

TEACH

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**Healthy Minds,
Healthy Bodies:**
A Classroom Resource Guide

Beyond Borders:
An Insider's View
on International Teaching

CURRICULA
Learning About the Past

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School's almost out for summer! Classrooms are abuzz with students chattering about summer plans that include summer camp, lakeside cottages and sports galore. While the last thing on your students' minds might be learning, you don't have to put your own professional and educational goals on hold. In this issue – our last before *Teach Magazine* takes its summer break – we'll tell you how you can beat your own travel bug, give you a list of resources to share with your students for a healthy summer break, and teach you how to set up an archaeological dig in your very own classroom.

Our March/April issue featured the article “School Trippin” – here, we told you about some of the best places in the world to visit with your students, all while keeping a budget in mind. We hope the article inspired you to do a little travelling on your own. Seeing the world through your students' eyes is a once-in-a-lifetime experience, but travel can also be exciting for a teacher who wants to fly solo. We know money doesn't grow on trees – travel tends to be more of a luxury than a choice. So in this issue we're featuring a story that will give you tips on travelling the world – while making money.

Sound too good to be true? In “Beyond Borders: An Insider's View on International Teaching,” author Simon Gauci shares what it's like to be an international teacher, how to land your first teaching job overseas, and the benefits of teaching internationally.

Something else that comes to mind when I think of travel and summer is archaeology. The word itself conjures up images of a dusty, hot dig in Egypt

or Greece, with archaeologists carefully cataloguing exotic finds in crumbling buildings. This issue's CURRICULA focuses on the basics of archaeology, and will get any student interested in learning about ancient cultures.

Many insights into past societies can be determined through archaeology, including diet, health, and forms of sport and exercise. What will societies hundreds of years into the future think of Canadian health today? Hopefully that on the whole, we were health-conscious citizens. In this issue, we've put together “Healthy Minds, Healthy Bodies: A Classroom Resource Guide” to help kick-start your students into taking their own health seriously.

We hope you enjoy this issue. Have a great summer, and we'll see you again in September!

– Krista Glen

**September's issue:
Literacy, CURRICULA, Futures
and much more!**

TEACH MAGAZINE

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A young woman with dark hair, wearing a light blue t-shirt and a blue and orange backpack, is smiling and looking back over her shoulder. She is standing on a cobblestone street in a city, with a metal stanchion and chain in the foreground. In the background, other people are walking down the street.

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Richard Worzel



the future ain't what it used to be

If you could take a doctor from the 19th century and transport him (for it would certainly be a man) to a modern hospital, he wouldn't be able to do much more than walk around and shake hands, spreading disease as he went, because today's medical arts are so advanced in comparison to 19th century medicine. On the other hand, if you took a teacher from the 19th century and brought her (for it would likely have been a woman) to a contemporary high school, once she had gotten over the culture shock and attitudes of students and parents, she probably would be able to cope well with teaching. Computers and electronics would baffle her, but fundamentally, teaching has not changed over the last century.

Teachers have changed as well. For an increasing number, teaching is not so much a profession as it is a job. This is not universally true, but an increasing number of teachers are there for the pay, vacations and pension.

This will not be the case during the next century. We have seen more changes in education in the last 20 years than in the 100 before that – partly because technology is now firmly entrenched in the classroom through computers, the Internet and electronic resources. It's also partly because we live in a global economy and society, which has raised awareness of other cultures and peoples, and dramatically

increased the level of competition for jobs.

The society in which we function has also changed. Attitudes towards education and educators are less supportive, making it harder for teachers to function. Students are coddled more, and we have experienced a “dumbing-down” of educational standards at the precise time when competition for jobs is increasing. It's now expected that colleges and universities offer remedial English courses – so-called “bonehead English” – to first-year students.

Circa 1990, when I first started speaking about education to corporate audiences, I got yawns of indifference. That, too, has changed. Education used to be a collection of sleepy fiefdoms run by professional educators and school boards. Over the last 15 years, it has become a political hot button, largely because the baby boomers put their kids in school.

I'm not certain this greater attention has improved things, because the boomers – my generation – are a very demanding crowd that scream when they don't get their own way, which leads to, among other things, political correctness and grade inflation. Moreover, the politicization of education has also caused many provincial governments to engage in micromanaging classroom teaching because of an inherent distrust of teachers. This has resulted in the kind of initiative-killing, underachieving results made famous by the Soviet Union.

Meanwhile, teachers have changed as well. For an increasing number, teaching is not so much a profession as it is a job. This is not universally true (there are still inspired and inspiring teachers), but an increasing number of teachers are there for the pay, vacations and pension. Many think, “It's just a job, and if the kids don't learn as much as they should – well, I taught what the government wanted, so my job's done.”

If we keep going as we are, Canada and other rich countries are on their way to being poor, for education is the currency of the future. People agree with me, but no one agrees on what should be done or who should do it. Since no one agrees, let me pitch in my two cents' worth:

First, the curriculum should be redesigned from the conclusion of formal education backwards to the beginning. Ministries should start by asking the big questions: “What will tomorrow's students need?” and, “What will students find useful and stimulating to know and be able to do?” They should consult with businesses, employers, artists, writers, performers, post-secondary educators and a broad spectrum of people in the real world to come up with these answers. From this, they should arrive at a consensus on a base of common knowledge that should be learned. This base should include material that has no other purpose than to stimulate and create a well-rounded, civilized human: reading, writing, math, art, music, poetry, history (Canadian, Western and global), geography, economics, dance and athletics. Beyond this, there should be material that is outside

of traditional education, and reflects the realities of a global labour force: sales techniques, marketing, leadership, teamwork, global economics, politics and more.

But all of this should only be the backdrop for each student's real education: the development of their own unique talents, abilities, intellect, and the identification and pursuit of their true calling. The world of work is automating rapidly, and routine work of all kinds is disappearing. Tomorrow's workers will survive on the basis of their unique talents, plus their ability to innovate, create, market and sell their ideas in the global marketplace. They will probably be self-employed, even if they work under contract for a large organization. Even those who are employed in a traditional way will have to manage their own careers and save for their retirement. In such a world, the mass-production, everybody-learn-the-same-thing-at-the-same-time education system that we have now just won't cut it. We need a system that customizes a curriculum, and how it is taught, to each learner. There's very little point in spending all that money to educate people in a rote manner that will be of little value to them or society.


Moreover, the tools of education have changed, and will change even more rapidly in the future. We can't continue to use teaching techniques evolved from the 13th century, designed to work with printed books, paper and writing in an age where electronics offer so much opportunity, including the opportunity to waste money on splashy trivia. The means of education must come into the 21st century, and that requires learning from the experience of leading individual teachers and groups here and around the world, adopting what works best, and seeking to continually improve it. New media, such as podcasting, creates new opportunities and new pitfalls, but ones which mirror the changed world in which today's students will need to function.

Yet, even as the curriculum becomes tailored to individuals, and new technology adds new power to pedagogy, the heart and soul of education will remain the relationship between teacher and learner. Of greatest importance will be to make sure that the natural enthusiasm students start out with in kindergarten and first grade is not extinguished in mind-killing rote and dry-as-dust knowledge forced down their throats. Teachers must care about their students – this can't just be a job. They must be skilled technicians – able to harness their own knowledge of pedagogy, technique, and tools, able to size up the individual learner and help that learner seek his or her own way in the world, using every resource appropriate to do so.

Governments must get off teachers' backs. A distant government that controls the purse strings should demand accountability and hold teachers responsible for the achievements of their learners, but must stop micromanaging. They must ensure that they hire the best possible teachers, support them well, pay them magnificently, hold them to task, and fire those who don't work out. It should be the principals and the teachers who decide how and when to teach, for only they know and understand the minds and spirits of the individual learners. Governments should deal in statistics and let teachers deal in the human spirit.

Can we do this? Certainly. Will we? That's a much chancier question.

Richard Worzel is Canada's leading futurist. He speaks to over 20,000 business people each year, and volunteers his time to speak to high school students for free. You can reach him at futurist@futuresearch.com.

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4. Essays will be judged on the basis of content (50%) and creativity (50%). Entries will first be judged within the following grade categories: (a) grades 3-5, (b) grades 6-8, (c) grades 9-12, in order to select the two (2) top ranking entries in each grade group which will move on to the final round of judging. In the final round of judging, the essays will again be judged according to the criteria listed above. The top scoring essay overall (without regard to grade) shall become the Grand Prize Winner, and will be eligible to receive the Grand Prize. The remaining five (5) Finalists will each be eligible to receive a Finalist prize.
5. The school portion of the all prizes relates to the classroom and the school, in Canada, which the winning entrant attended at the time the entry was submitted. The makeovers may not be the same as the makeover described in the winning essays.

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HEALTHY MINDS, HEALTHY BODIES: A CLASSROOM RESOURCE GUIDE

By Krista Glen and Laurel Rhind

You spend a lot of time with your students. You get to know what they like and dislike, who they hang out with, how they spend recesses and breaks, and what they bring for lunch. You even learn their personality types, and get a glimpse into their emotional and mental well-being. As teachers, you are close to your students – you care about the choices they make just as much as you care about the grades they receive in math or history. That’s why Teach Magazine has created “Healthy Minds, Healthy Bodies: A Classroom Resource Guide” – to help you teach your students about healthy physical and emotional lifestyles. Take a look at our five categories – Body Image, Smart Choices, Diet and Exercise, and Health – for helpful resources aimed at Canadian teachers and students.



BODY IMAGE

At a young age, boys and girls become self-aware about their bodies. The way they see themselves – their body image – is often influenced by a variety of factors: parents, peers, their self-esteem and images they see in the media. Many youths have a distorted self-image and set unrealistic goals for themselves. Not meeting these goals can lead to low self-esteem, depression, and other problems such as anorexia nervosa, bulimia or binge eating. The statistics are alarming: the Public Health Agency of Canada reports that since 1987 hospitalizations for eating disorders have increased 34 per cent among females 15 years old and younger.

If you’re looking for resources to teach your students about developing a healthy body image, check out the following:

Dove – Campaign for Real Beauty www.campaignforrealbeauty.ca

The popular skincare company has launched a campaign to promote real women as beautiful (the website coincides with Dove’s effective commercials and advertisements). The website has a special section for educators, where you’ll find links to different ways you can teach and talk to your students about body image and self-esteem issues.

**National Film Board of Canada and CBC –
Weight of the World**
www.cbc.ca/weightoftheworld

The Weight of the World Challenge website is the result of a partnership between the Canadian Broadcasting Corporation (CBC) and the National Film Board of Canada, and aims to help kids deal with the obesity epidemic. Visit the site to order the film, *Weight of the World*, and related user guides and resources.

SMART CHOICES

Kids today are bombarded with choices – from clothing brands to music groups, their options are seemingly endless. With this array of choices also come decisions that can have serious consequences. Most kids, often from a young age, will be faced with the opportunity to light up their first cigarette, drink a beer or suntan without sunscreen during the summer months. To help teach your students about making smart choices, we've compiled a list of websites with excellent classroom resources:

Canadian Council for Tobacco Control
www.cctc.ca

Here you'll find links to several different teaching tools to help prevent kids from smoking. These links include a free educator's resource and the Lungs Are For Life website (www.lungsareforlife.ca), which offers a section for students and free teaching modules that can be ordered online.



Media Awareness Network
www.media-awareness.ca

If you're looking for resources covering a cross section of issues – smoking, alcohol use and even a healthy body image – this is the place to go. Visit the teachers' section and search the resources by grade level and subject. You can search for a lesson by curriculum outcomes as well.

Canadian Cancer Society
www.cancer.ca

The resources for teachers on this site (found at www.cancer.ca/ccs/internet/publicationlist/0,3795,3172_247969459__langld-en,00.html) include general information for primary school children and teachers on healthy sun-safe lifestyles and risk reduction. Three lesson plans are also available.

Smartrisk
www.smartrisk.ca

Visit this site for information about health and safety choices, injury prevention resources and Smartrisk No Regrets, a peer program for schools that helps kids help each other make smart choices.

LCBO
www.lcbo.com/promo/celebrate_spring/landing.shtml

This site has recipes for mocktails (non-alcoholic beverages) and information about planning a safe prom. It also includes information about alcohol and minors, common myths about alcohol, how alcohol changes teenage brains, binge drinking, and resources for teachers (www.lcbo.com/socialresponsibility/safeproms_forteachers.shtml).

DIET/EXERCISE

Would your students trade in their bicycles and running shoes for a new PlayStation, computer or television? If your answer is “yes,” then your students might need a little healthy encouragement towards eating right and exercising regularly. Prying kids away from technology is not always an easy task, so we've included some resources that can help get you started. A proper diet and regular exercise boosts energy and attention levels and may help your students become more engaged and attentive throughout the day. For more information, please visit the websites below:

Dietitians of Canada
www.dietitians.ca

You'll find a number of helpful resource links on this website. To locate them, first visit the Resource Centre link. From there click Featured Groups & Topics, then head to Children & Youth. Not only can you download many of the activities and lesson plans, you can also submit your own.

• *Continued on page 16*

Curricula

LEARNING ABOUT THE PAST

Duration: 2-4 Class Periods

Grade Level: 4-6

www.sasked.gov.sk.ca/docs/elemsoc/g5u21ess.html



INTRODUCTION

To better understand our lifestyles and experiences in present times, today's students need to develop a broad knowledge base about what came before them. Textbooks can deliver information, but the study of history is also about discovery and analysis. This lesson plan, developed by Saskatchewan Learning, is intended to help you teach your students about the past through creative activities and classroom discussions.

In this resource you will find information about staging an archaeological dig, learning about interpretation and points of view, exploring the concept of time, and studying artifacts, features and ecofacts. You can open a window into the past for your students with these innovative resources. We hope they inspire a new generation of kids who are excited about the adventures that lie within learning about the past!

We would like to hear from you. Please contact us at info@teachmag.com and let us know how you used this resource in your classroom.

Concepts:

History
Archaeology
Artifacts
Oral Tradition

LEARNING OUTCOMES

Students will know that:

- people learn about history from written and oral records and from archaeology.
- writers of history do so within the context of their own beliefs, values and perspectives.

OBJECTIVES

Skills/Abilities

Students will:

- use various resources to identify perspectives and points of view.

Attitudes/Values

Students will:

- appreciate the processes of learning about the past.

Citizen Action

Students may:

- practice seeing things from various points of view.

HOW TO USE THIS RESOURCE

- Begin a timeline. Start with a section to represent the present year. Add information that is important to the class, for example, field trips. As the year progresses extend the timeline into the past and future. Measure time using a cyclical method. Divide a circle into quadrants to represent the four (or six) seasons (or other period of time). Have pupils create personal timelines, using either the linear or cyclical model.
- Explore the various methods of learning about the past such as diaries, oral and written histories, journals, records, artifacts, and ecofacts. Reflect on the positive and negative aspects of each method.
- Organize a simulated or real (if possible) archaeological dig.
- Using the *Student Information Page: Point of View* as well as appropriate selections and activities in language arts (mystery stories, folk tales, news articles, historical fiction), practice identifying and stating various points of view.
- Explore the concept of time. Add to the linear and cyclical timelines, using illustrations of significant events. Discuss the relationships of the events and their relative positions on the timeline. Point out that although we now learn about history mainly from books, information about the distant past comes mainly from artifacts and oral history. Relate cyclical time to Indian and Métis perspective.
- Learn about the oral tradition of Indian peoples. Use stories as one source of information as you study history. Also, create stories and present them in the oral tradition.
- Study artifacts and ecofacts or pictures of them. Ask, "What do they tell us about the people who made/used them?" Visit a museum to study some artifacts and share background information about them. Explain in writing the meaning of each artifact.
- Prepare a package of materials from the school, house and garage. Working in groups, have students imagine they are living in another time and have them interpret the "artifacts" and make assumptions about the people who used them.



CLASSROOM ACTIVITIES

Activity Guide

Teacher background

Some pertinent ideas and information that may be incorporated in this module include:

- the concept of time may be illustrated in a linear or cyclical fashion;
- information about the recent and distant past is obtained primarily from books, whose authors write on the basis of information obtained through observation, original documents, other history books, artifacts, fossils, oral history, legends, and myths;
- much of what is recorded in history books about pre-historic peoples and events is based on interpretations of artifacts and oral history;
- artifacts may have sacred significance and importance in recording the past;
- oral history was and still is of great value in many cultures including the Indian peoples, where Elders were/are revered as historians;
- oral history has been an important means of transmitting information ever since the dawn of humanity;
- it is/has been an important source of information about pre-historical and historical time periods;
- people who did not utilize a pen and paper written language did rely upon other forms of communication as well as upon oral history;
- historical documents are generally written from one perspective, and do not necessarily tell the whole story;
- our knowledge or assumptions about the past changes as new information is found;
- authors, no matter how hard they try to be unbiased, write within the context of their own values, beliefs, and perspectives;
- new information about the past is very slow to find its way into historical documents;
- in the past, most of the documents written about Canada's First Peoples have been written from a Eurocentric perspective.

Students should understand that history is 'interpreted' by people. Artifacts, ecofacts, and oral histories provide clues about pre-historic times and peoples which are interpreted by people living in another time and place, and having a different set of values and perspectives. Also, historians often use information that other

historians have written so biases and/or wrong information may be perpetuated, and various interpretations may occur.

Students and teachers should consider that the "facts" presented may or may not be technically correct or appropriate, the language used may or may not be correct or appropriate, and the points of view especially of Aboriginal peoples may be quite different from a Eurocentric perspective.

Archaeological dig

Organize an archaeological dig. Obtain necessary permission and be familiar with correct procedures. Designate a plot where various things will be found, for example, a dry creek bed, or a deserted farm yard. Students will need to be taught some appropriate procedures. Acting as historians, "interpret" the articles found.

Simulate a dig. Choose a plot outdoors or use a deep box of sand in the classroom. Bury various artifacts (old or new) that students may find and interpret. Alternately, plan and prepare a site for a dig for younger students.



Artifacts, Tradition, Culture

Have students identify examples of artifacts, features, and ecofacts. Collect pictures of each and make cards for a sorting game.

- Artifacts (tools, weapons, utensils, carvings, sculpture, etc.) provide a way of revealing the history of various cultures. Artifacts have told us much about people of the past. The things that people produce today may someday become artifacts.
- Features can also tell us about people. Features include the things from the past that cannot be moved without changing their appearance. Things such as buildings, walls, large stone formations, and so on, are features.
- Ecofacts show how people adjusted to or used their environment. Ecofacts include animal bones, seeds from plants, evidence of agriculture, etc.

Encourage students to look for artifacts at home. Study the photographs and artifacts and ask students about their possible origins and meanings. Some artifacts found in Canada tell us much about our country.

- What did they represent?
- What people may have made them?
- What kind of life did the people lead?
- Were the artifacts made by labourers, artists, hunters, or people who combined all of these skills?
- What cultural traditions do artifacts represent (religion, family life, agriculture, hunting, sports, birth, death and so on)?
- Is there a connection between artifacts and the environment?
- What can artifacts tell us?
- How are artifacts similar to living things?

Guide students to realize that artifacts often include things used every day. Many years later, they provide historical records. Researchers use artifacts as clues for studying peoples of the past and present.

Discuss:

- What kinds of information can we discover from artifacts?
- How is an artifact similar to an encyclopedia?
- What risks are there when people from one culture attempt to interpret artifacts from another culture?

Have students make a list or select several articles that would give archaeologists, many years from now, some clues to the way we live.

Point of view

Have the students move their desks so that they are facing a variety of directions. Ask them to describe the classroom on the basis of what they can see.

- Have students record only what they can see from their desks.
- Compare what each student has recorded. (Students recorded their own point of view.)
- Discuss point of view. Use the *Student Information Page: Point of View*.

Have students prepare a role play in which each member of the group picks and defends one point of view. The role play should give insight as to what has caused the person to have this point of view. Debrief each role play by discussing ways in which each point of view was formed and how that point of view might be changed.

Guide the discussion to the way we interpret various aspects of other cultures.

Learn that because of the rich multicultural mix of our Canadian identity there are many varying points of view. Have students work in groups to identify varying views regarding topics such as food, clothing, place of worship, and celebrations. Make a web.

Use the following questions to discuss point of view:

- Why is it important to attempt to see the "other side of the story"?
- How can we lose important information when we examine things only from our own point of view?
- What are advantages and disadvantages of examining issues from several points of view?

Student Information Page: Point of View

Read the following statements. Each expresses a point of view. Discuss each statement with your partner or group. Be prepared to answer the following questions:

- Who might have this point of view?
- What might cause someone to have this point of view?
- Can you think of other points of view regarding this topic?

Gerbils

1. Gerbils are the best pets a person could have.
2. Gerbils are a nuisance to look after.
3. Gerbils are noisy, smelly, and bad tempered.
4. I love gerbils. They are so cute and cuddly.

Math

1. Math is the hardest subject in the world.
2. Math makes sense and is easy to learn.
3. I get really tense when I do math; I'm so scared of making mistakes.
4. Math is fun to do. I find it really relaxing.

Flowers

1. These flowers look pretty and smell good too.
2. These flowers make me sneeze. Please take them away.
3. Flowers belong in the garden, not in the house.
4. There aren't enough flowers in this bouquet. We need more.

A Broken Radio

1. I'll buy that radio. I can use some of the parts.
2. My radio is a worthless piece of junk.
3. That radio is an antique.

Valuable Things

1. A friend is the best thing a person can have.
2. These old clothes are worthless.
3. I could use those old clothes to make a quilt.

With your partner or group, write sentences that express different points of view on a topic such as:

- a hero
- a sport, book, story, tv program, or movie
- younger brothers or sisters
- holidays
- a rainy day

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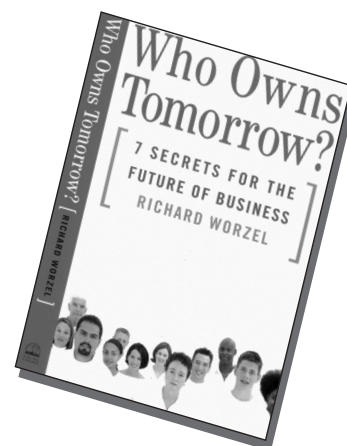
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Who Owns Tomorrow?



7 secrets
for the
future
of business

Published by Viking Canada

Available at major bookstores everywhere

• *Continued from page 10*



Canadian Heart and Stroke Foundation
www2.heartandstroke.ca

Posted on this site are printable posters, jump rope classroom activities, lesson plans and a Heart Healthy Kids Physical Activity Handbook.

Kellogg's
www.kelloggs.ca

This site includes games for kids, fun recipes and teacher resources.

HEALTH

Health – whether it's physical, emotional or mental – is central to any person's overall happiness and well-being. Your students' lives stretch far beyond the boundaries of the playground, and often many youngsters find themselves dealing with problems well beyond their years. Unstable household conditions, peer pressure, dating and STDs, drugs, and inadequate nutrition are just some of the issues your students might struggle with after the 3 o'clock bell rings. To help the kids in your classroom better cope with circumstances beyond their control, or to help them make informed decisions, check out the following online resources:

Public Health Agency of Canada
www.canadian-health-network.ca/servlet/ContentServer?cid=1048003176979&pagename=CHN-RCS/Page/GTPageTemplate&c=Page&lang=En

This site includes information about sexuality and reproductive health, from preventing sexually transmitted infections to birth control information to sexual orientation. Resources for teachers are available, along with newsletters and counseling guidelines.

Canadian Mental Health Association
www.cmha.ca

When visiting this site, head to the Support Centre pull-down menu, click on Resources, and visit the Children/Youth section. There, you'll find links to online lessons, the Mental Health and

High School website (which offers separate sections for students and educators), a mental health guide for students and more.

Kids Help Phone
www.kidshelpphone.ca

This website offers resources on just about every potential youth concern imaginable. From information about diabetes, HIV/AIDS, abuse, general health resources, drugs and nutrition, to coping with strong feelings, dating and bullying, this is a great place to direct your students who are looking for further information.

Canadian Dental Association
www.cda-adc.ca

Healthy teeth make for happy students! Although brushing and flossing may seem like a chore, this website has a number of classroom resources all geared toward making dental hygiene fun. Games, activities, jokes, trivia and more are all available at www.cda-adc.ca/en/oral_health/faqs_resources/teaching_resources/index.asp, including a link to the Healthy Teeth Website (www.healthyteeth.org), developed by the Nova Scotia Dental Association.

Canadian Egg Marketing Agency
www.canadaegg.ca/bins/index.asp

Eggs provide a vital source of protein and are one of the few foods that naturally contain vitamin D. Whether you like them scrambled, fried, poached, or as a necessary ingredient in some of your favourite recipes, eggs are as nutritious as they are delicious. This site includes a Teacher's Corner jam-packed with quizzes, booklets and other resources. **T**



TANDBERG Connections Program: The world in your classroom

“Schools really are the lifeblood of small communities,” says Lance Ford, IT director at Howe Public School District in LeFlore County, Okla., where two schools serve a population of only 389 students combined. This reality isn’t unique to the US alone. In Canada, vast expanses of land are peppered with tiny communities and low-enrollment schools. Not every teacher, student or administrator has access to, or the budget for, faraway field trips or meetings that would help enrich student and teacher performance.

How can Canadian students and teachers gain access to some of the most interesting places and people in the world? Why not try a day like this: first period, visit the Smithsonian Institute. Second period, tour the Baseball Hall of Fame. After lunch, gym class – swimming with live sharks – in sunny Sarasota, Fla. And tomorrow, visit the bones of prehistoric dinosaurs, create your own music and explore matter like a true scientist.

If you’re wondering what makes these field trips possible on a budget limited both by money and time, TANDBERG is the answer. Their visual communications tools take your students around the world and back all before the 3 o’clock bell rings – without ever leaving the classroom.

The visual communications tools have worked wonders for the Howe Public School District. “The distance learning program at Howe has allowed this district to create a stronger curriculum, expand the educational opportunities for its students, and provide an exceptional educational program for the benefit of not only the students and teachers, but also the community in general,” says Ford.

Virtual field trips aren’t the only connections schools are making with this innovative technology. Liz Kerr, Information Literacy and Media Curator at the Kawartha Pine Ridge District School Board (KPRDSB), is using TANDBERG videoconferencing equipment to hold meetings between schools. KPRDSB has been using videoconferencing equipment since 1994, and just last year switched to TANDBERG. “We have quite a few visionary

people on our board,” says Kerr, noting that the equipment allows for virtual face-to-face communication between a large number of schools that are spaced out over an expansive geographic area.

KPRDSB’s use of the equipment doesn’t stop there, either. “We have various teachers working on different applications,” says Kerr. In fact, three of KPRDSB’s high schools participated in the White Pine Reading Program, held in conjunction with the Ontario Library Association. Students from each school were assigned a book to read, and through videoconferencing, were able to present the book to the other schools and discuss what they learned. “This is a wonderful way to use videoconferencing equipment,” says Kerr. Students collaborating with other students on a common area of study is a powerful use of the technology.

TANDBERG takes videoconferencing and virtual learning needs seriously. A leading provider of Interactive Distance Learning solutions, the Norway- and US-based company is committed to supporting your curriculum and other objectives. Through the Connections Program, educators and schools can get the most out of their investment of visual communication technology. TANDBERG’s goal is to enrich your existing curriculum and maximize your technology investment by providing content programs that bring the world to your classroom—at no cost to you or your students.

Through the Connections Program, K-12 schools are offered free virtual field trips, from hundreds of museums, science centres and cultural centres delivered via the video equipment. As a customer, you have access to this program and the power to bring your students the latest cultural events, newest scientific discoveries and musical inspirations with the touch of a button.

“A whole gamut of events and activities are held now that couldn’t be offered

TANDBERG’s goal is to enrich your existing curriculum and maximize your technology investment by providing content programs that bring the world to your classroom—at no cost to you or your students.





before because of the distance involved. And since this is visual communication and not simply traditional distance learning, the experience is more profound,” says Tommy Bearden, distance learning consultant at the Region 14 Educational Service Center in Central West Texas.

How does the Connections Program work? Free virtual field trips are offered on a monthly, first-come, first-served basis to current customers. To register for this exciting program, simply visit www.tandberg.net/connections to sign up. It’s easy – and free!

TANDBERG taps into over 300 content providers from universities, museums and other cultural centers. Existing clients receive a list of 10 topics and can sign up for two of those topics free of charge. Additional topics are available, and some content providers even offer sessions for free. As an added bonus, teachers receive reference materials prior to their live session so students are well prepared for their lesson.

The advantages to using visual communication tools are endless. Below are just a few ways in which students, educators and school boards benefit from TANDBERG’s tools.

Student benefits

- Establishes a dialogue and exchange of ideas between students, educators and subject matter experts who have different viewpoints, experiences and strengths.
- Extends educational resources into locations where few exist due to location or funding.
- Addresses multiple learning styles when distance learning is combined with traditional methods of instruction.

Educator benefits

- Combats teacher isolation for educators in remote regions or educators who are the only subject-matter expert in their school.
- Allows for timely, convenient professional development that does not incur time away from the classroom, personal travel time and additional expenses associated with travel.
- Provides access to resources and information not traditionally available, resulting in more relevant and engaging learning experiences.



School board benefits

- Provides educational equity for schools that are isolated due to funding or location.
- Provides experiences that schools might not have had access to through traditional field trips.
- Enables schools to share resources and personnel, thus trimming costs.
- Can be used for administrative purposes such as meetings, resulting in reduced travel time and expense.

How does the Connections Program work?
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To register for this exciting program, simply visit www.tandberg.net/connections to sign up. It’s easy – and free!

Teachers at KPRDSB are very excited about TANDBERG’s virtual learning and videoconferencing equipment, says Kerr. In fact, she hasn’t received any negative feedback from teachers at all. She notes that the main challenge with the equipment is getting teachers comfortable with using the technology on their own. There’s a solution to that problem, however. The Tandberg Teachers Training Teachers Program (T³), a four-phased training program for those teachers charged with the task of implementing the system, is designed by teachers for teachers. T³ provides educators with the knowledge and skills necessary for successfully implementing a distance learning program.

Kerr is very happy with the virtual learning results she’s gained from using TANDBERG. Kerr says: “It’s a marvelous and exciting technology that can be used by libraries – the hub of learning at any school – and teacher librarians, and it’s a great way to get schools and students involved in learning.”

To engage your schools and students in virtual learning and videoconferencing, please visit www.tandberg.net. To order your Special Report on Education Solutions please visit www.tandberg.ca/teacher.

Le programme Connexion de TANDBERG ou le monde dans votre classe

« Les écoles sont la vie des petites collectivités », annonce Lance Ford, directeur de la TI au district scolaire public de Howe, dans le comté de LeFlore (Oklahoma), où deux écoles desservent une population de 389 élèves seulement. Ceci n'est pas uniquement vrai aux États-Unis. Au Canada, le territoire, aussi très vaste, est parsemé de minuscules collectivités qui comptent des écoles à faible effectif. Or les enseignants, les élèves ou les administrateurs n'ont pas tous la possibilité d'organiser des excursions ou des réunions pédagogiques lointaines qui seraient une source d'enrichissement pour les élèves comme pour les enseignants. Sans parler du budget.

Comment, donc, les élèves et les enseignants canadiens peuvent-ils voir des personnes et des lieux qui comptent parmi les plus intéressants au monde ? Pourquoi ne pas programmer une journée de la façon suivante : première période, visite du *Smithsonian Institute*, deuxième période, circuit dans le Temple de la renommée du baseball ? Après le déjeuner de midi, cours de gym – avec natation en compagnie de vrais requins – à Sarasota, sous le soleil de Floride. Le lendemain, découverte des ossements de dinosaures préhistoriques, création musicale et exploration de la matière en vrais scientifiques.

Si vous vous demandez comment rendre possible ces excursions avec des contraintes de temps et de budget, TANDBERG vous apporte la réponse. Ses outils de communication visuelle emmènent vos élèves autour du monde et les ramènent avant que la cloche de 15 h ne sonne – sans même quitter la classe.

Ces outils de communication visuelle ont fait merveille dans le district scolaire public de Howe. « Le téléenseignement a permis à ce district de créer un cursus plus solide, d'élargir les possibilités d'apprentissage des élèves, et d'offrir un programme exceptionnel qui enrichit non seulement les élèves et les enseignants, mais aussi la collectivité en général. », a expliqué M. Ford.

Les excursions virtuelles ne sont pas les seuls moyens de mettre à profit cette technologie

innovante. Liz Kerr, gardienne des médias et de la culture de l'information au conseil scolaire de district de Kawartha Pine Ridge, utilise le matériel de vidéoconférence TANDBERG pour organiser des réunions entre écoles. Le conseil scolaire de Kawartha Pine Ridge fait de la vidéoconférence depuis 1994 et ce n'est que l'an dernier qu'il est passé à TANDBERG. « Nous avons plusieurs visionnaires à notre conseil », précise-t-elle, faisant remarquer que le matériel permet des communications virtuellement face à face entre un grand nombre d'écoles réparties sur de vastes régions géographiques.

L'utilisation du matériel par le conseil scolaire de Kawartha Pine Ridge ne s'arrête pas là non plus. « Quelques-uns de nos enseignants travaillent sur différentes applications », précise M^{me} Kerr. En fait, trois écoles secondaires du conseil de Kawartha Pine Ridge ont participé au programme de lecture de White Pine, qui s'est déroulé en association avec la *Ontario Library Association* (Association ontarienne des bibliothèques). Les élèves de chaque école devaient lire un livre puis le présenter et en discuter avec leurs camarades d'autres établissements par vidéoconférence. « C'est un merveilleux moyen d'utiliser ce matériel », ajoute M^{me} Kerr. La collaboration entre élèves sur un domaine commun d'étude est une utilisation efficace de cette technologie.

TANDBERG prend très au sérieux les besoins en vidéoconférence et en apprentissage virtuel. Devenue le chef de file mondial en matière de solutions interactives pour le téléenseignement, cette entreprise américano-norvégienne s'est engagée à soutenir votre cursus ainsi que d'autres objectifs. Grâce au programme Connexion, les éducateurs et les écoles peuvent tirer le maximum de leur investissement en technologie de communication visuelle. Le but de TANDBERG est d'enrichir votre cursus actuel et d'optimiser

Le but de TANDBERG est d'enrichir votre cursus actuel et d'optimiser votre investissement technologique en fournissant des contenus qui apportent le monde dans votre classe – sans qu'il vous en coûte un sou, ni à vous ni à vos élèves.





vosre investissement technologique en fournissant des contenus qui apportent le monde dans votre classe – sans qu’il vous en coûte un sou, ni à vous ni à vos élèves.

Dans le cadre du programme Connexion, les écoles qui vont de la maternelle à la 12^e année peuvent faire gratuitement des excursions virtuelles et visiter ainsi des centaines de musées et de centres scientifiques ou culturels grâce au matériel vidéo. En tant que client, ce programme est à votre disposition et vous pouvez faire participer vos élèves aux dernières activités culturelles ou découvertes scientifiques, même à des spectacles musicaux inspirants, en appuyant simplement sur un bouton.

« Il existe maintenant toute une gamme d’activités que l’on ne pouvait pas offrir auparavant en raison de la distance. Comme il s’agit de communication visuelle et non plus simplement du téléenseignement classique, l’expérience est plus profonde. » C’est ainsi que s’exprime Tommy Bearden, conseiller dans le domaine du téléenseignement au centre pédagogique (région 14) du centre ouest du Texas.

Comment le programme fonctionne-t-il ? Chaque mois, selon l’ordre d’arrivée, les clients actuels se voient offrir des excursions virtuelles. Pour s’y inscrire gratuitement, il vous suffit de visiter le site www.tandberg.net/connections. C’est facile – et c’est gratuit !

TANDBERG exploite plus de 300 fournisseurs de contenu dans les universités, les musées et autres centres culturels. Les clients actuels reçoivent une liste de dix sujets et peuvent en choisir deux gratuitement. Il existe des sujets supplémentaires et certains fournisseurs de contenu proposent même des séances à titre gracieux. Les enseignants reçoivent en prime des documents de référence avant la séance de sorte que les élèves sont prêts pour le cours.

Les avantages de la communication visuelle sont nombreux. Nous suggérons ci-dessous quelques moyens qui permettront aux élèves, aux éducateurs et aux conseils scolaires de tirer parti des outils TANDBERG dans ce domaine.

Avantages pour les élèves

- Instaure un dialogue et un échange d’idées entre élèves, éducateurs et spécialistes de la matière, qui ont des expériences, des qualités et des points de vue très différents.

- Fait arriver des ressources pédagogiques jusque dans des lieux où il en existe peu en raison de la situation géographique ou des finances.
- Répond à de multiples styles d’apprentissage lorsque le téléenseignement est combiné aux méthodes classiques d’enseignement.

Avantages pour les éducateurs

- Combat l’isolement des enseignants qui se trouvent dans des régions reculées ou des éducateurs qui sont seuls spécialistes d’une matière dans leur école.
- Permet un perfectionnement professionnel pratique et opportun qui n’exige pas de temps hors de la classe, de temps personnel pour des déplacements ni de dépenses généralement associées à ces déplacements.
- Permet l’accès à des ressources et à des informations d’ordinaire non disponibles, ce qui entraîne des expériences d’apprentissage pertinentes et agréables.

Avantages pour le conseil scolaire

- Assure l’égalité en matière d’éducation pour les écoles qui sont isolées pour des raisons financières ou géographiques.
- Procure des expériences que ne connaîtraient pas les écoles avec les excursions classiques.
- Permet aux écoles de partager les ressources et le personnel, ce qui entraîne une réduction des coûts.
- Peut être utilisée pour des fonctions administratives, telles que des réunions, ce qui entraîne une réduction du temps de déplacement et des dépenses qui y sont associées.

Selon M^{me} Kerr, au conseil scolaire de Kawartha Pine Ridge, les enseignants sont enthousiasmés par le matériel TANDBERG d’apprentissage virtuel et de vidéoconférence; elle n’a d’ailleurs reçu aucune réaction négative de leur part. La plus grosse difficulté, c’est de s’assurer que les enseignants sont suffisamment à l’aise pour utiliser cette technologie par eux-mêmes. Il existe toutefois une solution à ce problème, c’est le T⁴ (*Tandberg Teachers Training Teachers Program*), formation en quatre phases à l’intention des enseignants responsables de mettre le système en place, préparé par et pour des enseignants. Le T⁴ donne aux éducateurs les connaissances et les techniques nécessaires pour réussir la mise en place d’un programme de téléenseignement. « Avec le temps, nous utiliserons de plus en plus le T⁴. » ajoute M^{me} Kerr.

M^{me} Kerr est ravi des résultats obtenus pour l’apprentissage virtuel avec le matériel TANDBERG. « Je vois le potentiel de la scolarité virtuelle et je le vois dans mon propre conseil. C’est une technologie merveilleuse et dynamique au service des bibliothèques – où se centre l’apprentissage dans n’importe quelle école – et des bibliothécaires enseignants. C’est une excellente façon de faire participer les écoles et les élèves à l’apprentissage. »

Pour faire participer vos écoles et vos élèves à l’apprentissage virtuel et à la vidéoconférence, visitez le site www.tandberg.net.



Photo: S. Gauci

My wife, Jill, and I have been teaching overseas for seven years and have taught in Kuwait and Saudi Arabia. Currently we teach at Academia Cotopaxi International School in Quito, Ecuador, where we've lived with our two children since August 2005. Below is an account of our overseas teaching experiences. Read on to find out why you should travel overseas, how to apply and what to expect.

Who Teaches at International Schools?

There are thousands of K-12 international schools around the world that cater to local and transitory families. There are two groupings of teachers in international schools: local hires and foreign hires. Foreign hires can be a part of a teaching team such as husband and wife or same-sex partners, while others are singles or single parents. An initial two-year contract is the standard for international schools, although some one-year contracts may be offered under exceptional circumstances.

Benefits of Teaching Internationally

International schools have superior teaching resources and facilities, equal access to information, are up on the latest technology, are generally non-profit, have a written curriculum, reside in stimulating cultures, and attract students who, on the whole, are motivated and polite. Most schools go through rigorous accreditation assessments to achieve a program status that will attract certified, skilled, and adventurous teachers and clientele. "Being accredited means that the school meets a fixed set of external quality standards and reassures all that there is a basis for claims of a quality program based on criteria that are readily available," says Dr. Bill Johnston, director of Academia Cotopaxi.

Beyond Borders: An Insider's View on International Teaching

By Simon Gauci

Salaries are equal to, if not higher than, Canadian standards. Imagine taking home your gross salary – it's all yours, tax-free. Some governments might demand that teachers pay tax on salaries and cash-related benefits, but this tax percentage is low. Tax-free status is more common in Asian or Middle Eastern regions. South American and European schools are less likely to offer tax-free status; in Ecuador, for example, taxes are approximately 8 per cent.

Foreign hire benefits usually include paid housing and utilities or a generous housing stipend, and yearly flights home for the teaching team (including dependents). Medical/life insurance is standard in most packages, as is a subsidized retirement/severance plan. Supervision of extracurricular activities is expected and paid. Most overseas teachers also receive "settling in" and "shipping" allowances, free tuition for two dependents, paid sick days, bereavement leave, maternity leave, and reimbursement for visa acquisition fees and medical exams. Benefits are related to varying factors such as school location, financial position and administrative structure.

As a cautionary note, beware of for-profit schools run by a single entity without a board of directors – these schools are businesses and may have priorities other than education.

Drawbacks

A great school can be a poor experience and a poor school could be the best match of your career. This depends on the country you are in, the school that employs you and your attitude. My family lived in Riyadh, Saudi Arabia, a strict Muslim capital, for four years. Riyadh is moderately cosmopolitan with a plethora of restaurants, cafés, boutiques and sprawling malls juxtaposed with more traditional souks and shisha coffee houses. And although there are progressive buildings with the façade of western amenities, there are no public movie houses, theaters, nightclubs or other such forms of entertainment.

When we first arrived in Riyadh (shortly before 9/11), the expat community was rife with activities such as dramatic productions, sports tournaments, a Terry Fox Run, music festivals, trips to museums and other “expatish” things. Due to political disruption, attacks on housing compounds and the continued threat of terrorism, however, thousands of expats (mostly non-working spouses and dependents) fled the country.

Consequently, a typical week in Riyadh consisted of going to the school campus and back to the housing compound with occasional trips to the supermarket, bookshop, hardware store or, more rarely, a café. Weekend camping trips in the desert with other families were enlightening events and provided respite from the monotony of campus-to-compound life. Nothing compared to lying in the warm, dark sand with my son, Riley, looking up at a brilliant starry sky.

Intimate friendships are hard to develop due to the short-lived nature of the international community. People come and go quickly, students included. Yet the friends Jill and I made are unique – together we experience incomparable hardships and joy. A deep bond develops between people who journey into the unfamiliar. Strangely, when I return with my family to southern Ontario every summer, it’s a challenge to leave again. This contradicts our need to get back to our home – our real home – in Quito. But the longer one stays overseas, the further away the memories of home become. Familiarity is organic. To me, home is where Jill is; it’s where our children sleep and do their homework, and where our belongings get unpacked.

Life Overseas

Teaching overseas is a choice one must be willing to make with a sound spirit. When adversities are encountered, either culturally or politically, you can remind yourself that as a Westerner, you’re blessed with choice. I can go back to Canada anytime I want – however, denizens picking up scrap for a living in Quito’s Zambiza Dump have only that option.

Riley sees people as people; it’s that straightforward for him. We come home from work to a clean house, hot meal, laundry done and a happy, two-year-old daughter who attends a morning daycare program. Zoë (born in Riyadh) is already speaking Spanish – of course, we have no clue what she’s saying!

We have travelled the Middle East, Northern Africa, India, Thailand, Malaysia and Western Europe. My family has had countless positive interactions with incredible people from diverse cultures. Now residing in Ecuador, we’ve already had many stimulating experiences such as the hot springs in Papallacta and Banos, seeing the Pichincha Volcano from the top, the Otovalo Artisans Market, Old Colonial Quito City, and, of course, hanging out in cafés, cinemas and taking wonderful Sunday strolls throughout the capital. Quito, declared a World Heritage Site by UNESCO in 1977, is one of the most family-friendly cities I have had the pleasure of living in.

Want to Teach Overseas?

Teaching abroad is as demanding as it is here in Canada. “Teachers and administrators in (overseas) schools are high-quality professional educators with a hard focus on young people,” says Johnston. If you’re up for the challenge, the rewards are boundless.

International recruiting generally starts in December and ends in June. There are many teacher-recruiting options, including private agencies in cities all over the world. There are dozens of recruiting agencies vying for your business. Most of them are excellent and well intended on facilitating contact with a school where there is a match.

Job fairs are competitive, professional environments that necessitate considerable openness. The ability to navigate a lot of unfamiliar information about diverse cultures, varied pedagogy, educational programs and self-awareness is, unquestionably, an asset. Each school will likely have a booth where you can visit, pick up pamphlets and ask questions. The school representatives are professional, relaxed and forthcoming, and are more interested in getting to know you as a person than engaging in “teacher talk.” This is not to imply that the latter is not important, but as Johnston says, “The main question is teacher quality and ability to successfully adapt to the individual overseas school environment.”

Teachers applying to a recruiting fair must go through credential and reference checks prior to registration. The application process varies from agency to agency, and the paperwork may be frustrating and time consuming. An agency rarely allows applicants to attend a fair without being qualified, or where there are no potential jobs. Agencies want a sound pool of teachers for potential employers.



PHOTO: S. Gauci

Denizens picking up scrap for a living in Quito's Zambiza Dump.



Photo: S. Gauci

Prior to the fair, the recruiting school representatives read through the applicants' files given to them by the agency. At the fair, the school may contact you by phoning your hotel room or posting a message on a designated bulletin board for registrants. At this time, you and the school recruiter will set up an interview, usually in the hotel room of the school delegate.

Jill and I went to our first job fair at OISE (Ontario Institute for Studies in Education) in February 1999; we were as green as the gables of Anne and ended up teaching in Kuwait City. If you do decide to go to a job fair, my advice is to keep your eyes, ears and mind open. When you meet a recruiter, you might be talked into going somewhere you never thought possible. But that's what international teaching is all about: chance encounters to meet extraordinary people.

Can you contact a school directly and get an interview? Jill and I did, and we got lucky. After corresponding via e-mail with Academia Cotopaxi in November 2004, Jill and I were eventually given phone interviews. Days later we were offered a two-year contract. Jill is now teaching IB/HS (International Baccalaureate Diploma/High School) Drama and I am teaching IB/HS Art. We're enthralled about our move from the desert sands of sunny Saudi to the Andes Mountains of elevated Quito.

Take some time to visualize teaching somewhere other than Canada. The opportunities are endless – your worldview will be transformed and your teaching will be educated. After all, says Johnston, "Seeing the world is a bonus, a special experience that helps make really good teachers great teachers, and facilitates the work of those who are already great."

The following is a list of agencies that can assist you in finding international teaching positions. Remember that international schools are as diverse as the cultures they represent. Good luck on your search! **T**

International Schools Services
www.iss.edu

The International Educator
www.tieonline.com

Council of International Schools
www.cois.org

Search Associates
www.search-associates.com

Association of American Schools in South America
www.aassa.com

International Supply Teachers
www.teachersonthemove.com

Queens University
www.educ.queensu.ca/placement

Expats Direct (non-teaching jobs)
www.expatsdirect.com

Expatriate websites:
www.canuckabroad.com
www.embassyworld.com

Simon Gauci is an artist, art educator and a published freelance writer. He lives in Quito, Ecuador with his wife and two kids. He can be reached at sgauci@cotopaxi.k12.ec.

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Collect the Canadian Experience
Where does the passion begin?

For a collector, a coin is never "just" money. A coin can be precious for many reasons: as a piece of history, as an expression of a culture, as a window on a particular time or place. Why do so many of us feel connected to coins? We preserve them as keepsakes; as memorials; even as talismans - who doesn't have a "lucky" quarter tucked away in a drawer? Or a silver dollar minted in the year we were born? Coins are currency - yet so much more. Each one has its own particular story and history to tell.



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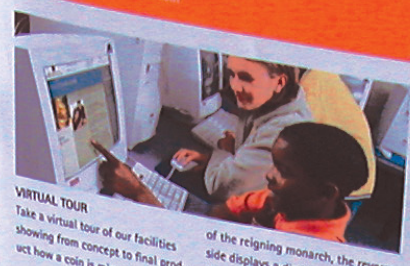
some of the world's most stunning commemorative coins. They are treasured for their rarity, their historic significance, their artistic merit. Canadian collector coins celebrate our nation's culture and milestones, the splendour of our natural landscape and wildlife, the technological and athletic achievements that make us proud.



While circulation coins are produced in huge volumes, collector coins are struck meticulously, one by one, in Ottawa at the Royal Canadian Mint's original home. These precious coins are crafted from initial designs created by Canadian artists. Many of our collector coins have been honoured with international recognition and awards.

Circulation coins are collectible too, for their designs, their rarity and for the tangible connection they provide to our nation's past. Perhaps we are biased, but we believe that collecting coins can fill a lifetime with interest and inspiration. What begins as a pastime can easily become an absorbing pursuit - indeed, a passion.

For more information on collecting and caring for your coins please visit www.mint.ca



VIRTUAL TOUR
Take a virtual tour of our facilities showing from concept to final product how a coin is minted.

DESIGN SELECTION
Beautiful coins begin with beautiful designs. We take pains at the Mint with Canadians. They must be meaningful, memorable - and reproducible on metal.

Selecting a theme
While the obverse side of all Canadian coins features the portrait of the reigning monarch, the reverse side displays a distinctive design. The themes are thoroughly researched. They are often based on events, places or milestones of national interest. Occasionally, we conduct public-opinion polls to help determine which themes Canadians find most interesting or evocative.

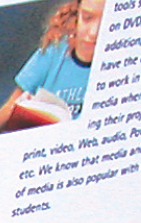
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design concepts, creative and technical guidelines, coin specifications, and samples of previous designs. While we traditionally enlist the services of well-known Canadian artists, many of the most distinctive designs in Mint's own staff of talented designers and engravers.

The art of coin design
Coin designs must have artistic merit; they must accurately depict their subject matter; and they must reproduce effectively on metal blanks. The design for the two-dollar polar bear coin, for instance, was first scrutinized by a zoologist, who made sure the bear's anatomical details were correct. Coin-production experts then ascertained that

Lesson Plans / Learning Activities
Theme, Design and Art of the coin

LITERACY
Tremendous emphasis is placed on literacy at the Grades 5-8 level in particular (all levels really) especially for boys, who tend to lag behind girls generally. Many of the activities will have a strong literacy component whether it's story writing, keeping a log or diary, writing short essays, biographies, descriptions etc.



WEBQUEST
These are akin to an online hunt where students are directed to follow a series of web links in order to achieve a goal or outcome. After they've completed their search, they write up their results.

USE OF MEDIA
Where possible, the use of media tools is encouraged to help students familiarize themselves in their use. For example, if a multi-component teacher's kit forms part of the concept development, then having

print, video, Web, audio, PowerPoint, etc. We know that media use of media is also popular with students.



ROLL A COIN THROUGH THE CURRICULUM!

The Royal Canadian Mint launches a hands-on education program



GLISSEZ UNE PIÈCE DANS LE PROGRAMME!

La Monnaie royale canadienne lance un programme éducatif pratique

The Royal Canadian Mint is creating an innovative educational program for teachers and students in English and French. The Mint has a history of producing circulation and commemorative coins celebrating the Canadian story—significant people, places and events. Our new education program will be distributed with successive issues of TEACH Magazine.

La Monnaie royale canadienne crée à l'intention des enseignants et des élèves un programme éducatif novateur en français et en anglais. Elle produit depuis longtemps des pièces commémoratives et des pièces de circulation célébrant l'histoire du Canada – des gens, des endroits et des événements importants. Son nouveau programme éducatif sera présenté dans des numéros ultérieurs du magazine Le Prof.

For more information, please check out the centre of this issue of TEACH Magazine.

Pour obtenir de plus amples renseignements, veuillez consulter la page centrale du présent numéro.



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