing this topic to your students.

WHERE TO BEGIN

- Read Prime Minister Stephen Harper's apology for residential schools (<http://www.cbc.ca/canada/story/2008/06/11/pm-statement.html>). It is an honest assessment of the consequences of the Canadian government's decision to introduce the residential school system. (Note: the term "residential school" was introduced in 1929. Prior to this, various names were used such as Indian boarding school and industrial school.)
- Comprehensive, insightful and readable, *A National Crime: The Canadian Government and the Residential School System, 1879-1986* (U of Manitoba Press, 1999) by John Milloy, is a highly recommended resource.
- Many school boards offer background material prepared by Aboriginal educators. Kawartha Pine Ridge District School Board, for example, has published *Nurturing the First Nations, Metis and Inuit Spirit in Our Schools*, a staff resource that includes residential school information.
- *Where are the Children?* is an interactive Internet site exploring "What were the residential schools actually like?" Created by the Legacy of Hope Foundation, Aboriginal Healing Foundation and Library and Archives Canada, the site (www.wherearethekids.ca/en/ahf.html) includes invaluable research, individual experiences and many family and school photographs. It addresses issues such as the disappearance and/or death of a high percentage of students.

IN THE CLASSROOM

- Read the prime minister's apology with the students. Visit the *Where are the Children?* interactive website.
- Share first-hand experiences in books such as *As Long as the Rivers Flow* and its sequel *Goodbye Buffalo Bay*. These books include epilogues on residential school. Study material is available at www.firstnationswriter.com.
- Create a timeline of residential school history. An accurate timeline is included in the study material for *Goodbye Buffalo Bay*.
- Discuss why residential schools were established, the short-term and long-term impacts of the schools on children and their families, and how to support Aboriginal peoples in the healing process.
- Tap children's imaginations. As in the Guelph, ON, example, encourage students to write first-person short stories on the subject.
- Ask students to prepare a presentation on residential schools for the United Nations. This exemplar task is part of the Toronto District School Board's Grade 6 Social Studies curriculum exemplar ("Preparing a Presentation on the Impact of Residential Schools on Canada's Aboriginal Peoples for a United Nations Forum on Contemporary Aboriginal Issues").
- Literature circles using authentic Aboriginal voices are part of the Durham District School Board's Aboriginal education program. Teacher Arlene Cole uses circles to encourage students to "identify and justify [explain] the Aboriginal's point of view and Canadian Government's point of view" regarding residential schools in texts such as *As Long as the Rivers Flow*.
- Invite authors and/or residential school survivors to speak to the students.

Award-winning Cree author Larry Loyie has written two books about residential school. *As Long as the Rivers Flow* was the winner of the Norma Fleck Award for Canadian Children's Non-Fiction. Larry is now writing his fifth children's book, *The Moon Speaks Cree*. He collaborates with partner and editor Constance Brissenden (BA, MA). www.firstnationswriter.com 



Did someone say prizes?

Find details at www.tyrrellmuseum.com
Entry deadline: December 31, 2009

RESOURCES FOR TEACHERS

Growing Up Resilient

Ways to Build Resilience in Children and Youth
Tatyana Barankin and Nazilla Khanlou • 104 pages • \$12.95

Acting Out


Understanding and Reducing Aggressive Behaviour in Children and Youth
Editor: David A. Wolfe • 111 pages • \$12.95

These CAMH books draw from the latest research and present it in an engaging format, complete with tips for educators and other adults. Both books have been awarded Curriculum Services Canada's Seal of Quality as a reference for educators.

Resilience is an important aspect of mental well-being. In *Growing Up Resilient*, the authors consider the development of resilience at three levels: individual, family and environmental. This book is a must-read for teachers, school administrators and parents who want to increase resilience in the children and youth in their lives.

Aggression among young people is an important social issue. *Acting Out* highlights the differences between normal aggression and aggression that is of greater concern, gives practical advice on how to address aggression and indicates strategies to avoid. This book is a valuable tool for anyone who interacts with young people.

To order, contact **Sales and Distribution**
Tel.: 1 800 661-1111 or 416 595-6059 in Toronto
E-mail: publications@camh.net


Centre for Addiction and Mental Health
Centre de toxicomanie et de santé mentale

4140/10-2009

MATH AGAIN?

by Ray Appel

We keep hearing that math is all around us, yet many of our kids struggle with it. Even if they do well on tests, it seems that they don't really understand it. How can we change that?

Many years ago, I remember giving my kids in grade five some long division questions. The work was pretty typical of the math textbooks from the early eighties. One day Kyle, (who always got straight As) was frustrated with me because, as far as I was concerned, part of being an effective math learner meant also *understanding* what we were learning. He repeatedly got all his solutions perfect, without any errors, yet didn't really understand what an answer of "34 R6" meant. His lack of understanding, while getting all the right fill-in-the-blank answers, taught me a lesson.

The following year, I had a student teacher. I suggested (in late September) that we start with division. My student teacher gulped. Now? Even I was pretty nervous. Why was I scared? Well, to begin with, in the older textbooks, division is always placed in the last part of the text. Why? Because the only method usually taught is standard "long division." Kids have to know how to multiply, divide, subtract, add, follow through with four or five basic steps, and repeat the process until they arrive at a solution. It's not easy. (But give them a cookie and ask them to divide it evenly and you have a different story!)

Before starting the division unit in late September, I gave the class two numbers (3 and 157) and asked them to show different strategies for showing how to divide 157 into 3 equal parts. I was amazed at how many strategies the class found! Forty-five minutes into the lesson, a student said, "Hey, we haven't talked about long division yet!" How true. The kids were finding other ways to arrive at the solution of 157 divided into 3 equal parts, in ways that made sense to them.

Probably the most used strategy is what the kids called the "pizza method." (It was called the pizza method because to many kids, the diagrams they created in the process looked like 3 pizzas). One solution to dividing 157 into 3 equal parts is shown below:



Each student would begin by drawing the number of circles indicated by the divisor (in this case, 3). Then, they would begin estimating the quotient (how many units in each circle). Students who are good at estimating might not have to write down 10 in each group followed by 20, followed by another 5 in each group, and so on. They might be able to estimate 50 in each group with some left over. Since estimation is a major foundational part of the math curriculum, and since knowing how to estimate is vital in everyday life, we were actually helping each other in ways beyond just the correct answer.

The key when asking students to come up with their own strategies, is that whatever strategies they use, the better ones

are *accurate*, *flexible* and *efficient*. Using tally marks to group might be accurate and flexible, but it might not be efficient for all students.

After students brainstorm strategies, introduce the criteria for powerful strategies (i.e., accurate, flexible and efficient). Then, focus on the generated strategies that meet ALL the criteria, and go from there. For a free criteria template to try out with your class, go to my website under "Free Stuff" (www.zapple.ca). I have a few different versions you can try out in any subject area.

If a student can divide using a strategy similar to the pizza method, but struggles with long division, does that mean they know how to divide? Of course it does. What is the bottom line? In the end, we really want to build kids' number sense, while they learn and use effective strategies. My approach has been to start with the real world, and allow kids to invent strategies, but at the same time make sure the invented strategies are accurate, efficient and flexible. If we start with an old textbook from the early eighties, and do that "math," we run into the problem that that is what kids think math really is. It isn't always.

Keith Devlin in his book, *The Math Instinct*, argues (with research) that babies as young as a few days old can distinguish between one-ness, two-ness and three-ness! What does that mean for us? It means that "math" is much more than the textbook or worksheet. It's how we talk in the classroom, at home and how we engage mathematically in our world. But, it's not always that easy.

I remember being really frustrated one day, when I heard, "I give up!" for the umpteenth time during math class. It was my first year of teaching. It was my first year, and I was wondering why math was the one place where patience and perseverance didn't seem to matter, or even exist. One thing that got me moving was something another teacher said to me. She asked me what it is like for me when I am learning something new. Is it easy? What happens with the inevitable struggle that comes with deep learning? At the time, I was trying to get into shape. I was just starting to run. I was trying to watch what I was eating. Was it easy? No. Did I want to give up? Yes...

That conversation got me thinking about some truths I've learned over my life when it comes to learning something new. Think about a new relationship you've had, exercising, losing weight, taking big risks, going back to school, saving for a vacation in Europe... We all struggle, and we learn some important truths while we struggle:

1. Meaningful things *take time*.
2. It helps when others allow me to *take some risks*.
3. It's good when I *listen*, and when others listen to me as I learn.
4. I need to try things in *more than one way*, even if it seems wrong at first.

5. I need to make *mistakes*. If I feel free to make them, then I'll really learn.

One of the ways that we've heard at probably every math workshop we've ever gone to is to make math "fun" and "engaging." In some ways, this helps with perseverance and patience, as our students get into the learning without always realizing they're learning. With that in mind, I created a really cool resource and field-tested bits and pieces in my class, and in its finished form, it's been used in classrooms across Canada. For a free sample that you can use in your class tomorrow, go to my website under "Free Stuff" (www.zapple.ca), and look for the "Placemaths" sample.

I designed the *Placemaths* to be fun and meaningful, while students engage in the math concepts. Some of the things I've questioned over the years are:

Do students have to do the whole page?
Should we formally assess everything they do?
Can students simply be engaged for engagement's sake?
Of course, I found that the answer to 1 and 2 above is "No!" while the answer for 3 is a resounding "Yes!" Using the *Placemaths* taught me that students can select parts or all of the page. I'm not formally assessing the "page." However, to boost confidence and learning, I used it as a place to begin math conversation, as a preview of what was to come, and even as a refresher. Because the students didn't feel as though my evaluating eyes were upon their every stroke, number and line, they were more relaxed and more open to try. Research shows this as well. In one study cited by Daniel Goleman, math scores increased by at least 10% when students were more relaxed.

We want our kids to develop best practice and healthy, persevering attitudes, including those in math. If I can look at how I struggle and learn in my own life, I can be more empathic to students as they struggle with their learning. That got me thinking... (this was the tough part) how was I approaching math? What were my attitudes? Where was I getting frustrated?

This made a difference. Firstly, I noticed a pattern in the way I was speaking with the students. Essentially, I used a pattern that Gordon Wells calls, "Initiation-Response-Evaluation." I initiate a question, I get a response, then I evaluate. Notice that with this pattern I'm speaking two out of the three times per unit of conversation in the math class, and doing most of the work. This struck me as interesting. If I was doing most of the talking and evaluating, then what was left for the students to do?

I decided to do a few things. Firstly, I listened more to the students. What were their ways to solve problems? How many different ways could they solve $48 + 52$ without using pencil and paper? How could they estimate? What strategies could they use? Were they using strategies that were efficient, accurate and flexible?

Secondly, I decided to allow mistakes to be made. I had been saying this in my class for years ("It's okay to make mistakes") but did I really believe that? If so, how far did I believe that? In allowing kids to make mistakes (and openly share those) they felt more comfortable to persevere.

But, here's the secret! Use peer sharing throughout the math class so students feel more comfortable taking risks and sharing with their peers first. Then, slowly build yourself into the picture. Often, kids will listen to their peers more than they'll listen to you. Use that to aid the learning process. You can start by asking them to show one example of where they learned something really well, and one example where they didn't.

Thirdly, I realized that learning takes time. Imagine if you were learning a new math resource, textbook series, or a new provincial math curriculum. Is it easy? Are you struggling? Are you ready to throw down your pencil on your desk? Of course, but like anything meaningful, it takes time.

When I say that things take time, I don't mean that we should spend all of September and well into October teaching place value until every student gets it. That can be a waste of time, particularly if it's not in context. What I mean is that we should layer and repeat throughout the year. As well, we need to continue to build number sense while we help kids to estimate.

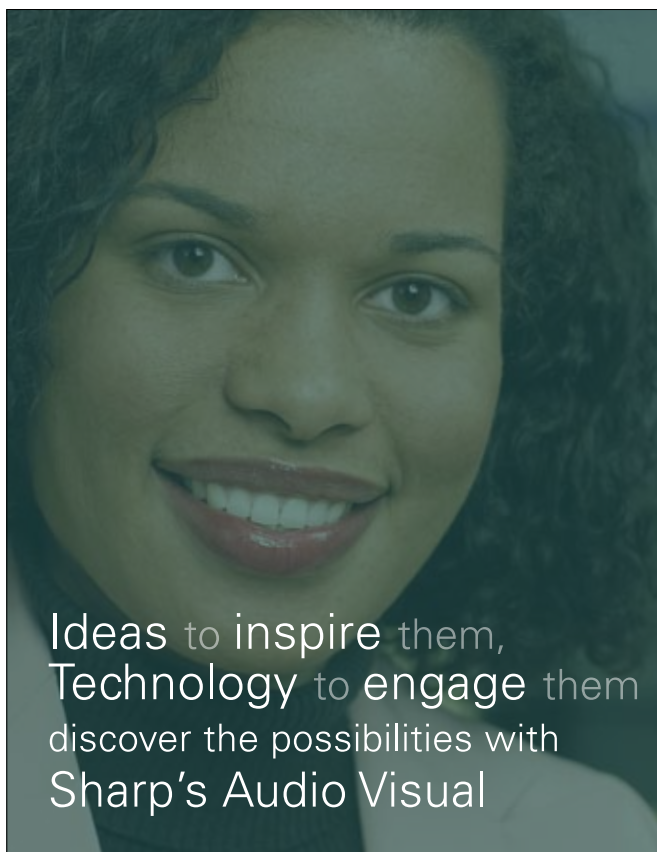
What have I learned? I'm a learner too. Just as I struggle with keeping fit, or going back to take courses, or learn a new math resource, textbook series, or a new provincial math curriculum, so too do my students struggle as they learn.

It's part of life.

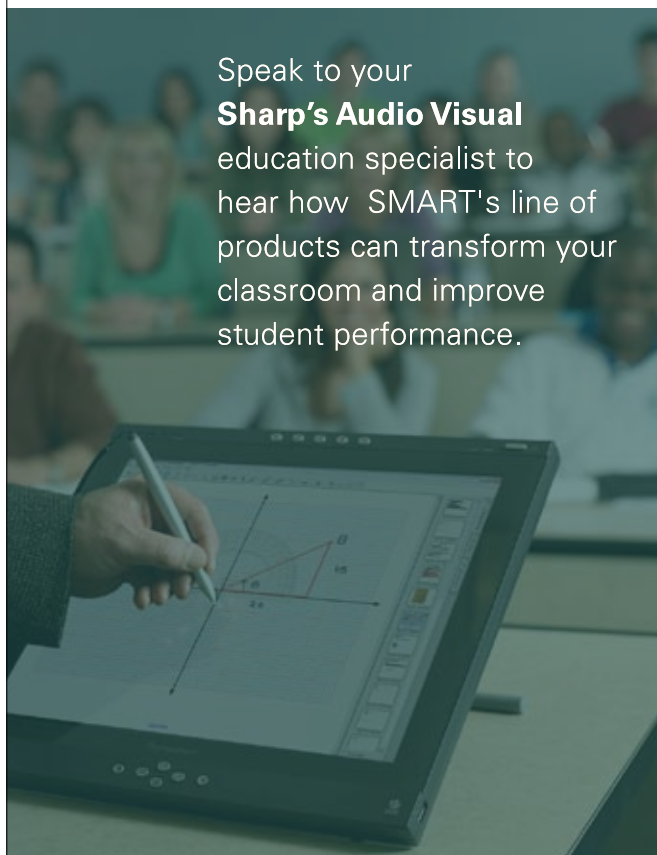
Five Tips & Tricks

1. Ask the students how the topic fits in with everyday life.
2. Give the students the problem and the solution. Then, students use strategies to show how to get there.
3. Ask students to write word problems instead of just answering them. This will show you to what extent they understand.
4. Ask yourself "What is the bottom line?" If it's to build numerate students with a deep sense of number, then do they always have to show it in only one way?
5. Continue to listen to your students. It's always fascinating how they arrive at solutions, use mental math or invent strategies.

Ray Appel has taught grades 2 – 7, been a Faculty Associate at Simon Fraser University and a District Math/Science Coordinator. Ray has also written extensively for Pearson Education Canada. He continues to write, create on-line video clips, and do workshops across Canada, squeezing in time with kids in classrooms! Find out more (much more!) on Ray's website: www.zapple.ca. You can reach him at ray_zapple@yahoo.ca. 🍁



Ideas to inspire them,
Technology to engage them
discover the possibilities with
Sharp's Audio Visual



Speak to your
Sharp's Audio Visual
education specialist to
hear how SMART's line of
products can transform your
classroom and improve
student performance.

sharp's audio visual

sharpsav.com



SMART Document Camera
Display real-time images onto your SMART Board for the entire class to see



SMART Response interactive response system
Take interactive learning to a new level



SMART Board™ 600i interactive whiteboard system
The simple push of a button puts you in control of a powerful multimedia environment



SMART Table
For primary education, lets several students work and explore together



SMART Podium interactive pen display
Enables you to effortlessly control any curriculum and bring it to life



SMART Classroom Suite
Create, organize, manage and asses with this integral software suite

SMART™

smarttech.com

Sharp's Audio Visual locations:

Calgary 403.255.4123 **Edmonton** 780.426.7454 **Halifax** 902.492.7661

Saskatoon 306.244.2166 **Toronto** 905.737.1940 **Vancouver** 604.877.1400

Victoria 250.385.3458

STRENGTH-BASED CLASSROOM STRATEGIES FOR TEACHERS

by Edward Rawana, Kim Latimer, Jessica Whitley and Michelle Probizanski

Every teacher attempts to create an environment that is optimal for learning, yet finding useful strategies for positive classroom management is a constant challenge. This challenge becomes magnified for teachers working with students who are struggling academically, behaviourally or culturally. The integration of these students with those achieving at average levels, through a focus on common strengths, can serve to bridge the divide and create an inclusive climate.

Our team of researchers and practitioners at the Centre of Excellence for Children & Adolescents with Special Needs at Lakehead University suggest that teachers examine their students' strengths and incorporate them into day-to-day activities. We all know that every student has at least one strength to offer the class. Once those strengths are identified and encouraged, it creates a kind of positive ripple effect within a classroom—a type of “pay-it-forward” scenario where all students “pay-their-strength-forward” without much effort. Researchers believe this will happen naturally once students understand that they are valued because they have something of importance to contribute. The idea is to encourage students to use their strengths as a tool to deal with issues they may be encountering at school, rather than to focus on shortcomings.

Principals and teachers in northwestern Ontario are teaming up with academic researchers to offer practical classroom strategies that help educators apply student strengths to both classroom management and to everyday lessons using activity-based ideas. These easy-to-use concepts are intended to spark ongoing ideas and dialogue among teachers about other ways that strengths could be incorporated into the classroom.

Understanding Student Strengths

Recognizing student strengths allows the teacher to gain a well balanced understanding of a child's behaviour and learning style in order to set reasonable expectations. By building a student strength profile for each student, the teacher will have a tangible resource for communicating with that student, parents and other school staff. Identifying strengths can be done in a number of ways depending on the teacher's end goals. In our work at Lakehead University, we have developed a Strengths Assessment Inventory (SAI) tool that can be easily completed online or on paper by students, like any self-assessment. The SAI helps students identify their positive qualities, competencies and characteristics that are valued by society. These positive attributes can also be used to track student's understanding of “self.”

Make a check mark in the column that describes you best.			
At school:	Not at all	Sometimes	Almost Always
1. I study for tests.			
2. I take notes in school.			
3. I use my listening skills.			

The SAI tool is a behavioural checklist that students in grades 4 to 8 individually complete in a classroom, computer lab or library.¹ It is based on student strengths that are related to seven domains of functioning in the student's life, including: strengths at school, strengths during my leisure time, strengths with friends, strengths from knowing myself, strengths from being involved in community activities, strengths from my faith and culture, strengths from my goals and dreams. For instance,

in the “strengths at school” domain, students are asked to identify a number of their competencies, such as (their ability to): listen, complete work, get along with staff, or study for tests.

Strategies To Include Students Who May Be Struggling In The Classroom

Even though some students struggle, they all have inherent strengths. It is a natural inclination for any teacher to want to identify concerns and attempt to remedy them. Teachers can then encourage students to use their strengths to deal with their struggles. We have defined strength as “a set of personal competencies and characteristics of the child or adolescent that were developed and embedded in culture and valued both by the individual and society.”² Strengths can develop from everyday life experiences of students. For example, if a struggling student identified playing soccer as one of their strengths, the teacher could encourage the student to view the classroom as a soccer field and the teacher as their coach. They could be encouraged to show “good sportsmanship” in the classroom and “show respect for the other team” when dealing with other kids who are bothering them. Identifying positive character traits in students gives the teacher the ability to encourage the student to use his/her natural propensities to help them make healthy decisions throughout the school year.³

Use Strengths To Shape, Organize, Manage and Plan Your Classroom

Knowing student strengths also gives teachers a more balanced understanding of each student. Teachers can compile the information and use it for practical planning purposes—from deciding how to arrange students into compatible groups, to structuring lesson plans that will motivate all students regardless of their particular difficulties. Strengths can be used to “hook” the class by appealing to their interests and capturing their attention, thus motivating them to learn. Tailoring the classroom environment and planning with strengths in mind will help students not only reach their potential, but also help students gain a more balanced sense of self and others.⁴

Applying Student Strengths To Group Activities In The Classroom

Strengths can be used to help teachers set up and manage group work or implement group-based programs such as Tribes⁵ or literature circle groups. Practical strategies can be put in place to assist students and encourage them to improve. For instance, a teacher might consider teaming up the self-identified “non-listeners” with those who are proficient listeners and can help keep the others on track. In one class in which strength is used as a strategy to engage the learners, it has worked very well to begin math lessons by summarizing the strengths of each of the students. The teacher then proceeds to buddy up students according to areas of need and areas of strength in the math curriculum. Students in this class are also seated in groupings according to strengths and needs so that each of the students has the opportunity to model and observe.

Sometimes there are differences between what the students believe are their strengths and what the teacher sees. For instance, some children (particularly younger ones) may identify themselves as being good listeners, but the teacher may not feel this is the case. Also, some students may not be willing to identify themselves as a “non-listener.” When these students identify their strengths, it is valuable for teachers to explore any

discrepancies. Discrepancies can be used as a teachable opportunity, for example, discuss what it looks like and what it means to be a good listener.

How To Design A Strength-based Classroom Environment

Try keeping a log book of strength observations. When students demonstrate their strengths they should be recorded. This tool can be useful for bestowing rewards or when assigning classroom helper jobs or providing points of discussion at parent teacher meetings. Strengths inventories and observations can also be used as a source of information for preparing Individual Education Plans (IEPs), for interdisciplinary teams, educational assistants, and to inform report cards.

Another benefit to keeping an inventory of strengths on file is that it will send a signal to students that positive self-awareness is one of the key goals toward building successful character at school⁶. Strengths can then be recorded and used as an incentive to continue to engage individuals over longer periods of time. For example, strengths files could be passed along from teacher to teacher as the students transition into higher grades.

A Strength-based Classroom Will Encourage Students To Become Consistent Learners

Positive, strength-based learning environments do not function just to boost self-esteem. Acknowledging students' strengths engages the students on a consistent basis and encourages them to learn. A strategy that has been found to be effective, particularly with high-risk children and adolescents, is to post student strengths in a visual place where they can be viewed each day. Creating a wall of strengths on a bulletin board, including summarized student profiles on a simple sheet of paper with the student's name, picture and/or self portrait is one suggestion. Another is to simply ask a student to list his/her top three strengths to be displayed in the first week of school which will not only raise self-esteem, but will offer a perspective to the whole class and to all teaching staff. The wall can be used for two purposes, as identification tool for the entire school community and a visual point of strength for the entire class.

In one class in which a strengths wall was put up at the beginning of the school year, the students have continually added strengths that they have recognized about their peers. One example of how well this works towards building a student's self worth is Sarah. Sarah's grandpa approached her teacher one day, sharing that Sarah wasn't feeling very well. He had offered to let her stay home, but Sarah had said no because the class had reading buddies that day, and she didn't want to let her buddy down. Sarah's grandpa said that he had never seen her so enthusiastic about school, and that normally she would jump at the chance to stay home. He continued to say that when her strength went up on the wall that she came right home and told him about it and was really proud. The additional strength that was put up on the wall was, “Sarah is fantastic with little kids.” Since that particular strength went up, Sarah has been volunteering in the JK/SK room and loving it.

The creation of wall of strengths is suggested as the first step; however, there are a number of other activities that can also be used. Consider starting a strengths-based theme in a student writing journal or portfolio to help students document their feelings and ideas related to self-concept, personal strengths and self-expression. Also be sure to offer ongoing

opportunities for students to write about their progress as time goes on (perhaps on a weekly or monthly basis).

Depending on the student's age, journal and portfolio activities using strengths can be adapted to incorporate balanced literacy strategies. For example, read an excerpt of text related to strength, then have students write their reaction to it. Or the teacher could offer a writing theme related to strengths. For example, a writing theme might be "What makes you special in relation to your strengths?" or "Where could you use your strengths in or outside of the classroom?"

Having students keep journals based on self-expression is an excellent way to monitor progress, assisting educators with the difficult task of communicating and reporting on student behaviour with parents, school administrators, educational assistants or early intervention specialists. Implementing strengths-based rules and routines is another option for a strength-based classroom. Maintaining a reasonable level of harmony in the classroom is in everyone's best interest considering the average class spends over 900 hours together over the course of a school year. Focusing on student strengths is a positive way to respond to misbehaviour and it is important to state what IS working rather than what isn't. For example, in one class, a student who had spent time in a behavioural class setting was experiencing some challenges adjusting to a regular classroom setting. Posting her strengths on the classroom wall, and verbally referring to them often when there are instances of misbehaviour, has given her a new opportunity to shine. She began re-inventing her image, and striving to live up to the positive statements that she heard about herself.

Another activity geared toward building an environment of mutual respect and security is a strength sharing circle. Sharing circles are commonplace classroom activities; they are sometimes called "circle news" or "sharing time" activities. The purpose of sharing activities is to open up the floor to communication and oral expression and enhance students' intrapersonal skills. A strengths sharing circle goes beyond those basic expectations by asking students to become aware of other students' strengths. A strengths sharing circle allows students to hear others' perspectives on their strengths, opening the door to self-awareness and understanding which might otherwise go unrecognized. It is an excellent way for students to visualize themselves through the lens of others. A September classroom shuffle moved some Grade 5s into an existing Grade 4 classroom. Some anxiety existed for students about moving to a new class and away from their Grade 5 friends. Were they moving to the "dumb class"? To address these feelings, the class sat in a sharing circle and examined the strengths wall. The students pointed out the great things that they were learning about their new classmates and themselves. "I didn't know that Karey is a great hockey player!" "Desiree does help others all the time and is really generous! She plays with the JKs every recess!" By the end of the sharing time, the students felt really good about themselves and their classmates. They couldn't believe all of the wonderful things that they were realizing about their friends, and their faces glowed when a classmate commented on their strengths. They continue to point things out to each other on the wall: "Isaiah is funny...we should tell him this joke!"

Strength-based Rules and Routines

Creating a positive classroom environment is highly dependent on the teacher who can model appropriate strength-based verbal cues and routines in the classroom. Precise cues help students get back on track quickly and efficiently. Be specific when praising a student, "You listened closely today. I am proud of you." Use "I" statements when pointing out a student's specific strengths. For example, "I know that one of your strengths is being organized, so why does your binder look disorganized today? That is not like you." When a student has done well on a particular assignment, it is important to recognize this in front of other students and/or staff members, "You did very well on this assignment, I am very impressed. You are very good at adding two digit numbers. I will be phoning your parents to let them know how strong you are in this area."

Although verbal cues are effective, enforcing strength-based rules goes beyond teacher responses to behaviour. A strengths-based approach to setting rules could be modeled using a mutual strengths contract. The mutual contract is a designed list of rules that is agreed upon in cooperation with the class. Have students sign the strengths contract, whereby agreeing to follow the rules that they have helped in developing and agreed upon. Ensure that the rules are directly related to their strengths. For instance, one rule might read: "One of our strengths as a class is our ability to communicate appropriately—if we become too noisy we agree that our teacher will signal us to communicate quietly." Positive verbal and physical cues will help prompt the class and get them back on track and achieve balance between discipline and positive reinforcement.

What You Stand To Gain

Ideally your students will learn to recognize each student's strengths and work together as a holistic community. By encouraging students to use their strengths to deal with difficulties, they will have the confidence to tackle challenges using strength-based solutions. Teachers must guide students in this process and take the opportunity to incorporate student strengths into the day-to-day curriculum. Helping students recognize their strengths will, in turn, allow teachers to set realistic expectations. These strengths concepts must be consistently developed, reinforced and re-evaluated in an effort to encourage dialogue among teachers and between teachers and parents. By meeting the needs of mainstream students and at the same time engaging those who struggle, students will be able to take responsibility for their learning and develop their own interest and talents from a strengths perspective. Using this kind of approach when interacting with students will help to create a cultural shift in the school that sets the stage for growth and development.

Notes

- 1 Please note, elementary school children in grades 4 – 8 are highlighted based on prior pilot programs, research and experiences with the SAI tool which were conducted in schools during the 2007-08 school year. Researchers involved in the study explain that students younger than grade 3 can use the tool; however they need much more assistance to complete it.
- 2 Rawana, E.P., Brownlee, K., & Hewitt, J. (2006). Strength Assessment Inventory for Children and Adolescents: Parents, Teachers, and mental Health Staff Form. Thunder Bay, ON: Department of Psychology, Lakehead University.
- 3 Greenberg, M.T., Weissberg, R.P., O'Brien, M.U., Zins, J.E., Fredericks, L., Resnick, H., & Elias, M.J. (2003). *Enhancing school-based prevention and youth development through coordinated social, emotional and academic learning*. *American Psychologist*, 58, 466-474.
- 4 Skaalvik, E.M., & Hagtvet, K.W. (1990). *Academic achievement and self-concept: An analysis of causal predominance in developmental perspective*. *Journal of Personality and Social Psychology*, 58, 292-307.
- 5 Tribes Learning Communities www.tribes.com
Thousands of schools throughout the United States, Canada, Australia and other countries incorporated the Tribes program into the classroom. After years of "fix-it" programs to reduce student violence, conflict, drug and alcohol use, absenteeism, poor achievement, etc., educators and parents now agree, creating a positive school or classroom environment is the most effective way to improve behaviour and learning.

Dr. Edward Rawana is a practising child psychologist and Assistant Professor in the Department of Psychology at Lakehead University. He is also Director of the Lakehead Site of the Centre of Excellence for Children & Adolescents with Special Needs (CECASN). He is leading the research on strength in children, which is being studied in relation to education, social services and mental health services for children. Kim Latimer is formerly the national Communications Coordinator for CECASN. She has degrees in both Education and Journalism and is currently employed with CBC Radio in Thunder Bay. Dr. Jessica Whitley is Assistant Professor in the Faculty of Education at the University of Ottawa. She has worked extensively with students with various exceptionalities and conducts research in the area of psychosocial outcomes for students at-risk. Michelle Probizanski is a principal with the Lakehead District School Board in Thunder Bay, Ontario. She works tirelessly to promote a strength-based approach when meeting the needs of the students in her school.



braincells!

Play. Discover. Create.



Interviews and games about fitness and nutrition designed with Olympic athletes and coaches
See for Free at www.braincells.net

LIVE Wires

hm Learning and Study Skills Programs

NOW AVAILABLE IN CANADA

ALL GRADES K - 12

✓ **MOTIVATION**

✓ **LISTENING**

✓ **VOCABULARY**

✓ **TAKING NOTES**

✓ **PROBLEM SOLVING**

✓ **IMPROVING MEMORY**

✓ **TEST TAKING**

✓ **and more . . .**

For a comprehensive list visit:

www.braingymcanada.com

hmlearningskills@mts.net

Orca currents

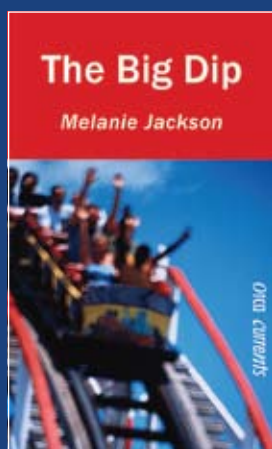
Middle-school fiction for reluctant readers

Contemporary, compelling stories from best-selling authors

Now 38 titles in the series

Reading level: Grades 2.0 to 4.5

Interest level: ages 10 to 14

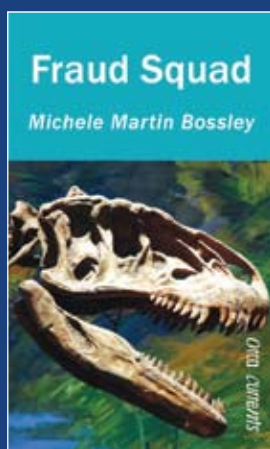


The Big Dip

Melanie Jackson

The Big Dip
by Melanie Jackson

978-1-55469-178-4 • \$9.95 pb
978-1-55469-179-1 • \$16.95 lib

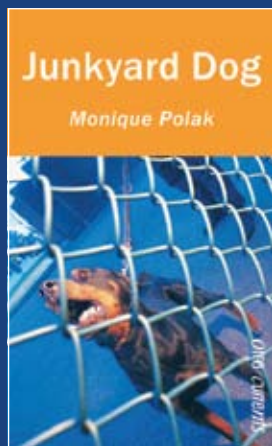


Fraud Squad

Michele Martin Bossley

Fraud Squad
by Michele Bossley

978-1-55469-114-2 • \$9.95 pb
978-1-55469-115-9 • \$16.95 lib

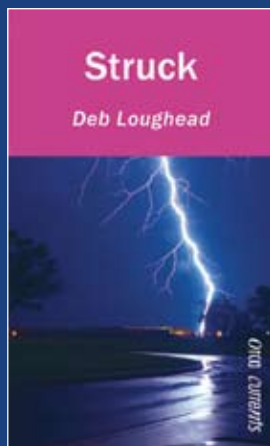


Junkyard Dog

Monique Polak

Junkyard Dog
by Monique Polak

978-1-55469-155-5 • \$9.95 pb
978-1-55469-156-2 • \$16.95 lib



Struck

Deb Loughead

Struck
by Deb Loughead

978-1-55469-211-8 • \$9.95 pb
978-1-55469-212-5 • \$16.95 lib

Also available: the Currents Resource Guide for teachers. Download Teachers' Guides for free from our website or order the Resource Guide online.



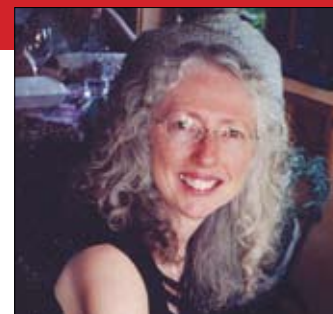
ORCA BOOK PUBLISHERS
www.orcabook.com • 1-800-210-5277

the planning department

CRAFTY IDEAS

FOR THEME BASED UNITS

by Brenda Boreham



Brenda is the Literacy Resource Teacher at her school. This part-time position allows her to plan fun literacy events when she isn't busy in her own classroom.

WHAT DO WE KNOW ABOUT THEMES?

The main purpose of a theme is to promote student learning. Successful themes always connect the different subject areas into relevant and purposeful units of study. Regardless of the topic, the number of subjects that are integrated, or the amount of time spent on the theme, the learning that takes place is heightened when the students are fully engaged in the process.

The following are two craft ideas that are easily transported from theme to theme. They are fun to make and help the students to reflect their learning.

BANNERS

These banners can be made to any length and hung from the ceiling. Any thin, flat object (paper, fabric, leaves, etc.) can be embedded between two layers of wax paper. As a hot iron is involved in the process, this is a good project to have a student teacher, parent helper or assistant to help you with.

Materials (for a snowflake banner)

- one iron and an extension cord
- 2 boxes of wax paper
- scissors
- stapler
- hole puncher
- string
- white paper
- 12 x 18 sheets of coloured construction paper
- several large sheets of plain newsprint

Process

1. Have each student cut out a number of snowflakes in a variety of sizes and shapes.
2. Store each student's snowflakes (a paper clip or folded piece of paper will keep them together nicely) until s/he is ready to assemble a banner.
3. Place a wad of newsprint on a table. This will protect the table from the heat of the iron and will absorb some of the wax.
4. Tear off a piece of wax paper and place it on the newsprint.
5. Have a student spread his snowflakes out on the paper.
6. Tear off a second piece of wax paper and place it on top of the snowflakes. Check to see that the two sheets of wax paper are aligned and that the snowflakes are not sticking out at the edges.
7. Place one sheet of newsprint on top to absorb the wax.
8. Gently iron across the banner on medium heat.
9. Remove the iron and the top piece of newsprint. Check to see that the wax paper sheets have sealed together. If they did not seal it is because the iron was too hot (burned off the wax) or you held the iron in one place for too long.
10. Fold two pieces of construction paper in half. Staple each one over an end of the banner. This conceals the ends of the wax paper and adds weight so that it will hang well.
11. Punch a hole at the top and hang the banner.

Other ideas

- Use coloured tissue paper for the snowflakes.
- Press and dry autumn leaves for a leafy banner.

- Cut out a red maple leaf, use red construction paper for the ends and make the Canadian flag.
- Cut out any paper shapes that connect with your theme: pumpkins, hearts, flowers, planets, stars and moons, fish, birds, animals, etc.

3-D MODELS

One of the best hooks for capturing student interest within a theme is to learn about an animal. The following instructions can be adapted to fit the shape of many creatures your class might want to learn about.

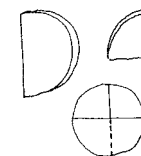
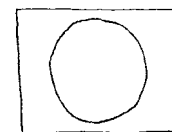
Round Masks

Materials (for a cougar)

- construction paper (gray, brown, yellow, black)
- scissors
- glue sticks

Process

1. Look at some pictures of cougars. Pay particular attention to the positioning of the eyes, ears and nose.
2. Have each student trace a large circle about 25 cm in diameter onto gray or brown construction paper and then cut the circle out.
3. Fold the circle into quarters and then open it flat and cut along one fold line from the edge to the center.
4. Overlap the two quarters adjacent to the cut line and glue to form a shallow cone.
5. Make ears using rounded triangles about 7 – 9 cm tall.
6. Make the nose by cutting a rectangle about 15 cm long and 7 cm wide. Round the corners at one end of the rectangle. Fold the snout in half and glue on the face. Glue a black triangle to the end of the snout.
7. Add eyes and whiskers with markers or glue and construction paper.

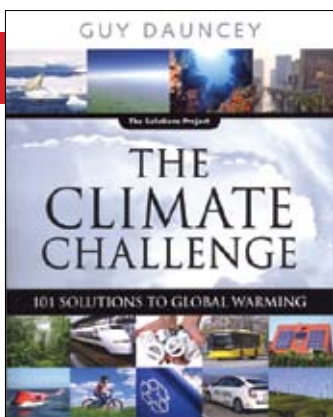


Other ideas

- This model can easily be adapted to any animal with a roundish face (e.g.: sea otter, beaver, squirrel, groundhog, bear, wolf)
- Wings and bodies can be attached as well.

Square Masks

Follow the directions for the round masks but substitute a square piece of paper for the circle. Make the folds on the diagonal. You will end up with an elongated shape that lends itself well to making caribou, deer, buffalo, etc. 🍁



environmental awareness

GLOBAL WARMING – RESOURCES FOR SCHOOLS

adapted from *The Climate Challenge: 101 Solutions to Global Warming*
by Guy Dauncey (New Society Publishers, 2009)

GETTING STARTED

Week 1

Organize a lunchtime meeting for anyone in the school (staff and students) interested in planning a green project for your school. Go around the circle and gather everyone's ideas as to what you could do as a school. Ask group members to research one idea each before your next meeting.

Week 2

Share your research. Focus on those ideas that are achievable within three months, and choose the one that is most doable and has the most support. Write down your long-term goals, give your group a name, and create a page on your favourite networking site.

Week 3

Present your idea to the school community and ask for support. You will need everyone's support, including the support staff, teachers, principal, school board and parents.

Week 4

Get to work on the project you have chosen.

HELPFUL RESOURCES

School Carbon Calculators

- earthteam.net/GWCampaign/calculate.html
- epa.gov/climatechange/wydc/school.html
- dott07.com/flash/dott_1024.htm

Green Schools

- Build Green Schools: buildgreenschools.org
- EnergySmart Schools: www1.eere.energy.gov/buildings/energysmartschools
- Green Schools Alliance: greenschoolsalliance.org
- Green Schools Checklist: epa.state.il.us/p2/green-schools/green-schools-checklist.pdf
- Green Schools Program: ase.org/section/program/greenschl
- International Walk to School: iwalktoschool.org

- Kids for Saving Earth: kidsforsavingearth.org
- Solar Schools: solarschools.com
- Students Leading the Way—Energy Saving Success: tinyurl.com/2bbxml
- The Edible Schoolyard: edibleschoolyard.org
- The Green Squad: nrdc.org/greensquad
- Wind Energy for Schools: windpoweringamerica.gov/schools_projects.asp

Green Curriculum

- Climate Challenge Teachers Guide: www.earthfuture.com/theclimatechallenge/
- Climate Curriculum: worldwildlife.org/climate/curriculum/item5944.html
- Climate Change Education Portal: climatechangeeducation.org
- Energy Kid's Page: eia.doe.gov/kids
- EPA Teaching Center: epa.gov/teachers
- Focus the Nation: focusthenation.org
- Green Learning: greenlearning.ca
- Green Teacher Magazine: greenteacher.com
- How We Know What We Know About Our Changing Climate: Scientists and Kids Explore Global Warming, by Lynne Cherry and Gary Braasch, Dawn Publications, 2008
- Lesson Plans from California Green Schools: ase.org/content/article/detail/2053
- Roofus' Solar & Efficient Home: www1.eere.energy.gov/kids/roofus
- Sustainable School (UK): suschool.org.uk
- Teaching About Climate Change: mgreenteacher.com/tacc.html
- The Climate Challenge Game, by Guy Dauncey: tinyurl.com/2h42nj
- Wind with Miller: windpower.org/en/kids
- The Down-to-Earth Guide to Global Warming by Laurie David and Cambria Gordon: scholastic.com/downtoearth

Guy Dauncey is a speaker, author and organizer who works to develop a positive vision of a sustainable future, and to translate that vision into action. He is author of the award-winning book *Stormy Weather: 101 Solutions to Global Climate Change, Cancer: 101 Solutions to a Preventable Epidemic*, and 9 other titles. His home page is www.earthfuture.com. 🍁

All over Europe and North America, schools are taking the initiative to stop buses and cars from idling, to walk and cycle to school, to eat local organic food and grow their own food, to increase recycling, to stop using toxic cleaners and pesticides, and to bring global warming into the curriculum. Schools are also working to rebuild the broken connection with nature, with students spending time in nearby forests, wetlands, rivers and farms.

In a video contest in 2008, McTavish Elementary School, near Victoria, BC, was voted the greenest school in North America for reducing its waste by 80% by composting, paper recycling and soft-plastics recycling. In February 2009, hundreds of schools across the US took part in the National Teach-In on Global Warming Solutions, participating in the national webcast and following up with local discussions about how they could contribute. At Akron Westfield Community School, Iowa, students helped to install their school's 600-kW wind turbine. Many schools have installed solar systems, integrating the data into their science and business studies. In Britain, all seven classes at the St. Francis of Assisi Academy in Liverpool have a garden, where teenagers grow food and plants, integrating it into their math and geography classes.

Look Deeper at Global Issues

Global Education Resources

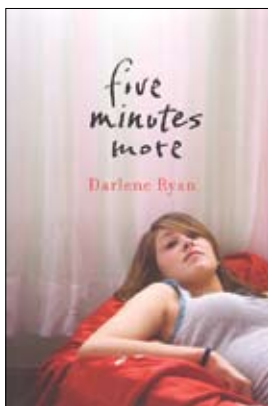
- **Free Guest Speakers**
discuss Ghana, Vietnam, Ethiopia, the World Food Crisis and Global Environmental Changes
 - **Lessons & Videos**
curriculum-linked (K-12)
 - **Special Events**
including giftsthatmatter.ca
- www.chf-partners.ca



Founded in 1961, CHF is a non-profit organization dedicated to enabling poor rural communities in developing countries to attain sustainable livelihoods.

Contact our Global Education Coordinator at 1 (866) 242-4243 ext. 229 or GlobalEd@chf-partners.ca

• FICTION •



Five Minutes More

by Darlene Ryan
Orca Book Publishers, 2009
ISBN 978-1-55143-937-2
\$12.95 212 pp, ages 12+
www.orcabook.com

Suicide. What is it like to be the ones left behind? D'Arcy is angry and confused. She tries to believe her father's drowning was an accident. She struggles both to accept and live with his sad choice and to figure out what it means for her and her mother. In the process, she has to renegotiate relationships with her friends, her teachers, her half-sister, and her mother. Darlene

Ryan treats this sensitive topic with care and understanding. She creates a believable pathway for D'Arcy from anger and despair toward hope and reconciliation. Readers will readily identify with D'Arcy's emotional turmoil and fears about what other kids will say about her father and why he ended his own life. The imaginative experience of the novel will help them appreciate the meaning of suicide and the ways one can cope with it.



Leftovers

by Heather Waldorf
Orca Book Publishers (Canada) 2009
ISBN 978-1-55143-937-2
\$12.95 198 pp, ages 14+
www.orcabook.com

In the title of this heartfelt and humor-filled story, Heather Waldorf expresses the irony inherent in the idea of leftovers – those 'un-included' things and people that can pleasantly surprise. Fifteen-year old Sarah Greene has, ironically, felt greatly relieved by the death of her father, but she still has to deal with his 'leftovers'. When she reacts by flouting the law,

she find herself at a summer camp, sentenced to do community service caring for shelter dogs as a modest warning by the court. The experience turns out to be full of surprises. She is assigned to care for a big, rowdy dog named Judy and to take over the kitchen. She becomes friends with the not-very-hip Sullivan. The work and the friendship help her discover her talents and come to terms with the effects of her father's behaviour on her and her life. Without being sentimental or judgmental, Waldorf manages to construct a compelling account of an adolescent struggling to find herself. It is beautifully written, a page-turner.

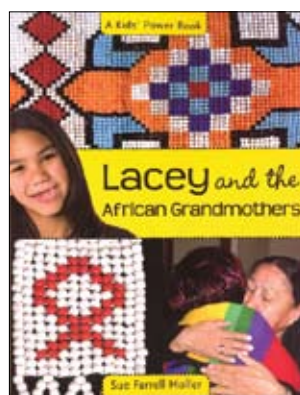


Poster Boy

by Dede Crane
Groundwood Books, 2009
ISBN 978-0-88899-855-2 (hc)
ISBN 978-0-88899-861-3 (pb)
\$18.95 (hc)/\$12.95 (pb), 216 pp, hardcover, ages 14 – 18
www.groundwoodbooks.com

Poster Boy is a contemporary story dealing with one of the dilemmas of modern life—how to maintain a balance between functioning in our society in a normal way, and staying healthy. It is told in the first person with great authenticity by the main character, a 16-year-old

boy. Gray enjoys a privileged life within a happy family, possessing many of the "toys" that today's teens aspire to having. And then his younger sister is diagnosed with a rare and incurable form of cancer. In reaction, Gray researches the causes of cancer, hoping that if they remove carcinogens from Maggie's environment, she will have a better chance of getting well. He is horrified to find so many dangerous substances everywhere, and begins to purge his home and his life, going so far as to quit school and his job at a cinema, and moving out of his home to live and work on an organic farm. His stance wins him notoriety, but nothing he does can save his sister's life, and eventually he returns home to spend time with her, and he is there when she dies. This is a sad story, but Maggie's death is described with great sensitivity and there is hope for the reconciliation of a family torn apart by cancer. No clear-cut solution to the dilemma is offered by the author, however, since withdrawing from society is not a practical or attractive option for most. Hopefully, Gray's research will educate some readers about the ubiquitous health hazards that we accept without question, and help them to make more enlightened choices.



Lacey and the African Grandmothers

by Sue Farrell Holler
Second Story Press, 2009
ISBN 978-1-897187-61-6
\$14.95, 164 pp, b/w photos, ages 9 – 13
www.secondstorypress.ca

This is a work of fiction, but based on a true story of a young girl who is a member of the Blackfoot Siksika Nation in Alberta. When she learned of the Stephen Lewis Foundation's Grandmothers to Grandmothers campaign, which connects grandmothers in Canada with grandmothers in Africa who are raising children orphaned by AIDS, she was determined

to help. With the support of her family and community, she learned to use a sewing machine and began sewing purses using donated materials. The highlight of her efforts to raise money was a visit by two African grandmothers who were in Canada to promote the campaign. This is a story of remarkable courage and initiative in a young person who wanted to help others less fortunate. Photos of the visit by the African grandmothers are included.

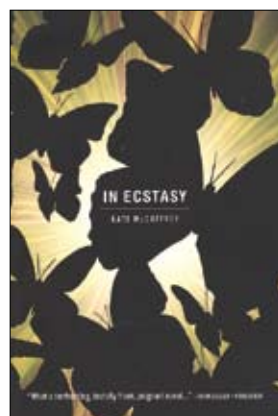


Home Free

by Sharon Jennings
Second Story Press, 2009
ISBN 978-1-897187-55-5
\$8.95, 152 pp, ages 10+
www.secondstorypress.ca

It would be very glamorous to be an orphan, or so thinks 11-year-old Lee Mets. Orphan status, she believes, would have the additional advantage of a certain kind of freedom: no one "owns" an orphan in the way Lee feels "owned" by her parents. Enter Cassandra Jovanovich, a real-life orphan who moves into Lee's

neighbourhood, and Lee's perceptions start to shift. First, despite her red hair, Cassandra is not at all like the iconic orphan Anne of Green Gables. Second, she definitely does not want to talk about her dead parents. As friendship develops, Lee reveals her "sanctuary"—a hidden place to which she retreats when times are tough. Here Lee feels she is "home free," but Cassandra's demons pursue her. It is not until separation looms that the two girls discover the meaning of friendship, and Lee discovers the difference between being owned and belonging to someone. The story's location in a socially conservative 1960s environment is not necessary to support the themes of loyalty and belonging, and might be more distracting than helpful for many young readers. The novel is, however, an excellent exploration of the meaning of friendship.



In Ecstasy

by Kate McCaffrey
Annick Press, 2009
ISBN 978-1-55451-174-7
\$12.95, 254 pp, ages 14+
www.annickpress.com

"The world we live in is like quicksand—once you put your toe in, you've had it." So says Sophie, Mia's best friend for as long as either can remember. For Sophie and Mia, life revolves around the "in" crowd. Parties, fashion and boyfriends dominate their lives. When Mia, who feels herself to be in the shadow of the apparently more sophisticated Sophie, discovers the party drug Ecstasy she soon becomes trapped in the quicksand of

escalating drug use. Sophie and Mia tell the story in short, alternating first person narratives. This technique serves to reveal incidents in each of their lives that the other is unaware of. As Sophie retreats from the drug scene and Mia becomes more enmeshed in it, their friendship starts to unravel. It is not until an acquaintance dies from a drug overdose and Mia suffers a sexual assault that Mia is brought back from the brink of self-destruction, and the way seems clear for reconciliation. This novel is definitely a "should read" for most teenagers and their parents. It depicts clearly the seductiveness of the drug scene for insecure young people—and what young person is not, in some degree, insecure?

Reviewers

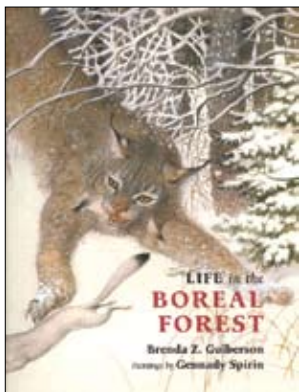
Rebecca Davey's careers have included, but are not limited to, teaching, furniture sales and fundraising. She is now a freelance writer and editor.

Diana Mumford worked as a teacher and teacher-librarian for twenty years before switching to her present career as an editor.

Wendy Strachan shared her love of reading and wonderful writing with her students for over thirty years and taught them to love to write themselves.

Interested in reviewing? Contact: dmumford@CanadianTeacherMagazine.com

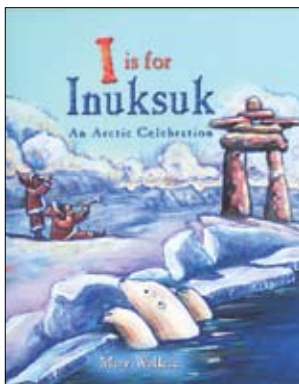
• PICTURE BOOKS •



Life in the Boreal Forest

by Brenda Z. Guiberson
illustrated by Gennady Spirin
Groundwood Books/House of Anansi Press, 2009
ISBN 978-0-88899-956-6
\$18.95 (hc), 32 pp, colour illustrations, ages 7+
www.groundwoodbooks.com

Each two-page spread in this strikingly beautiful picture book contains information, through text and illustration, about the wild things that live in the northern boreal forest. This huge forest, stretching across Alaska, Canada, Scandinavia and Russia, covering one-third of the earth's total forest area, has great importance to the health of the entire planet. Beyond providing nesting habitat for migratory birds and a year-round home for creatures such as beavers, hares, moose, bears, wolves and lynx, it cleans the earth's air, filters the water, and, especially critical now, it is one of the world's best places to store carbon, helping to protect against global warming. Despite its vastness, the boreal forest and all the creatures that live full or part time here are threatened by human development—logging, mining and peat harvesting. The boreal forest is disappearing fast. This book aims to teach appreciation for the beauty and benefits of the boreal forest, in hopes that more people will participate in its protection and preservation. Although the text is written for young people, the gorgeous illustrations make this book appealing to all ages.

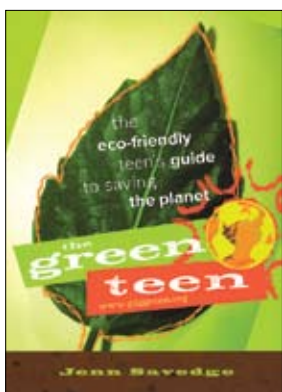


I is for Inuksuk: An Arctic Celebration

by Mary Wallace
Maple Tree Press, 2009
ISBN 978-1-897349-57-1
\$19.95, 32 pp, colour illustrations, ages 5+
www.mapletreepress.com

Award-winning author/illustrator of many books for children, Mary Wallace has a particular interest in the north. Using the word "inuksuk" as inspiration, she has created another artistic celebration of the arctic and the traditional life of the people who live there. In this latest book, each letter of the word stands for another Inuktitut word: "I is for Inuksuk,

the stone messenger that stands at the top of the world; N is for Nanuq, the powerful polar bear of the North; U is for Umiaq, the family's summer sea boat; K is for Kamik, a warm waterproof boot made from seal and caribou skin; S is for Siku, the Arctic sea ice that changes with the seasons; U is for Umimmat, the shaggy muskoxen that share the tundra with other wildlife; K is for Kunik, a soft kiss that says we're family." Each word chosen for the acrostic poem is used as a springboard to related information about life in the north, with additional illustrations and short text to add depth to the unifying poem. The Inuktitut symbols and pronunciation for each word are provided, as well as a key to some of the different inuksuit used by the Inuit to guide the people or to mark a particular place.

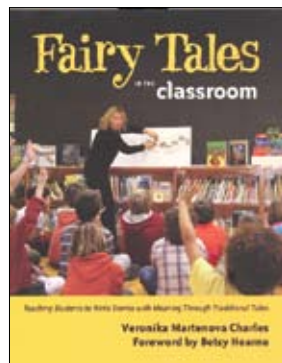


The Green Teen: The Eco-friendly Teen's Guide to Saving the Planet

by Jenn Savedge
New Society Publishers, 2009
ISBN 978-0-86571-649-0
\$14.95, 192 pp, ages 13 – 19
www.newsociety.com

Alarming news and predictions about issues facing the planet are everywhere. It's enough to make even the most optimistic person feel hopeless. How can we counteract the bad news and help young people avoid falling into depression and despair? It's easy to say that we have to change, but what does that mean? What can we do to make a difference? *The Green Teen* answers these questions in language and a format that teens can relate and respond to. With basic information and suggestions for concrete actions, this guide will help individual teens make personal changes, then combine forces with others to green their schools and communities. Options explored include how to shop, how to eat, how to deal with waste and how to conserve energy. Frequent "Why Bother?" notes give real reasons for making the effort to change behaviour. *The Green Teen* is a great book to put into the hands of young people who are motivated but unsure of what to do, and those who might be helped out of despair by taking some positive action.

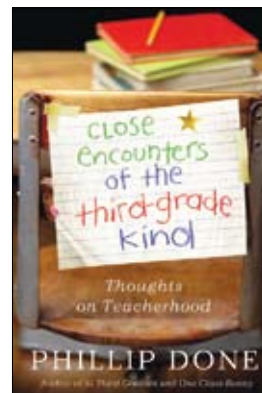
• TEACHERS' RESOURCES •



Fairy Tales in the Classroom

by Martenova Charles
Fitzhenry & Whiteside, 2009
ISBN 978-1-55455-020-3
\$34.95, 262 pp, colour illustrations, teacher's resource
www.fitzhenry.ca

Fairy Tales in the Classroom outlines a methodology for introducing primary grade students to folk and fairy tales, leading them through a process to create their own tales. Working from a life-long interest in folk tales, Martenova Charles developed this lesson sequence after extensive research into the universality of folk tales, their significance in human culture, and particularly, how young children relate to and benefit from the stories. Charles then adapted the work of Vladimir Propp, a Russian linguist who identified a series of "functions" that underly all tales and that move the plot along, to develop her methodology. Charles renames Propp's functions as "actions" and supplies graphic symbols that can be reproduced and used in the classroom to represent the plot of a story and to provide structure for children as they create their own stories. The lesson plan suggested by Charles is simple and adaptable to any type of tale, although in her experience, most effective with younger children who are still open to the concept of magic in fairy tales. This resource will be of great interest to any teacher who is fascinated by folk tales and story telling, and is a straightforward guide for those who choose to use the lesson plan with their own students. Detailed instructions are provided, along with samples of children's stories and illustrations generated by the author's work with students.



Close Encounters of the Third-Grade Kind Thoughts on Teacherhood

by Phillip Done
Center Street, 2009
ISBN 978-1-59995-148-5
\$27.99 (hc), 336 pp, adult
www.centerstreet.com

In *Close Encounters of the Third-Grade Kind*, award-winning teacher Phillip Done has produced an almanac of hilarious and touching anecdotes for each month of the school year. Based on his twenty years in the classroom (in California), and inspired by his obvious love of teaching and children, Mr. Done captures the essence of "teacherhood" as he relates his experiences at the elementary school level. Teachers of all ages of children will recognize the little joys and frustrations of teaching in this entertaining collection of stories, and likely be reminded of why they chose this rewarding career.

• NON-FICTION •



Mark, An Island Champ

The War Amps, 2009
\$11.00, 27 min 30 sec DVD, ages 10+
www.waramps.ca

This inspiring documentary chronicles the story of Mark, who lost his arm in a farming accident on Prince Edward Island at the age of seven. Now attending university, Mark looks back and explains what happened on the fateful day, and how his life was changed by the accident. Soon after he became an amputee, Mark attended a War Amps Child Amputee Seminar which gave him hope for the future and inspired him to pursue his dreams. Despite the loss of his arm, Mark continued to excel at soccer, cycling and skiing, and he began competing in biathlon events. He also volunteered as a Safety Ambassador, working with children to raise awareness of safety issues. He now maintains that the loss of his arm has made him a stronger person and more determined to reach his life goals. This is a heart warming portrait of a remarkable young man who has thrived with the support of a loving, close-knit family and community.

HAWAII

AN ISLAND OF CONTRASTS

by Alan Boreham

Hibiscus Blossom

Long favoured by travelers from the west coast, the Hawaiian Islands are a convenient and familiar holiday destination. This group of islands offers a warm, sub-tropical climate and the security of an American location. Vacationers can choose from among the distinctly different environments that the islands present, among them the peacefulness of the “Garden Isle” of Kauai with its lush vegetation and spectacular Waimea Canyon, the sophisticated snowbird haven of Maui or the famous beaches and action of busy Waikiki on Oahu. Having enjoyed all of these, my favourite is still the “Big Island” of Hawaii. From snow-capped volcanoes to tumbleweed cattle ranches and luxurious waterfront resorts, the contrasts that this island possesses will surprise you at every turn in the road.



Popular beach along the Kona Coast

The iconic symbols of Hawaii are all here—palm trees, hula dancing, macadamia nuts and surfing—but there is so much more, ranging from the tranquil to the exotic. Here you will find an active Hawaiian culture and villages with clapboard shops dating back to the time of the earliest western settlement of the island. There are State parks that preserve the steamy forests and

vibrantly coloured flowers, as well as historic sites such as the beach where Captain Cook met his end and the remarkable spectacle of Kilauea, the world’s most accessible active volcano.



Church at Hononu

There are so many choices for how visitors can spend their time on Hawaii. It would be easy to stay at a hotel in the main city of Kailua, a twenty minute drive south of the airport on the west coast, and enjoy the comforts and diversity of the services offered there. Or you could stay at one of the self-contained resort hotels that dot the Kona coast less than an hour to the north, with their adjoining beaches and golf courses. From either location, it is easy to access many of the local sites like the City of Refuge or St. Benedict’s Painted Church or to go game fishing or whale watching. But to truly appreciate Hawaii you need to venture out and explore.

One thing that sets Hawaii apart from its neighbours is its size. It is by far the largest of all the islands in the chain and not one you could easily navigate by car in one day. And you wouldn’t want to for fear of missing the many interesting sites. Getting around the island is easy, though, with excellent highways and paved secondary roads. Rental cars are plentiful and inexpensive, and

bus tours are also available. The main highway hugs the coast for most of the route, the interior being dominated by the twin peaks of the Mauna Loa and Mauna Kea volcanoes, both over 3962 metres in elevation, with their rugged lava slopes. It is these massive features that have influenced the formation of the different climates on the island.



Hilton Waikoloa Resort

Starting from the Kailua-Kona airport on the western side of the island, travel north along the scorching Kona coast. The highway has been built atop the ancient black lava flows that long ago emanated from the two volcanoes and into the sea. This is part of the grueling route for the cycling component of the original Iron Man competition held here every October. On the seaward side of the highway, modern technology has made possible the verdant oases that surround the luxury hotels and resorts there. Premier among them is the Hilton Waikoloa Resort with its waterfalls, dolphin pool, and canal system with dock-side restaurants and ferry boats that link the distant parts of the site. There are also popular public beaches along this hot stretch of coast that runs into the region of South Kohala up as far as Kawaihae.

At this point you head higher into ranch country and the landscape changes quickly to a mix of forest and fields as you enter the more moderate climate of North Kohala. From the spectacular Pololu Valley lookout (and for the fit and energetic, a steep walk down to the valley and a step back in time) up and over the Kohala Mountain Road, the trees, wildflowers and pastures give way to cactus, rocky terrain and tumbleweeds. This is quintessential Hawaiian high country and offers southern vistas over the volcanoes, sloping lava flows and coastline.



Pololu Valley Lookout

The Waipi'o Valley, the home of King Kamehameha, the island King who united the Hawaiian people under his rule back in 1810, is the start of the Hamakua Coast, the windward and wettest part of the island. The northeast trade winds deliver the rain that produces the stunning green mountainsides along the drive from Honoka'a to Hilo and supports the coffee and agriculture industries. There are lots of places off the main road to get close to the lush undergrowth and gorgeous blossoms along this scenic drive. Follow picturesque pathways through the forest at Akaka Falls State Park or the well marked scenic route to see the Tropical Botanical Garden.



Kilauea Caldera

Travelling west out of Hilo you pass through miles of rainforest before emerging into the volcanic zone and the newest real estate on the island. The Hawaii Volcanoes National Park is the most unique part of Hawaii. Here, red hot lava passes miles through lava tubes, sometimes emerging to ravage the landscape before spilling out into the ocean in the longest sustained eruption in recorded history—since 1983. Be sure to drive along Crater Rim Road to see the smoking, lunar-like landscape of the gaping Kilauea caldera and visit the excellent visitors' centre (but I would not recommend staying at the military barracks style Volcano House Hotel). View the glowing red lava at the closely managed location along the coast at night for the most impressive sight, or take a charter flight over the area for an aerial view.

The drive back to the Kona coast leaves behind the dramatic desert of the Kilauea lava flows and takes you through the green and lightly treed terrain of the most southerly part of the United States, a notable feature adopted by so many local establishments that you would have to take your GPS to be sure you got the authentic most-southerly-cup of delicious Kona coffee. Leaving the peacefulness of the countryside behind, the highway takes you back north to the city of Kailua.



Green Pastures of North Kohala

After spending three or four days exploring—more if you take the day trip to see the observatory atop Mauna Kea, go hiking or horseback riding in the Valley of the Kings or “hang loose” in your own private paradise along the way—you too will know the incredible contrasts of this island. Now it's time to find a chair on the deck, order yourself a fruity drink, sit back and enjoy the beautiful sunset for which these islands are so well known.

Alan Boreham is a world traveler and co-author of two books—a series of South Pacific sailing memoirs entitled *Beer In The Bilges* and a novel entitled *Two If By Sea*. Blog: alanboreham.wordpress.com Web: zifbyseabook.com 🍁

TUSCANY PAINTING TOUR

by Valerie Kent



The transfer company representative was right there, on time, waiting for our group to come in from Toronto, holding up the sign, “Valerie Kent.” Ten of us streamed towards the sign, luggage already in hand. We had been looking forward to this painting workshop all winter. A couple of the artists had been to Italy previously, but the rest of us were newbies.

We were all so excited that I thought we would levitate, but actually all we did was board the pleasant little van which headed right up the mountain to the lookout, and took in our first, but by no means last, astounding vista. Beneath our feet stretched the city of Florence and the Arno River. It took our breath away. You just could not stop looking. Everywhere you looked it was unbelievably beautiful.

Our hotel, the Monna Lisa, was tucked away in the historic centre of the city, with its narrow streets and cars practically touching the walls of the ancient buildings as they zipped by. The hotel, which had been a grand residence of the Medici family, was approximately 800 years old. It had a romantic entrance, a garden and a courtyard patio for breakfast when the weather was good. Some of the group painted out in the courtyard in the afternoon. It was a great location in that it was close to many restaurants, attractions and piazzas.

We began our trip by taking a stroll around the neighbourhood, ending up on the Ponte Vecchio, to see the multitude of gold shops built along the bridge and then we went to the little palace, Palazzo Pitti. By the time we got there, the long travel had caught up to us, so we didn't go in, but sat at an outdoor café, ordered some cooling drinks, then walked back toward the hotel where we found an outdoor restaurant and enjoyed a beautiful dinner together.

Part of the next day was spent doing a walking tour around the centre of Florence through the historic areas. Later that day after wandering around and getting tempted with all the painting venues, we went to see the sculptures in the various Piazzas. Then we went into the Academy where we visited the original David. In the evening, several of the group members painted a large flower planter on a column in the hotel garden to get warmed up.

The third day we left Florence and headed to our next very quaint hotel, which was in a real tower, tall and narrow, named the Torre Antica in the city of Siena. There was a spacious Piazza, the Campo, built where the three hills met. Siena is a town of ancient stone buildings, churches and outdoor cafes and we heard that just recently, they had even had horse races in the Piazza. I was pleasantly surprised that every time we turned around, we found a new and inviting gelateria in Siena. One day we just had gelato for lunch—a lot of gelato.

The first day only Nora painted our little street in Siena with the laundry hanging out the windows, but the following day while scouting, I found the Philosophy Department at the local university and its library had an extraordinary garden which overlooked the town and the distant hills. The philosopher's garden was a beautiful, green and floral oasis, and we sat in it for quite a while painting happily.

Two days later we transferred to San Gimignano, which is a walled town. It used to have 75 towers, but now has 13. What an extraordinary town with a cistern in the centre of the piazza and fabulous narrow streets and very old buildings. Again, our hotel was an ancient stone building, right in the middle of the town. Several of us shared a large balcony overlooking the fields, hills and valleys spreading out in a panoramic fan around the town.

Afternoons on the terrace were a civilized way to spend the afternoon with pre-dinner drinks and appetizers and the vistas from the terrace while we caught up with each other's daily painting and touring adventures.

We painted the narrow cobbled streets, the arches and the amazing old buildings. We also painted the towers of the town from our balcony. When it was too hot to paint, we shopped at the many small shops and tried out new restaurants and wines. Many of us went down to the Piazza La Cisterna to sketch or paint the ancient well. We also enjoyed people watching because there were people there from all over the world.

One day we went out to a totally organic farm—Poggio Alloro—for lunch and to try the wines from their winery. We feasted on their fresh vegetables and the owner tempted us with figs right off the trees. They produce extra virgin olive oil, beef, cheese, homemade pasta and fruits including figs and pomegranates on the farm. This was a great place to sketch. I was highly impressed by how the family ran it, how clean it was, and the never-ending views were spectacular. It was a wonderful way to spend a relaxing day.

Almost every evening there was a free concert in the centre of the town practically outside our hotel doors. We would go and eat somewhere lovely and then attend the concerts, stopping for gelatos before heading to bed (the gelatos are always a favourite whenever I go to Italy). We put in fabulous full days and went to bed content, having put in another exciting day with the lovely memory of music ringing in our ears.

The day before we left to go back to Florence, we had the opportunity to have our own exhibition on the balcony of the hotel. We had a vernissage, the reception for which we got wines, cheese and prosciutto—it could not have been better. We took many photographs of our artwork, which was hung out on the dividers on the balcony, and we feasted on wonderful snacks.

In Florence on the last day, we did some last minute shopping and then met up at the Uffizzi Gallery. It was just too vast to see everything, but we had made a plan to see specific pieces we were interested in, such as the Botticelli and Michelangelo paintings. Sometimes we cannot even imagine how big some of these works are because we have only seen them in books and in prints. We put coins into the fountain at the market with the wish that we would all return some day.



Valerie Kent is an artist and teacher who paints en plein air and in her studio. She presents workshops to art societies and at colleges throughout Ontario, as well as offering courses in various media. She facilitates art river cruises in France and overland trips to Italy in the summers. www.valeriekent.com 905-508-5531 artistvalerie@yahoo.ca 🍁

MADD Canada Multi-Media Assemblies Now Booking!



Dynamic Multi-Media Show For High School Students Highlights Dangers of Impaired Driving

MADD Canada's 2009/2010 High School Multi-Media Assembly Program - *Wasted* brings high-energy drug and alcohol awareness and risk reduction messaging to high school students across Canada. An anticipated 1 million students will see the show this school year. *Wasted* tells the story of 3 friends and their tragic fate when one decides to drink alcohol and smoke marijuana before driving the others to a party.

*bookings made on a first come/first serve basis.

*Also available in French

Preview and Curriculum Guide now available at
www.madd.ca

What Schools Are Saying:

"The presentation was incredible. The behaviour and attention of the students from start to finish was a testament to how relevant and meaningful the material was. As educators, we strive to engage our students in the learning process and they were extremely engaged with today's presentation. Thank you for including us and delivering such a powerful message!"

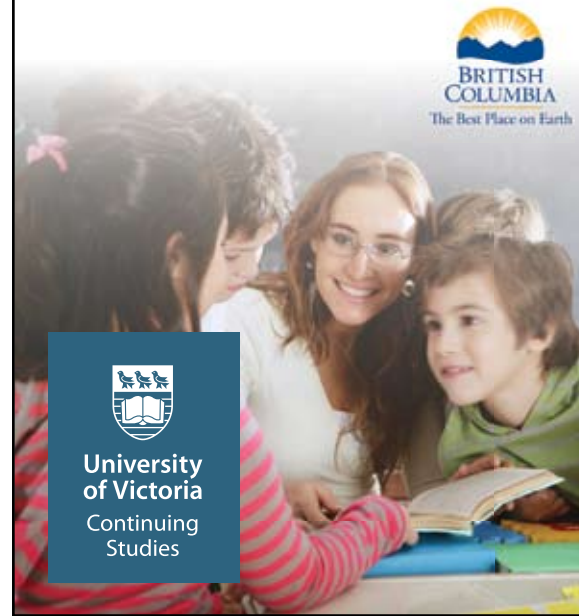
"This presentation should be mandatory in every high school in Canada."

To book *Wasted* please contact your School Outreach Coordinator:
Phone: 1-800-665-6233

Western Canada – Chantel Parkes x 232 cparkes@madd.ca
Ontario/Quebec/Atlantic Canada –
Stephanie Leman x 244
sleman@madd.ca
Ontario – Lydia Stewart x 233
lstewart@madd.ca

Professional Specialization Certificate in Teaching French Immersion

- **New** credit certificate for teachers who want to teach French Immersion
- **Convenient**, flexible delivery schedule:
2 courses online in Fall and Spring,
2 courses at UVic in Summer
- **Want to learn more?**
www.uvcs.uvic.ca/csie/programs.aspx#psc
Or contact: 250-721-7873; hhewson@uvic.ca



For Grades 6, 7 & 8 The Ultimate 3-DAY RESIDENTIAL EDUCATION CAMP May & June 2010



Humber Institute of Technology & Advanced Learning is pleased to present **CAMP CHOICE**, a 3-day Residential Education Camp developed to introduce students to different **career options** and new levels of academic learning. (**media, mathematics, health, science, technology**) As well, it provides an opportunity to experience life on a college campus. Our professionally crafted workshops are conducted in state-of-the-art facilities, making learning exciting and fun.

\$249
per student
Teachers Free
(1 Per 25)

WHAT'S INCLUDED?

- ▶ 2 Nights Accommodation
- ▶ All Meals—2 Hot Breakfasts,
2 Lunches, 2 Dinners & 2 Snacks
- ▶ 7 Hours of Workshops
- ▶ Energetic Camp Staff
- ▶ Evening Entertainment
- ▶ **CAMP CHOICE** T-shirt



Tel: 416-675-6622 ext. 77304
www.campchoice.ca

SFU UNIVERSITÉ SIMON FRASER
AVEC LE MONDE EN TÊTE

DOCTORAT EN ÉDUCATION (Ed.D.)

VISER HAUT, LAISSER SA MARQUE

Leadership éducationnel

Gestion de la diversité

Des idées et des compétences
sur les enjeux de l'heure
en éducation

www.sfu.ca/educfr/doctorat

Début en septembre 2010

Date limite :
15 mars 2010



BUREAU DES AFFAIRES FRANCOPHONES ET FRANCOPHILES
OFFICE OF FRANCOPHONE AND FRANCOPHILE AFFAIRS

RETIREMENTS THAT WORK

by Enise Olding and Carol Baird-Krul



Enise Olding

Carol Baird-Krul

info@drassociates.ca

This is the second in a series of columns featuring retired educators who have chosen to pursue very different paths in their retirements. In the last issue of the magazine, the respondents shared information about their career backgrounds and current ventures. In this issue they provide pertinent information about why they chose this particular pursuit once retired and whether this pursuit was a new idea or one they had been planning for a long time. And finally, they will tell you what preparations, if any, they made while still involved in their primary careers. Roger, Judy, Gordon, Jean, Brent, Geraldine, Barbara, Tony, Bala and Carol had very different reasons for choosing their new pursuits and each prepared for their retirement in a way that suited their needs. This diversity of choice and planning will provide you with food for thought.

Why did you choose the particular pursuit or pursuits you did?

- I didn't choose my current pursuit as a Bed and Breakfast owner/operator; it was my wife's idea!
- I decided that I needed to find a pursuit that truly fulfilled a different piece of me than teaching had, and that is why I went into the field of interior design.
- I thought that by working in Africa the opportunities to go on safari, to take beach holidays and to visit exotic places of local or international interest were more possible, and could be taken in greater luxury if desired, with my pension arriving each month.
- For personal reasons, and as a career educational counsellor and administrator, I had become involved in the Mental Health Association of Canada over 40 years ago, so I decided to devote more time to it and related groups during my retirement.
- I chose my pursuits for a variety of reasons—first, the field supervision work has allowed me to keep a finger in the education field and so given me an opportunity to use my experiences and expertise. My second choice of working in the area of electronic sales was chosen because it allowed me to stay current and involved in technology, which is something I'd become passionate about during my career, as well as allowing me to learn about the business environment. Finally, woodturning was a hobby I'd never had much chance to pursue, so after my skills improved it became another satisfying outlet.
- I didn't have a particular reason for choosing my post retirement pursuits. I just wanted a continuation of what I'd always done to relax by enjoying a variety of leisure activities, volunteering and crafts, such as making stuffed bears from old coats.
- For many years I was fascinated by advertisements and programs featuring Tai Chi but had never been able to take advantage of any courses as they never seemed to fit into my work and home schedules. When I started taking Taoist Tai Chi, I had no plans to teach, but the more familiar I became with the moves and the techniques, the more I wanted to share them with others.
- Having chosen to become involved in several different post retirement pursuits, the reasons for choosing each one is also different. All, however, were chosen because of a personal interest or long time involvement.
- I had always been interested in nutrition, so writing and speaking about the topic seemed to be a natural thing to do.
- I chose to set up a gardening business because I have had a lifelong interest in horticulture and I felt an increasing

need to be outdoors after spending my career within four walls.

Was this a new idea or had you been thinking about it for a long time?

- Setting up the B & B was a completely new idea.
- I began to consider a career change during the last five or six years of my teaching career, because of my perception that I had to make an emotional commitment to be "everything to everybody" in my teaching profession and this was taking its toll on my energy and resilience.
- I have always had a fascination with change and the way people and societies adapt to new circumstances but like many young people of my generation, I got caught up in the responsibility of career and family, so that the idea of working in the developing world was only a vague and remote dream. A few years before retirement the possibility became a reality; but I put off the decision until retirement rather than interrupt my primary career in its twilight.
- No, it wasn't a new idea, simply a continuation of a 40 year long interest in mental health issues at both the provincial and national levels.
- Field supervision of education students seemed a great extension of my previous work without the stress that went along with working in the school system. The electronic sales job was done on an impulse and the woodturning gives me an opportunity to pursue something creative that I never had enough time for while working.
- I had decided quite some time before retirement that what I wanted was to spend more time doing the same leisure activities I'd enjoyed as a way of relaxing prior to my retirement.
- It was a new idea, because it was only after taking the Beginner Course for four months and then starting the Continuing classes and realizing the benefits that I decided to pursue teaching Tai Chi.
- I was already involved in selling software while still working and had been a sailing instructor in the past. Only my involvement with insurance was new although I'd been interested in investment management for some time.
- Deciding what to do after retirement had been part of my retirement planning.
- I had been thinking about what I would enjoy doing when I retired for some time.

What preparations did you make for your new pursuit while still at work?

- I didn't make any specific preparation because our decision to open a B & B was done on the spur of the moment.
- I made no particular preparations for a career change while I was actively teaching. I simply completed the course work in interior design, taking it as a 20% per work week diversion from my teaching. I also attended a seminar on setting up a small business, although I did not find that experience particularly helpful.
- Most of the important preparations for working in Africa happened while working and were accidental and unintended. As an example, the accumulation of knowledge and experience were valuable assets. Knowledge gained on the job through experience, reading and in service was important, but nothing compared to the events that occurred on an irregular basis, which I had to deal with

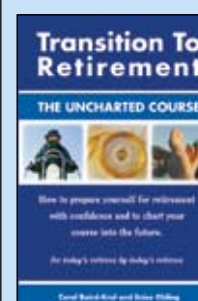
Carol and Enise are the creators of a series of pre-retirement and post-retirement planning workshops: *Transition to Retirement: The Uncharted Course*®, *Recently Retired: Charting a New Course*® and *Ideas ... Enhanced and Advanced*®, and authors of *Transition to Retirement: The Uncharted Course*. Previous articles on retirement may be viewed in back issues at www.CanadianTeacherMagazine.com.

as a teacher and administrator.

- Because of my long time involvement in the area of Mental Health I did not need to make any specific preparations to work more fully in the field.
- I had kept in touch with university personnel while working and I started doing the field experience work for them as soon as I retired. The rest just seemed to happen.
- I didn't make any preparations because I was just continuing with my leisure activities and crafts.
- I made no preparations whatsoever while still working. I had no time, what with career, home and family to look after; it all happened after retirement.
- My preparations were mixed. I had made some half-hearted attempts at strategic investing while still working, but they were relatively unsuccessful, so an entrepreneur friend spent some time educating me on the finer points of investment management. I had let my Canadian Yachting Association certification lapse so I had to get re-certified. The business opportunity came about after I persuaded the School District to purchase educational software, and to allow me to set up an alternative learning centre. When the School District policies would not let me take in adult learners who were coming into my centre in the mall, I purchased the software licence through my company, and established a center for adult learners only.
- While still working I began to write newspaper articles and talk to seniors groups about nutrition.
- To prepare for my new career, I signed up for a Master Gardening course to begin immediately after retiring so that I would have credibility as a gardening professional.

As you've read, the reasons why and how these retirees came to choose their new pursuits vary greatly, as did their preparations. Following new interests or pursuing long held dreams, each one was able to move forward after settling into retirement with positive results. In the next article, you will learn about their hopes and dreams as well as the concerns they had about the paths they had chosen to follow. 🍁

TRANSITION TO RETIREMENT THE UNCHARTED COURSE



Carol Baird-Krul
Enise Olding

\$12.95
1-894948-05-X

One day you are at work, the next day you are retired.

What can you expect to experience—joy, relief, freedom, boredom, loss of identity, a lack of structure?

This book will help you recognize the markers on your life's chart and plot a course for smooth sailing into retirement.

Pacific Edge Publishing Ltd.
1-800-668-8806
www.PacificEdgePublishing.com

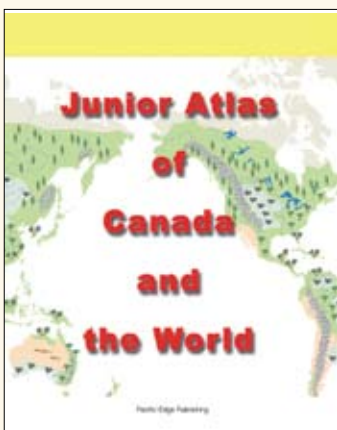
ClassRoom Resources

PACIFIC EDGE PUBLISHING

ORDER ONLINE AND SAVE 10%

DOWNLOAD SELECTED RESOURCES AND SAVE 50%

CANADIAN PRIMARY ATLAS AND MAPSKILLS WORKBOOK SCIENCE/SOCIAL STUDIES



Junior Atlas of Canada and the World

This best selling atlas, especially created for younger students, was updated in 2008 and available in a slightly smaller format in your choice of either perfect (glued) or coil binding. The *Junior Atlas of Canada and the World* is colourful, clear and easy to use, providing children with simplified political and physical maps of the world, the continents, Canada and the provinces. Unlike most school atlases, the clutter has been kept to a minimum—only the most basic of facts and visual information is given so as not to distract young eyes and minds.

The *Junior Atlas of Canada and the World* is helpful for teaching younger students basic map skills and for discovering interesting facts about the world and Canada. The colourful and clearly designed maps, fact pages and a simple index of the continents, oceans and countries make discovering our world and country easy for primary students.

"This is a colourful, attractive and basic atlas especially suited to primary students. Students are introduced to basic map depictions of the world, the continents and especially Canada—provinces and territories. The maps depict both political divisions and physical aspects of the continents and Canada. There is a good index and two pages of basic facts on Canada and the world."

"... attractive and basic atlas depicting political and physical diversity of Canada and the world. Easy to read and colourful."

"Especially notable is the simple, uncluttered easy to read presentation."

BC Ministry of Education

\$19.95

Class Set (25) \$445.00

60 pp, 8.5"x11"

Perfect or Coil Bound

full colour, grades 2–4

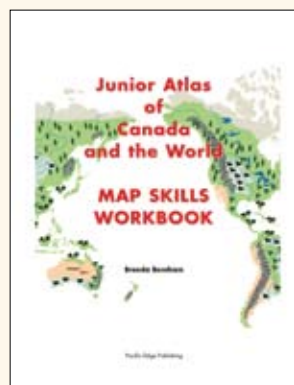
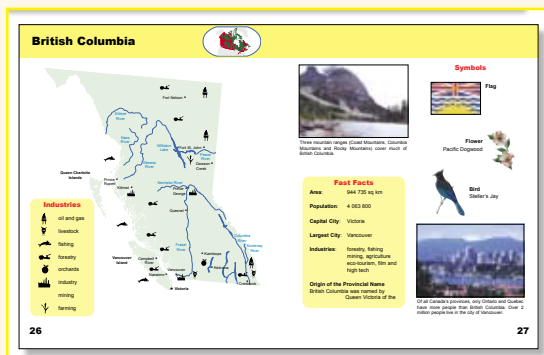
To Order Call

1-800-668-8806

Recommended BC, MB, SK



Download a free sampler online at: www.pacificedgepublishing.com



Junior Atlas of Canada and the World map skills workbook

The Map Skills Workbook helps your students learn basic map skills using Junior Atlas of Canada and the World for reference. The reproducible pages in the workbook focus on key concepts and are designed for young students as they grow in their awareness of the larger world.

Key Concepts:

- globes and maps as representations of the world
- features of maps: titles, labels, legends
- directions: north, south, east, west
- hemispheres
- continents and oceans
- Canadian provinces and territories
- countries of North America
- Canadian symbols (e.g., national and provincial flags, national anthem, provincial birds and flowers)
- land form and political maps

\$24.95

(Download for \$12.95)

120 pp, softcover

blackline masters

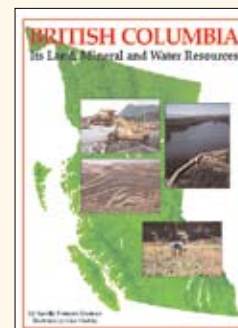
grades 2–4

British Columbia

Its Land, Mineral and Water Resources

\$18.95

gr 5–8, b/w, 108 pp, softcover



This recommended, BC published resource was developed specifically for the BC Science and Social Studies curricula. A comprehensive resource which provides all the content necessary to learn about BC's living and non-living resources.

Students will learn:

- about land, mineral and water resources; the ways we use the resources and the effects of using them.
- how we use the land for growing crops, for raising animals and hunting wildlife and for forestry, tourism and recreation.
- that BC's mountains are full of minerals and how this abundance of minerals makes mining BC's third most important industry.
- why water is an important resource in BC for drinking, hydroelectric power, recreation, industry and as a food source.
- the uses, benefits and economic impact of BC's resources—from traditional First Nations to present day.
- the evolution of the technology used in resource development and use, environmental issues, sustainability and careers.

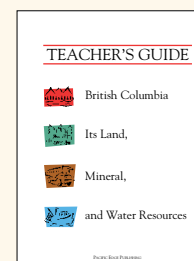
Special Features

- **Before You Read**—encourages students to access their knowledge of the subject before reading for information.
- **Looking Ahead**—provides an overview of the chapter.
- **Story Profiles**—present information in an alternate format that students will find interesting and entertaining.
- **What Do You Think?**—challenges students to think and debate.
- **Charts and Graphs**—statistical information in a graphic format.
- **Clipboards**—highlight interesting information.
- **Looking Back**—summarizes the content of the chapter.
- **After You Read**—suggests activities that review or extend the content of the chapter.
- **Key Words** are highlighted the first time they appear in the text. These words are defined in the glossary.

TEACHER'S GUIDE

\$49.95 (Download for \$24.95)

gr 5–8, b/w, 150 pp, coil



The comprehensive teacher's guide provides support materials necessary to meet the prescribed learning outcomes for both the development of skills and the acquisition of knowledge. Hands-on activities, blackline masters and teaching strategies are included.

Recommended Grade 5 Social Studies/Science Resource

REFUSING TO FADE AWAY

by Hector M. Earle

I must admit, the first page I turn to when I get my latest issue of Canadian Teacher Magazine, is the retirement article by Enise Olding and Carol Baird-Krul. Why wouldn't I? Their book, *Transition to Retirement: The Uncharted Course*, is inspiring and informative for retirees like myself. Just to read the retirement tips and words of wisdom from former educators is truly uplifting. Quite frankly, it was the research by Olding and Baird-Krul that gave me the inspiration to refuse to fade away in my retirement from a 31-year teaching career.

One of the biggest fears I had when I retired was a loss of identity. Unfortunately, in many western countries, identity is intimately linked to occupation. Even though we all know that we are not who we are because of what we do or what we produce, nevertheless, we have a preoccupation with linking identity with vocation. And too many times, when individuals retire from their careers, they also retire from an identity that supported them throughout their careers. The end of a professional career has a tendency to dim the view that a person has of themselves, as well as how they are seen by the active world.

For teachers, the sudden release of all the demands of full-time teaching—the relentless preparation, marking, reporting and dealing with all the stakeholders—can take some time getting used to. This sudden shift away from the high pressure, demanding days of teaching to the mundane of retirement life can make you feel as though you're living an unfulfilled life with no reason to get out of bed in the mornings.

But I found out very quickly that retirement from teaching is not retirement from life. For me, it was a time to find new goals and rekindle old ones. I've been "retired" now for almost three years and I can honestly say, it was the closing of one door and the opening of many others.

Thus far, I have used my time to write a book (in manuscript form and unpublished, I might add) about the First Nations people of my province, the Beothuks. After that I had the opportunity to teach in the high Arctic in Kullik Elementary in Cambridge Bay, Nunavut. For my choice of volunteer work, I joined the Gideon International in Canada. I've also worked as a security guard with Garda of Canada in Fort McMurray and drove heavy hauler trucks on the Suncor oil patch. My

last job in Fort McMurray was teaching orientation and safety courses with Suncor Energy. Meanwhile, I've been back in the classroom as a substitute teacher on many occasions with my school district in Newfoundland and Labrador, while I shuttle back and forth between my province and Alberta. The benefits have ranged from being very busy and productive to meeting some wonderful people, while at the same time earning some extra cash (actually earning a whole lot of cash).

Of course, one does not have to do the variety of things mentioned here to find purpose in retirement (doing one thing you thoroughly enjoy will suffice for some). The important thing is that you do something that you enjoy and makes you happy.

It is said that teachers today retire at about 57 years of age (in my province we can go after 30 years of service regardless of age). So, in essence, we can expect to spend 25 years or more in retirement (assuming we can maintain our health and vitality) right into extreme old age with our faculties still intact. Therefore, it is paramount that you do that one thing (or many things) that brings contentment and purpose in retirement. Keep in mind though, the importance of having goals (short and long term) to help you adjust to life after teaching.

In my situation, retirement was a matter of finding my identity in three broad ways. Here's my advice to you. Firstly, do something productive. For me, it was a whole bunch of stuff. For others it could be only one activity that feels meaningful. Secondly, consider retirement from teaching as the closing of one chapter in your life and a commencement of a whole new chapter where the sky is the limit. I quickly discovered that it's a whole new and exciting life out there, a life beyond the classroom that I did not envision when I was teaching. Remember, it's a new beginning—a time to travel, to learn new skills and embark upon new horizons. Thirdly, take control of your life. It's a time to spread your wings and to venture out into a world waiting for what you have to offer. You'd be surprised at the vast amount of talent you didn't know you had.

I could go on to tell you more about the wonderful world of "retirement" but I have to go. I'm scheduled to substitute today for an old colleague of mine. It's a grade 5 class. Yes, my favourite grade. 🍁

The Gift of Hope Program

This holiday season all it takes is \$60 to give a school in the developing world access to a "Library in a Box." These innovative boxes are entrusted to schools so even the most remote communities can be given the gift of reading. No more can rural living and washed out roads keep children from reading, imagining, dreaming, and one day achieving. This gift idea would offer the perfect opportunity for Canadian teachers to reach children in the developing world.

The Gift of Hope program enables people to support specific projects in developing countries and is a simple way to help create a brighter future for children and families worldwide. Givers can purchase more than 35 different gifts that help families in developing countries earn an income, provide opportunity for an education, improve the health of individual families or improve the water and environment for an entire community. All gifts are available at the online store at www.plancanada.ca. If the gift is for someone else, givers can choose between a mailed card or an eCard to let them know. For Gifts of Hope, or any donation above \$25, the amount will be included on their annual income tax receipt mailed in February.

Make it Count

Talking with youth about budgeting, debit card use and common sense spending has been made easier with the Canada-wide release of *Make it Count: An Instructor's Resource for Youth Money Management*—the interactive money mentoring program and information resource from the Canadian Securities Administrators. The guide provides lesson plans and student handouts with activities and tips to help incorporate youth money management into your course of instruction. A few of the topics that are covered in the guide include cellphones, supermarket shopping, budgeting a vacation and transportation planning. The program also includes an online, interactive money management tool (My Make it Count) that allows mentors and youth to set up a daily budget, start and track savings goals and chat with other money mentors in an online forum. Users can see where their money is going, track their financial progress and provide their own insights and activity ideas to the online community.

All resources are free and available in both English and French. Teachers can download a PDF from MakeitCountOnline.ca

Debout!

Building on the success of the first edition with teachers who work in French in Canada, the Canadian Teachers' Federation (CTF) has launched the second edition of *Debout!* (translation: Be proud, stand tall), a national cultural activities handbook which celebrates the Francophone culture in minority settings. "DEBOUT! 2e édition sparks ideas, provides a wealth of resources in support of proposed activities, and features a calendar of events that take place in French. This resource is intended for educators in French-language schools as well as teachers of French as a second language who wish to instill cultural values in their students. The second edition is complemented by a website, which provides access to the entire content of *Debout!* and will facilitate the continuous updating of proposed activities and resources.

National Strategy for Early Literacy

The Canadian Language and Literacy Research Network has released a report calling for a national strategy aimed at improving literacy rates in Canada. The report outlines factors that have hindered literacy among Canadians, and makes four recommendations involving new initiatives for early learning, improved teaching strategies, greater community involvement and increased public awareness and resource sharing. The 58 page report is available in PDF format at <http://docs.cllrnet.ca/NSEL/finalReport.pdf>.

International Teaching Opportunities

Teachers' Overseas Recruiting Fair

29-31 January 2010

- 70-80 international schools from 40-50 countries
- Several hundred positions K-12
- Placements for August/September 2010
- Most contracts for 2 years
- Minimum 2 years experience required
- Well organized event, comfortable size
- Limited space, register ASAP

<http://educ.queensu.ca/careers>



CONTACT
Education Career Services
Faculty of Education
Queens University
Kingston, Ontario,
Canada K7L 3N6
ed.careers@queensu.ca



World Kids Colouring Day

Around the world, over 600,000 school children participated in World Kids Colouring Day in 2009. In Canada, 50 schools with over 4,000 students helped raise money for Save the Children's "Rewrite the Future" campaign. Canada raised over \$12,000 and a total of over \$100,000 was raised worldwide!

Events were held in 22 countries; including, Canada, USA, Australia, Belgium, Denmark, Germany, Spain, Hong Kong, France, Iran, Japan, Lithuania, Malaysia, Netherlands, Norway, New Zealand, Singapore, Thailand and the United Kingdom.

Canada hosted an event at Ontario Place in conjunction with the Toronto District School Board, and thousands of children and their families visited the STAEDTLER colouring tent. In Singapore, World Kids Colouring Day was celebrated through a mini-carnival with school and public participation. The fun-filled day included balloon sculpturing, a brass band performance and story-telling by the National Library Board. In France, children coloured their favorite sea animals on one of the walls of the famous aquarium "CINEAQUA" in Paris. In Japan, more than 800 children took part in the Japanese WKCD post card contest "paint a smile." This is just a small selection of many wonderful World Kids Colouring Day activities worldwide.

The Canadian school challenge winners are: Third Place - \$500 prize: Marion Bridge School (Marion Bridge, NS). Second Place - \$1000 prize: Christian Life School (Fort St. John, BC). First Place - \$1500 prize: St. Gerard School (Mississauga, ON).

Registration for World Kids Colouring Day 2010 has already begun. Please visit the World Kids Colouring Day website, www.world-kids-colouring-day-canada.com to keep informed on next year's events.

Official Languages in Education Protocol

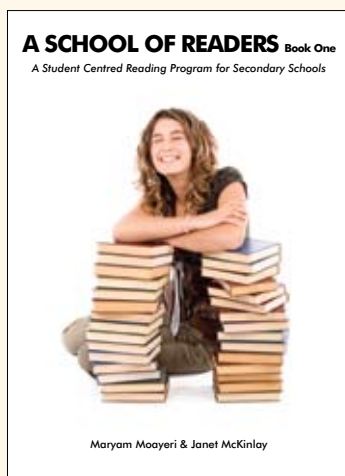
The Government of Canada and the Council of Ministers of Education, Canada (CMEC) have signed a "Protocol for Agreements for Minority-Language Education and Second-Language Instruction." In recognition of the federal government's responsibilities with respect to providing education in Canada's two official languages in every province and territory in Canada, it will provide funding for provincial and territorial minority- and second-language education over the next four years (where numbers of students warrant). Bilateral agreements will define multi-year action plans that will be evaluated using indicators such as student participation/performance, enrichment of school environment, and provision of programs. The protocol is posted on the CMEC website: www.cmec.ca

New Website for Encouraging Women in Science

Representatives from the Canadian Advanced Technology Alliance Women in Technology Forum (CATA WIT)* were on hand to open trading at the Toronto Stock Exchange on November 9th. This event marked the launch of a CATA WIT initiative promoting employer best practices and a web site (www.bringiton.ca) designed to attract women to science and technology careers. The program addresses inequalities in women's participation in science and advanced technology by focusing on ways to support recruitment, retention and entrepreneurialism. The program was undertaken with the support

A Student Centred Reading Program

A School of Readers, Books One, Two and Three are educational resources for a student centred reading program. The program encourages reading by providing teachers with a large selection of book tests which can be used to check on completion and comprehension of selected novels. Its goal is to encourage students to increase the number and variety of books they read without creating an unmanageable marking load for teachers..



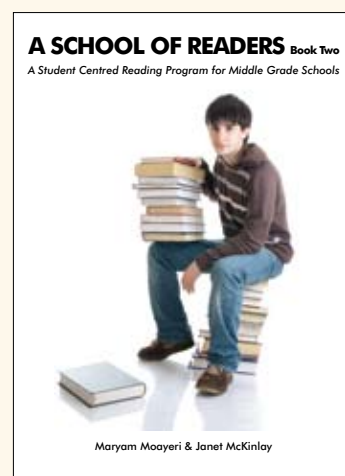
A School Of Readers - Book One
A Student Centred Reading Program
for Secondary Students

\$59.95

Pacific Edge Publishing

594 pages, Coil Bound
Blackline Masters

Grades 8 – 12



A School Of Readers - Book Two
A Student Centred Reading Program
for Middle Grade Students

\$54.95

Pacific Edge Publishing

509 pages, Coil Bound
Blackline Masters

Grades 7 – 9



A School Of Readers - Book Three
A Student Centred Reading Program
for Canadian Titles

\$29.95

Pacific Edge Publishing

198 pages, Coil Bound
Blackline Masters

Grades 4 – 12

The literature lists selected for these resources incorporate cultural diversity and assorted interests to appeal to all students. The readability ranges from middle school years to university level to meet teachers' increasing challenge of stimulating students' different intellectual needs.

www.pacifiedgepublishing.com

1-800-668-8806

**Enjoy reading these
Gabriel Dumont Institute Publications!**

Request a catalogue or order online
www.gdins.org/catalog

The Gabriel Dumont Institute
2—604 22nd Street West
Saskatoon, SK S7M 5W1
(T) 306.934.4941
(F) 306.244.0252
www.gdins.org / www.metismuseum.ca

of Status of Women Canada, Ontario Women's Directorate and a number of corporate partners.

Before developing the initiative, CATA WIT surveyed women across the country to explore their experiences and to get a current picture of women in Canada's high tech sector. Women from all stages of their careers met for roundtables in Halifax, Montreal, Toronto and Calgary, and others were surveyed online.

"Talking to women across the country, it's clear that female participation has not improved substantially over the last two decades," said Joanne Stanley, managing director, CATA WIT. "And the issues go beyond workplace challenges, to the training pipeline, where female enrolment in many technology-related disciplines is declining."

CATA WIT would like to reach Grade 10 girls who are about to make important decisions about course selection for the senior high school years. The goal is to convince them to continue with math, science and computer science and to educate them about careers in advanced technology. To help with this process, the web site will provide case studies of successful women leading technology companies.

Teachers are in a prime position to provide girls (and boys) with information about careers in advanced technology and to create a climate of enquiry and encouragement. Hopefully this website will prove to be a great resource for teachers as they help young women with course selection and career planning. For more information about the initiative, visit the CATA WIT website (www.catawit.ca) or www.bringiton.ca

* CATA WIT Forum is a national community network designed to boost women's participation and advancement in the technology sector through professional development, mentorship and networking. With regional chapters in Montreal, Ottawa, Toronto and Vancouver, its mission is to help women in technology advance in their careers and succeed as entrepreneurs. www.catawit.ca



The Atlas of Canada Online

The Atlas of Canada Website provides access to authoritative, current and accessible geographic information in the form of many types of products at national and regional scales. The data, presented as maps and analytical texts, are easily accessible on the Internet with effective and intuitive tools, allowing users to increase their overall knowledge of Canada.

All paper editions, published prior to 1999, have been scanned and are available on the Atlas of Canada website under the Map Archives section. The map tools include zooming in and out, panning or moving the map left, right, up or down. Users are also provided the choice to download the map file or use the special print tool. In addition to the first five editions of the Atlas, there are also other historic maps and special products.

The interactive thematic maps on the website include hundreds of dynamic colour maps. Online Atlas subjects have been organized to allow users to select and view their areas of interest, quickly and easily. Subjects covered include the environment,

Canadian society and basic demographic information, aboriginal peoples, the economy and history. Other topics of interest to Canadians such as Health, Climate Change and Freshwater are also available. New maps are published regularly as new data becomes available.

A Learning Resources section has been developed, housing lesson plans, curriculum guides and other learning materials. Also included in this section is an interactive glossary, a section on Facts about Canada, information about basic cartography and map making, quizzes and other useful links.

A variety of Reference Maps are available as colour maps of Canada and the provinces and territories, as well as black and white outline maps including both Canadian maps and international maps. The 100th Anniversary Map Series contains information for a range of geographical themes on Canada's economy, environment, history, natural resources and population, all of which are available to print or save in JPEG or PDF formats. All reference maps were designed to be easy to print in convenient sizes ideal for in-class use.

The Atlas of Canada also delivers free access to topographic map coverage of Canada from the National Topographic System (NTS). These maps depict ground relief (landforms and terrain), drainage (lakes and rivers), forest cover, administrative areas, populated areas, transportation routes and facilities (including roads and railways) and other constructed features. The online tools allow easy access to maps and allow quick searches of features and places. All results can be either printed or saved.

You are invited to explore over 100 years of mapping of Canada at <http://atlas.gc.ca>



Queen's University, Faculty of Education

Graduate Education *Fostering a community of inquiry*



The Faculty of Education offers the following graduate degree programs:

- Full-time and part-time M.Ed. on-campus
- Part-time online Master's in Aboriginal and World Indigenous Educational Studies (on-campus the first summer only)
- Full-time Ph.D. in Education on-campus

Graduate study is a time for you to explore your compelling interests in education. We encourage you to bring your questions and invite you to contact us for further information about program fields, courses, admission requirements, application procedures, faculty research interests, and flexibility of our programs.

Website: <http://educ.queensu.ca/graduate/index.shtml>
Email: educmed@queensu.ca for M.Ed. information
edphd@queensu.ca for Ph.D. information

Phone: 613.533.6206
Fax: 613.533.6057



November 19 - 20, Quebec Provincial Association of Teachers Annual Convention. Montreal, QC
www.qpat-apeq.qc.ca

November 19 - 21, Mind Body Spirit Conference presented by the Learning Disabilities Association of Alberta. Edmonton, AB. Register online at www.LDAA.ca.

December 1, Multiple Diversities: Child/Youth Identity and Life Outcomes. Toronto, ON. This symposium will bring together national and international experts in three fields of research—identity and diversity; migration and resettlement; child/youth health and wellbeing.
www.chsrgevents.ca/chilyouthidentity/

January 14 - 15, McGill University, Faculty of Education Distinguished Educators Seminar: Ted Wall. Leadership Retreat: Building Distributed Educational Leadership Expertise. Montreal, QC. For aspiring, newly-appointed and experienced leaders in schools and centres.
www.mcgill.ca/edu-dise/centres/cel/seminar/

January 29 - 31, Learning Through the Arts, 5th Annual Banff Teacher Institute. Banff, AB.
www.lta.ca/docs/Banffinstitute_ebrochure.pdf

February 3, McGill University, Faculty of Education Distinguished Educators Seminar: Jim MacKinnon & Betty MacKinnon. Move from Surviving to Thriving as a Secondary School Teacher. Montreal, QC.
www.mcgill.ca/edu-dise/centres/cel/seminar/

February 4, McGill University, Faculty of Education Distinguished Educators Seminar: Paul Kropp. Boogers, Barf and Bloodshed: Engaging Our Boys in Reading and Writing. Montreal, QC. For Upper Elementary and Secondary educators. www.mcgill.ca/edu-dise/centres/cel/seminar/

February 4 - 5, Central Alberta Teachers' Convention. Red Deer, AB. www.teachers.ab.ca

February 5, McGill University, Faculty of Education Distinguished Educators Seminar: Lori Jamison. Marvelous Mini Lessons for Teaching Writing. Montreal, QC. For Elementary Grades 1, 2, 3.
www.mcgill.ca/edu-dise/centres/cel/seminar/

February 12, McGill University, Faculty of Education Distinguished Educators Seminar: Pamela Markus. Teaching and Learning in a Visual Age. Hands on make & take workshop for Elementary and Secondary educators. Montreal, QC. www.mcgill.ca/edu-dise/centres/cel/seminar/

February 22, McGill University, Faculty of Education Distinguished Educators Seminar: Lisa Reisinger. Designing Educational Work Supports for Students with Autism Spectrum Disorders. Montreal, QC. For Elementary School teachers.
www.mcgill.ca/edu-dise/centres/cel/seminar/

March 26, McGill University, Faculty of Education Distinguished Educators Seminar: Jon Udis. Power Struggles: What to do when a student says "Make me!" Montreal, QC. Kindergarten to Adult Ed.
www.mcgill.ca/edu-dise/centres/cel/seminar/

April 15 - 17, Grand rassemblement de l'éducation en français 2010 (Great gathering on French-language education 2010). Halifax, NS. An educational conference specifically aimed at teachers, practitioners and managers in the field of education in Francophone minority communities. Its purpose is to answer specific needs related to professional development, networking and access to practical and specialized teaching and learning tools. www.fncsf.ca/gref

April 22, McGill University, Faculty of Education Distinguished Educators Seminar: Sheryl Gilman. Connecting the Multicultural Worlds of Young Children With the Arts. Montreal, QC. Pre-K and Kindergarten. www.mcgill.ca/edu-dise/centres/cel/seminar/

May 15, The Arts for Social and Environmental Justice Conference. Toronto, ON. www.lta.ca/



• opportunities •

If you are a woman who is committed to:
Status of Women - Human Rights
Education & Peace

JOIN CFUW

help build
a better world

www.cfuw.org

Ph. 613-234-8252
Fx. 613-234-8221
305-251 Bank St.,
Ottawa ON K2P 1X3

**14TH ANNUAL TORONTO INTERNATIONAL
TEACHER RECRUITMENT FAIR**

January 29 - 31, 2010
Delta Chelsea Hotel, Toronto

(Application deadline is Jan 15th, 2010)

Information sessions will be held throughout
Canada in October and November, 2009.

Contact: raysparks@eastlink.ca
or go to
www.searchassociates.com and click on NEWS

For more info go to 2010 FAIR SCHEDULE and click on Toronto

Teachers' Tutoring Service is looking for Physics 12, Biology 12, Chemistry 12 and Math 12 teachers for one-to-one, in-home tutoring in Abbotsford, Aldergrove, Langley, Surrey and Delta, BC. Teachers must be BCCT certified. To apply, please forward your current resumé, a copy of your BC College of Teachers' Teaching Certificate and two letters of reference.

TEACHERS' TUTORING SERVICE

203-1929 West Broadway, Vancouver, BC V6J 1Z3
Tel: 604-730-3410 Fax: 604-730-3416

www.tutor.bc.ca • info@tutor.bc.ca

Experience of a Lifetime

* Overseas Job Guaranteed

TEACH ENGLISH OVERSEAS

TESOL certified 5-days
In-class, online or by corresp.

Teachers of all ages,
retired & sabbatical welcome.

1-888-270-2941
globaltesol.com

PRINCIPALS - TEACHERS

Looking for the Ultimate Cultural Experience?

The Canadian Trillium College, a certified high school in China, requires qualified principals and teachers of: English, E.S.L., Mathematics, Physics, and Business & Social Science for **Jan. & Sept. 2010**. Familiarity with ESL programs/services an asset.

Terms: Competitive compensation (CND\$) and free: return air, private furnished accommodation, local travel and more.

This is an ideal opportunity for retired teachers or beginning teachers or teachers on "teacher funded leaves" to experience the culture and mysteries of China.

APPLY NOW – Forward resume and cover letter to:
Don Folz
Tel: 416-763-4121 • Fax: 416-763-5225
Email: kenyanu@gltschool.com

• resources •

**Award Winning Aboriginal Films
for Classroom or Library**

DVD

Award Dreamspeakers
Award CanPro Silver Medal

604-990-9337

FIRST NATIONS FILMS

www.firstnationsfilms.com

TEACHER TIMESAVERS

100s of Teaching Units, Lesson Plans, Novel Studies, Games, etc. Created by Canadian classroom teachers. K-12 curriculum related. Download as eBooks or print versions. All subjects.

WWW.TEACHERTIMESAVERS.COM

• travel •

SOUTH OF FRANCE

Experience the charm of French village life in this medieval wine grower's house down a narrow quiet street in Languedoc.

WWW.SJEVENT.CA

ART TRIPS

Tuscany—art, culture, food—land trips.
France river cruise plus land trips planned, summer 2010.
Join Valerie Kent, artist trip facilitator for amazing journeys.

WWW.VALERIEKENT.COM • artistvalerie@yahoo.ca • 905-508-5531



WRITE FOR RIGHTS

Join other schools and inspire your students in Amnesty International's Human Rights Day write-a-thon

Last year, more than 500 schools across Canada joined students around the world to write letters to governments, urging them to stop human rights violations.

Write for Rights can

- Bring the curriculum alive
- Strengthen writing skills
- Challenge apathy, encourages hope
- Inspire awareness and action

Flexible timing – the week of December 10th

FREE materials and support

Learn more or register at writeathon.ca

or call toll free

1-800-amnesty

**AMNESTY
INTERNATIONAL**

