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**Learn How to Teach Online:
5 tips that work!**



**12th Annual
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Fall is rapidly transforming into winter. The holiday season is around the corner as the academic year pushes on. Fall is a busy time in schools and by November, everyone is adjusted to the routine, but we're also ready for the holiday break.

As writers and editors our task is a privileged one. We bring you useful information, resources and tools. We understand that a teacher's lot is tough, full of challenges as well as rewards. We remind ourselves that without teachers, we'd be a lost society.

Every classroom has challenges, and every teacher must find innovative ways to overcome them. In this issue, we are pleased to present solutions to very different classroom obstacles: running a successful online course and finding cost-effective products that will complement your lesson plans.

If you're interested in moving your traditional in-class courses online, flip to *Learn How to Teach Online: 5 tips that work*, by Dr. Jane Pilling-Cormick, educational researcher at the Hamilton-Wentworth District School Board (HWDSB).

Through trial and error, student and teacher suggestions, and an evidence-based research approach, the HWDSB created an effective, efficient and convenient online course system that suits the various needs of different students.

Check out our *12th Annual Product Supplement* – we've compiled products that will make life in the classroom a little less harried for you. Included is a comprehensive overview of books, software and more – from Shakespeare to World War II to lessons about acceptance and diversity.

Building on the themes of acceptance and diversity – and, ultimately, peace – is this issue's CURRICULA, the fourth part of our Canadian Studies Project. In this installment we explore how arguments and violence disrupt

our families, communities and the world at large. The entire version of this resource can be found on the Web site www.teachmag.com/canadianstudies, and is suitable for viewing and printing.

We hope your classroom challenges evolve into positive learning solutions. We understand that students aren't the only ones doing the learning – teachers, through trial and error, learn how to overcome classroom challenges by applying different solutions to each new set of eager faces they see in class. It's our goal to create resources that make the learning curve a little easier.

Krista Glen

Next Issue

School trips: where to go and how to fundraise, CURRICULA, and more!

TEACH

MAGAZINE

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education is the answer – and the problem



The world is quickly changing as innovations are coming fast and furious; brainpower tends to be the solution to almost any problem. For brains to function well, however, they must be well stocked with information and ideas.

A society that wishes to remain prosperous needs an education system that is effective in the 21st century.

We need to be careful not to push childhood education to the background as its population ages, as older voters tend to vote against money for education.

We are moving towards a society where there will soon be more retirees than schoolchildren. The demand on government for more health-care and pension money is already causing major headaches for elected officials. Education is typically the second-largest area of program spending – after health care – and therefore #1 on the potential hit list.

If we cut funds per learner in education, then we are voting for bread and circuses, bringing the end of our society into sight. We will starve from lack of brains with which to compete. This is why education is the answer, and why it is also the problem.

We need to re-think the meaning of education, how, when and where it is delivered, and to whom. The answers of the 20th century are no longer sufficient. “Back to basics,” for instance, is a recipe for disaster. It calls for a return to “olde tyme” values in the hopes that it will produce good mass production workers for a world where mass production workers live in distant lands and make less than 20¢ an hour. The only solution for many people whose jobs are disappearing is to re-educate and find a new profession, or live on welfare for the rest of their lives.

Education is the single social structure most resistant to change at a time in human history when change is happening faster than ever.

The education system needs to serve all citizens and help invent progress for each individual and

for society as a whole. We need an education system that works and thinks strategically with corporations and policy-makers, competes with industry and government to hire the best and the brightest and demands great things from those it hires.

Globalization is levelling the employment field worldwide, and it can be stopped only by a disaster. A North American worker today has to be prepared to compete with workers in India and China. There are 1.3 billion people in China and 1.1 billion in India. The educated cream of the worker crop in these countries alone outnumbers the entire workforce of North America. They’re also cheaper, and much, much hungrier for work.

Add to this the telecommunications revolution of the last 10 years – where optical fibre networks span the globe, making it possible for workers anywhere in the world to do the work that needs doing in your local community – and the result is a global workforce.

Unless we want to hew to a racist view that “the jobs we have now are God-given, and no ‘outsiders’ are gonna steal ‘em from us,” then we’re going to have to compete on the basis of our brains and hard work. We have no more right to jobs than people in China, India or anywhere else – and we deserve them only when we can do them more effectively. That’s where education comes in.

We need an education system that tailors its offerings to each individual learner. We need real world results. This is not unrealistic. Private tutoring organizations are doing this today. It requires us to change the way we pay for, prepare, and think about education. In short, we need to refashion the entire system.

We don’t have to do this. We could, instead, slide into gentile poverty, blaming our “bad luck” on the pernicious actions of others. That would be much easier.

Richard Worzel is Canada’s leading futurist. He volunteers his time to speak to high school students. Contact him at futurist@futuresearch.com.

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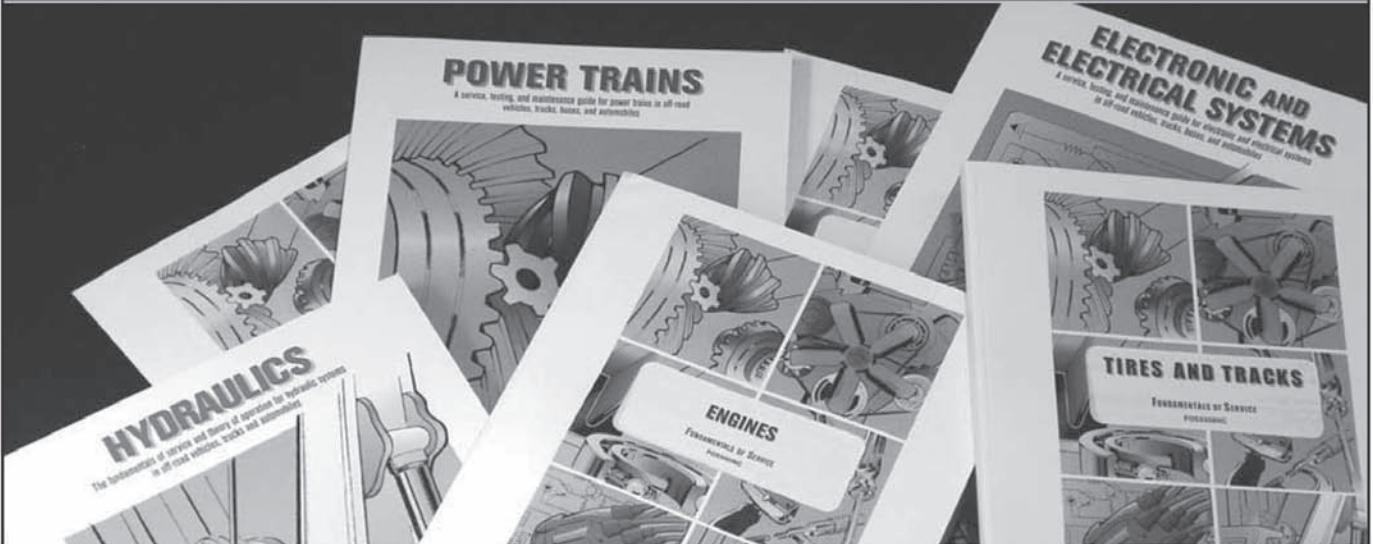
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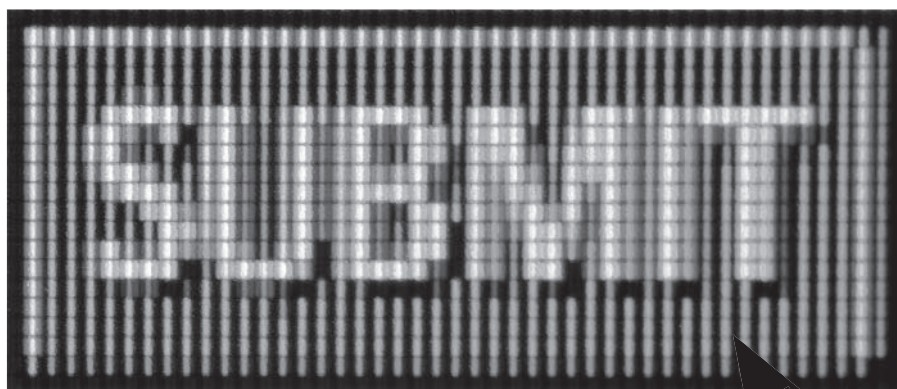
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LEARN HOW TO TEACH ONLINE: 5 tips that work!

By Dr. Jane Pilling-Cormick,
Educational Researcher, Hamilton-Wentworth District School Board

For many, teaching online is a relatively new experience. In the spring of 2003, the Hamilton-Wentworth District School Board (HWDSB) offered its first online courses, registering 25 students. The HWDSB is now in its fifth semester of this exciting initiative, with 143 students across the board registered or on waiting lists for online courses.

The HWDSB has students with medical/anxiety issues, reluctant learning and timetable issues, exchange students and others for whom the online learning program provides the flexibility of including a co-op placement within their timetable. Our focus is on serving the needs of our students – we want to use teaching strategies that work.

Before we even offered our first courses, we created specific questions to ask our students and teachers. We did not merely collect ideas about what is easy or difficult about teaching online; instead, we developed guidelines based on best practices of what good online teaching looked like, building on what we found in the research literature. We used an evidence-based research approach, with a specific focus on developing practical teaching strategies. When our teachers and students talked, we listened. What we heard became the practical and useful HWDSB Online Teaching Tips.

HWDSB Teaching Tip #1: Communication is Key

Not surprisingly, having no teacher in the classroom was a challenge, and confusing assignment instructions became a student concern. Knowing exactly what the teacher wants can be extremely difficult when students can't just put up their hands, ask questions and get an immediate response. Our teachers implemented a number of strategies to deal with this concern:

- **Use a Design-Down Approach.** Teachers began to use a design-down approach where the course's entire due date schedule is immediately posted. Students reacted positively. "I really like the semi-self-paced format of this course, and I find it easy to stay on track. I like the fact that there are due dates and you can work ahead. It's a good set up," comments one student.
- **Communicate More With Students.** Because our students felt they needed more clarification in terms of assignment instructions, our teachers took various steps to communicate those expectations to students. They updated the assignment expectations and created an FAQ (Frequently Asked Questions) threaded discussion specifically for course questions.

Teachers increased the number of direct student e-mails after hearing student remarks such as, “One difficulty is keeping due dates in order. It would be so helpful if we received e-mails about due dates, just to clear up the smaller details that can be misinterpreted.”

We made the change, and students reacted favourably. “I find the e-mail reminders helpful because I generally see them before the posted announcements. If I get an e-mail reminder saying that I have to get something done soon, I will try to do it as soon as possible. It helps me prioritize my work within the course,” says a student.

A bi-weekly live course chat for clarifying questions was another way to increase communication. Student responses again have been positive: “I thought class discussions would be very difficult to execute as well. This has not proved to be a problem, though, thanks to the threaded discussions and chat rooms.”

HWDSB Teaching Tip #2: Time Management

With a rise in online learning, we are seeing a definite shift away from an “other-directed” to a “self-directed” approach, with students taking on more responsibility for their learning. Student procrastination is a major teacher concern. One teacher says, “The medium provides numerous opportunities for growth and development, but is often an ‘irresistible apple’ for those who would otherwise disconnect from their responsibilities.” A student writes, “The online learning experience forces you to become an individual learner, rather than encourage you to become one.” Another student echoes a similar thought: “Online learning definitely encourages individual learning because first and foremost you can’t rely on anyone but yourself. You have no one to help you but yourself, along with the resources at your disposal.” If we have the motivated learners who are self-disciplined and do well, then how do we meet the needs of those students that just do not, or cannot, keep up? The following strategies will help:

- **Post Due Dates.** “I really like the way we can see what work is ahead in advance, rather than getting assignments one at a time, and being expected to finish them in smaller intervals. It allows me to plan my time in advance. I spend more time working on assignments, and hand in better quality work,” says one student.
- **Offer Help.** Teachers specifically offered assistance with time management by posting time management Web site resources. Independent Study Unit updates took place on a continuous basis to ensure student engagement and ongoing assessment. If student attendance drops below minimum expectations, home-school guidance counselors are notified.

HWDSB Teaching Tip #3: Focus on Interaction With Other Students

One misconception of online learning is that students sit at their computers, send messages off to a teacher and rarely interact with others. This is not so. Group work is an important element of many online courses. As one of our students remarked, “With conflicting schedules, there tends to be a lot of procrastination due to the lack of ‘getting together’ time.” Another student recognizes the value of online group work, saying, “It seemed odd to me at first that in an ‘independent learning’ environment we should be required to get in touch with other students at a set time and share ideas. As a result, I did not participate in the first two group assignments. I made a point of being available for the third one. It was a very positive and rewarding experience to discuss our topic with other students.” How do we get those resistant students on board and working together to experience meaningful relationships in an online learning environment? Below are two suggestions:

- **Modeling Ongoing Community Engagement.** The teacher posted and participated in threaded discussions to model the ways students interact. This helped students get started.
- **Time/Subject Specific Threads.** Drawing ideas from student posts to develop a more centralized discussion is another strategy to encourage student participation.

HWDSB Teaching Tip #4: Establish Access to the Teacher

Building a teacher presence online becomes essential and is often a challenge. Online teachers cannot be available 24 hours a day, even though students would like them to be. As the HWDSB initiative progresses, we continue to develop various ways to deal with teacher-access issues:

- **Include Face-to-Face Meetings.** From the start of our initiative, students asked for face-to-face meetings. One student suggested “class meetings in person, say, once a month, just so you can have an idea who people are and what they are about, instead of just thinking of floating heads above a keyboard.” Another student similarly commented, “It would be nice if maybe once a month, the class could get together so we could meet each other and talk about the course and any concerns we have about projects.” Our teachers scheduled face-to-face meetings, which worked well for a number of students.
- **Use Detailed Type-Based Communications.** Students in a typical classroom want immediate feedback – online students are no exception. One student

writes, “The teacher is not always online, so I cannot speak directly to him in my time of need. There is the possibility of e-mail, but the time it takes for a response varies.” Our teachers now provide detailed type-based comments, and students respond well to this change. One student says, “The instructions can be vague at times, but through good teacher-student communication, this is an issue that is easily overcome.”

orchestrates and holds these sessions at various locations across the board. One focus is better drop box and journal familiarity. A live course demonstration with the subject teacher guiding the students also takes place.

The response to these sessions is excellent. One student writes, “I’m no longer intimidated by the thought of doing a course online, with what I thought would be next to no interaction with the other students

With a rise in online learning, we are seeing a definite shift away from an “other-directed” to a “self-directed” approach, with students taking on more responsibility for their learning.

- **Provide Exemplars.** “Perhaps an example assignment could be shown, as students who do not understand could use it as a model,” suggests a student. Giving students examples of what is expected of them helps clarify assignment criteria.
- **Ensure Timely Feedback to Requests for Help.** One teacher commented, “Occasionally students would complain that I was not fast enough in responding to queries – a fair observation. Many observed it was slower to have a question answered than if they could approach me in person in the classroom.” One student suggestion was, “If the teacher was available for a set amount of time at a set hour each day, or every two days for that matter, I think the students would be the better for it.” Providing bi-weekly course chats is one way of doing this.

HWDSB Teaching Tip #5: Minimize Technical Concerns

Initial student comments included concerns about possible computer problems. We took steps, especially after our first semester, to rectify this problem using the following strategies.

- **Technical Support Availability.** One way teachers provide information about technical support is to publish the technical support number and encourage students to make use of it. Another option is to direct students to our Virtual Campus Manager when technical difficulties arise. The Manager then follows up and may even go to the student’s home school and make suggestions.
- **Orientation Sessions.** Before the course even begins, we invite students and parents to meet the teacher and go through an orientation session. When designing these sessions, we looked at our research comments from both teachers and students to ensure we addressed all concerns. Our Virtual Campus Manager conveniently

and teacher. Since the orientation, I’ve realized this course isn’t going to be what I first anticipated.” Another student remarked, “The orientation set my mind at ease for a lot of things.”

Interestingly, students who missed the orientation showed regret at doing so. “I came to this course a month late, so everything was pounded in my face, like a bird hitting a glass window. I was unaware of what I was getting myself into. Properly going through the orientation would have helped a lot,” says a student. Another suggests, “It might be a good idea to have several meetings scheduled, rather than just the orientation at the beginning since, like me, a lot of people started afterward.”

- **Emphasizing the Importance of the Tutorial.** A number of students commented on the value of the tutorial that is part of our online courses. One remarked, “I am challenged when it comes to computers; I have learned so much already from the tutorial. It is sad but true that I never knew what a Web browser, RAM, hard drive and many other computer components were before completing the tutorial.”

Although teaching online is relatively new, valuable teaching tips arise when using an evidence-based research approach from the start of an online learning initiative. For a successful school district online learning initiative, it is essential to build a framework for supporting teachers, such as we have done at the HWDSB. It is imperative that we provide quality online teaching and learning experiences and the HWDSB Online Teaching Tips are a step in the right direction.

To find out more about the HWDSB Online Learning Research Initiative, contact Dr. Jane Pilling-Cormick, educational researcher, HWDSB, at jane.pilling-cormick@hwdsb.on.ca.

Curricula

Reproducible Insert

THE CANADIAN STUDIES PROJECT: *An Exploration of Culture, History and Interconnectedness*

Lesson Four: Peace Opposites Attract

Duration: 1-7 Class Periods
Grade Level: 9-12

**“When the power of love
overcomes the love of power
the world will know peace.”**

– Jimi Hendrix

INTRODUCTION

Welcome to The Canadian Studies Project. In successive issues of *TEACH Magazine* you will find four lesson plans that explore the following themes: equity, diversity, interdependence and peace. This is the fourth in the series. Due to limited space, the curriculum links and additional content will be posted on the Web site: www.teachmag.com/canadianstudies. The content of The Canadian Studies Project is also connected to a television series called *Get Outta Town!* (www.getouttatown.tv), where a host teen travels the world and meets up with teenagers to experience the life and culture of different communities from a local teenager’s point of view. Video content from the series is posted on The Canadian Studies Web site.

Canada is a country of diverse peoples. Through the activities detailed in the following lesson plans, we are confident that you and your students will enjoy and celebrate Canada’s unique status among nations.

We would like to hear from you. Please contact us at info@teachmag.com and let us know the kinds of projects and activities in which you have engaged. Send us your students’ work and we will post the best entries on The Canadian Studies Project Web site.

Vocabulary List:

Emigrate
Social Welfare
Alienate
Ostracize
Antiquated
Antagonism

CASE STUDY

Opposites Attract

Monika and Michael attend the same school in Moncton, New Brunswick. They became friends in school, working on projects and studying together and are now a couple. Michael was born in Canada, and his family can trace their Canadian heritage several generations back. Monika's parents are Sikh and emigrated from India some twenty years earlier. Although neither of them is particularly religious, they cannot escape their origins. Monika's family left India to seek a better life for the entire family. Her mother is a lawyer and works for a community-based legal aid clinic while her father is an engineer and works for a software company.

Michael's father works as a welder for a company that manufactures small diesel engines. Michael's mother works in a hairdressing salon. His parents understand the need for immigration but are suspicious of foreigners, and feel that they take advantage of the generous social welfare system in Canada and take jobs away from the locals.

Monika's parents are traditional and prefer that she "stick to her own community." Since she has been dating Michael, there have been many arguments and much tension in the household. Her parents don't approve of the relationship. They are afraid that the cultural gap is too wide for them to bridge and that they will be shunned by others in society. As a mixed race couple, her parents warn that they will be ostracized, ridiculed and possibly attacked by those who hold hard-line racial attitudes. At the very least, Monika's parents are afraid the young couple will never be accepted by either side and that they will remain alienated from everyone.

Michael and his father haven't gotten along for a number of years and he thinks his parents' attitudes are antiquated and narrow-minded. Michael doesn't care about culture or race, and he sees Monika simply as a person that he cares for. It hurts him that his parents don't see that and can't understand his feelings.

Monika and Michael feel that in some ways, the antagonism they receive from both sides serves to strengthen their relationship and that if they are committed to each other, they can withstand and even win over both of their families. Nevertheless, it is difficult for them and has put a strain on their relationship.



KEY CONCEPTS AND ISSUES

This lesson plan explores the idea of peace and how to achieve it, points to conflict resolution strategies and implementation, and focuses on sources of conflict and how to avoid them.

LEARNING OUTCOMES

Students will:

- Identify potential sources of conflict
- Learn how to defuse situations where conflict arises
- Understand the destructive nature of conflict in communities around the world
- Explore how to become a peacekeeping and peace-making nation
- Critically assess information and seek solutions to real-world problems
- Work collectively in teams

TEACHER-DIRECTED DISCUSSION

Step One: Teacher-Directed Discussion

(1 Period)

Have students read the story of Michael and Monika. What do students think of the relationship? Should the past have any bearing on what happens in the present? Do they think that Michael and Monika will stay together or that the pressure from both families will be too great to bridge the differences between them? Does their story remind students of any other famous couples?

Step Two: Creating an Action Plan

(1-2 Periods)

Write the Ending

Have students write the ending to Michael and Monika's story. What do they think will happen to them? How will the relationship affect their respective families? As part of the preparation for the story development, students must include a separate character description and analysis of Michael and Monika. The descriptions may include a physical description, lifestyle choices, likes, dislikes, etc. Have students write the stories and hand them in. Maximum length: two pages.

The "Fight" List

Students will write out a list of things they get into fights, arguments and disagreements over. This list may be comprised of things they've experienced with friends, siblings, acquaintances, strangers, parents and other relatives. Form students into small groups and have them share their list with the group members. Each group will condense the list into the most common causes of conflict. Each group will appoint a leader who will read the list out to the class. The list will be jotted on the blackboard. From the most common situations listed, a master list will be compiled as the most common sources of conflict as identified by all the groups.

Acting on the Plan

Keeping the same groups, each will select one situation from the master list. The groups will devise a strategy or series of strategies designed to resolve the problem or the conflict. This strategy will be documented. Then the members of the groups will role-play the conflict in front of the other groups and apply the strategy they have devised. The rest of the class will give verbal feedback

on the problem, the role-play and the strategy. Students should be prepared to discover that not all conflicts are easily resolved but may be made "manageable." That too is part of the learning.

Optional Extension Activities

Step Three: Another Action Plan

(2-3 Periods)

Images of Violence

Is violent behaviour influenced by what youth see in the media? Are these images merely a reflection of what happens in our society and the greater world or do these images encourage more violence? This is a debate that may never be resolved but it is unquestionable that images of violence as seen in the media have some influence, if only on perceptions and attitudes rather than actions. Students will keep a journal for a period of a week and document any and all images of war and conflict they see and hear, whether it's in the newspaper, on the radio, on television, Web sites, video games or a video. Students will clip, download and/or photocopy as many images as possible and cite the source. Students will then select one or two of the most powerful images they have collected and write about how they can help get to the root of violence and conflict. How can these images be used to understand why violence occurs and ultimately lead to a resolution of the conflict? Maximum length: one page.

Some Conflict Resolution Web sites

Mahatma Gandhi Canadian Foundation
for World Peace: www.gandhi.ca

Conflict Resolution Information Source: www.crinfo.org

Conflict Resolution Network: www.crnhq.org

Boys and Girls Together

Patterns of behaviour and conflict can be separated along gender lines. We know that boys tend to be more rough and tumble and naturally more aggressive than girls. Statistics tell us that male youth have a higher incidence of physical conflict. That doesn't mean girls aren't violent at times, but it is predominantly a male phenomenon. Girls, however, do exhibit a different pattern and tend to get involved in more emotional or behavioural conflicts than boys. Girls tend not to act out conflicts physically.

Divide the class into teams where they will discuss this issue among themselves. Ensure there is a good gender mix on each team. Why do they think these different sorts of behaviours take place? Is there a way for boys to resolve problems without resorting to physical aggression or violence? Is it a matter of having more physical outlets for boys at school? In the community? What other factors are there? In school? At home? In the community? How can boys make an effort to prevent themselves and their family, friends, acquaintances from getting drawn into an incident that could lead to acts of violence?

The team will research this issue and come up with a detailed list of recommendations and strategies that will help deal with the issue of male aggression and conflict. Each team will make an oral presentation to the class using any visual aids they can such as video, PowerPoint, overheads, drawings, photographs or Web sites to illustrate their approach and strategies.

Step Four: Comparison

(1 Period)

In an episode of the television series *Get Outta Town!*, host Joseph Motiki travels to Shanghai, China's largest city. The system of government is vastly different from the one we know in the West. Government is controlled by the Communist Party and the laws, rules and standards are very different there. The Communist Party and its leadership control every aspect of life in that country. There is no democracy. What would happen if Joe, our intrepid host, ran afoul of some of the laws in Shanghai? Let's say, for example, he accidentally ended up in a dispute with a government official. How would Joe be able to resolve this conflict amicably given there are language and cultural barriers to overcome? Have the class list some suggestions that can be posted on the board. This is a good lesson as many young people travel overseas and it is important for them to be aware of the laws and customs of the countries they intend to visit.



ASSESSMENT AND EVALUATION

Evaluate students on their reports and written work.

Suggested criteria:

- Write the Story, Images of Violence Reports (was the content clearly articulated and well thought out? Were the points persuasive?)
- Grammatically correct with sentences properly structured, i.e., use of complex sentence structure and correct verb tenses, spelling and punctuation
- Comprehension of the words, phrases and sentences clearly reveal the meaning
- Ideas are expressed clearly
- Information is well-organized

Evaluate students on their oral presentation work.

Suggested criteria:

- Presented information clearly
- What have they done to enhance the presentation?
- Effective use of oral and visual communication

Evaluate students on their visual presentation work.

Suggested criteria:

- Visually appealing
- Good use of materials
- Well thought out
- Clearly represents the subject

Student self-assessment of teamwork.

Suggested criteria:

- Contribution to group knowledge
- Preparation for research and investigation
- Articulating goals, devising alternate solutions and selecting best alternatives
- Setting personal goals for working effectively with others

Lesson Plan Rubric (applicable to all four lessons) is available on the Canadian Studies Web site: www.teachmag.com/canadianstudies under the Lesson 4 button.

This project has been supported by the Canadian Studies Program, Canadian Heritage; the opinions expressed do not necessarily reflect the views of the Government of Canada.



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PROJET D'ÉTUDES CANADIENNES : Exploration de la culture, de l'histoire et de l'interdépendance

Cours quatre : La paix
Les contraires s'attirent

Durée : De 1 à 7 heures
Élèves de la 9^e à la 12^e année

INTRODUCTION

Bienvenue au Projet d'études canadiennes. Dans plusieurs numéros consécutifs de la publication *Le Prof*, vous trouverez quatre plans de cours qui portent sur les thèmes de l'équité, de la diversité, de l'interdépendance et de la paix. Pour des raisons d'espace, les liens avec le programme d'études et d'autres ressources seront affichés dans le site Web www.teachmag.com/canadianstudies. Le contenu du Projet d'études canadiennes se rattache également à une série télévisée intitulée *Get Outta Town!* (www.getouttatown.tv), où les animateurs voyagent à travers le monde à la rencontre d'adolescents qui leur font découvrir à travers leur vision la culture et la vie de ces collectivités. Le contenu de la vidéo de la série est affiché dans le site Web du Projet d'études canadiennes. Le Canada est un pays caractérisé par la diversité de ses habitants. Grâce aux activités expliquées en détail dans les plans de cours qui suivent, nous sommes convaincus que vos élèves et vous saurez apprécier la situation privilégiée du Canada dans le monde et en tirer fierté.

Nous aimerions obtenir votre opinion. Veuillez communiquer avec nous à l'adresse info@teachmag.com et nous faire part des projets et des activités que vous avez amorcés. Faites-nous parvenir les travaux de vos élèves et nous afficherons les meilleurs dans le site Web du Projet d'études canadiennes.

« Quand le pouvoir de l'amour
l'emportera sur l'amour du pouvoir,
le monde connaîtra la paix. »

– Jimi Hendrix

Vocabulaire :

Émigrer
Aide sociale
Isoler
Frapper d'ostracisme
Vieux jeu
Antagonisme

ÉTUDE DE CAS

Les contraires s'attirent



Monika et Michael fréquentent la même école à Moncton, au Nouveau-Brunswick. Ils se sont liés d'amitié à l'école, travaillant à des projets et étudiant ensemble, et sortent maintenant ensemble. La famille de Michael connaît son arbre généalogique. Il est d'origine canadienne. Les parents de Monika sont sikhs et ont émigré de l'Inde une vingtaine

d'années plus tôt. Bien qu'ils ne soient pas particulièrement croyants ni l'un ni l'autre, ils ne peuvent échapper à leur culture d'origine. La famille de Monika a quitté l'Inde en quête d'une vie meilleure. Sa mère est avocate et travaille pour un service d'aide juridique communautaire tandis que son père est ingénieur et travaille dans une société de génie logiciel.

Le père de Michael travaille comme soudeur dans une entreprise qui fabrique de petits moteurs diesel. La mère de Michael travaille dans un salon de coiffure. Les parents de Michael comprennent que l'immigration est nécessaire mais ils se méfient des étrangers, estimant qu'ils tirent parti du généreux système d'aide sociale du Canada et qu'ils volent les emplois des Canadiens.

Les parents de Monika sont traditionnels et ils préfèrent qu'elle « ne sorte pas de son milieu ». Depuis qu'elle sort avec Michael, ils se sont souvent disputés et il y a beaucoup de tension dans la famille. Ses parents désapprouvent sa relation. Ils craignent que l'écart culturel soit trop grand à combler et que d'autres personnes de la société ne les évitent, qu'en tant que couple mixte, ils ne soient frappés d'ostracisme, ridiculisés et peut-être même agressés par des groupes hostiles et racistes. Les parents de Monika craignent certainement que le jeune couple ne soit jamais accepté par l'un ou l'autre des groupes sociaux et qu'ils ne se retrouvent isolés.

Michael et son père ne s'entendent pas depuis quelques années et il pense que ses parents sont vieux jeu et ont l'esprit étroit. Michael ne se soucie pas de la culture ou de la race. Pour lui, Monika est simplement une personne à laquelle il tient. Cela lui fait de la peine que ses parents ne le voient pas et qu'ils ne comprennent pas ses sentiments.

Monika et Michael estiment que, d'une certaine façon, l'antagonisme des deux groupes ne fait que renforcer leur relation et que la profondeur de leur engagement leur permettra de tenir le coup, voire de convaincre leur famille. Néanmoins, la situation leur pèse et met leur relation à rude épreuve.

CONCEPTS ET QUESTIONS CLÉS

Le présent plan de cours traite de la paix et de la façon de l'instaurer; il met l'accent sur des stratégies de règlement des différends et leur mise en œuvre ainsi que sur les sources de conflits et la façon de les éviter.

OBJECTIFS ET RÉSULTATS

Les élèves :

- relèveront les sources de conflit éventuelles;
- apprendront comment désamorcer des situations conflictuelles;
- comprendront la nature destructrice des conflits dans les collectivités du monde;
- apprendront comment devenir un gardien et un artisan de la paix;
- évalueront de manière critique l'information et chercheront des solutions à des problèmes réels;
- travailleront ensemble par équipe.

DISCUSSION ANIMÉE PAR L'ENSEIGNANT

Première étape : Discussion animée par l'enseignant
(1 heure)

Demandez aux élèves de lire l'histoire de Michael et Monika. Que pensent les élèves de la relation? Le passé devrait-il peser sur le présent? À leur avis, Michael et Monika resteront-ils ensemble ou les pressions exercées par les deux familles seront-elles trop fortes pour leur permettre de combler l'écart entre eux? Leur histoire rappelle-t-elle à certains élèves celle d'autres couples célèbres?

Deuxième étape : Plan d'action

(1-2 heures)

Rédiger la fin

Demandez aux élèves de la classe d'écrire le dénouement de l'histoire de Michael et Monika. Selon eux, que va-t-il leur arriver? Quel sera l'effet de leur relation sur leur famille respective? Dans le cadre de la préparation à l'élaboration du récit, les élèves doivent inclure une description distincte des personnages et une analyse de Michael et Monika. La description peut aborder les caractéristiques physiques, les modes de vie choisis, ce qu'ils aiment et n'aiment pas, etc. Demandez aux élèves d'écrire l'histoire et de vous remettre les copies. Longueur maximale : deux pages.

La liste des « disputes »

Les élèves établiront la liste des choses pour lesquelles ils se disputent, se chamaillent ou sont en désaccord. La liste peut comprendre des situations qu'ils ont vécues avec des amis, leurs frères et sœurs, des connaissances, des étrangers, leurs parents ou d'autres membres de la famille. Répartissez les élèves en petites équipes et demandez-leur de présenter leur liste aux membres de l'équipe. Chaque équipe condensera la liste pour ne retenir que les causes de conflit les plus courantes. Chaque équipe désignera un chef qui lira la liste à haute voix à toute la classe. La liste sera écrite au tableau. À partir des situations les plus courantes énumérées, on dressera une liste générale renfermant les sources de conflit les plus courantes recensées par l'ensemble des équipes.

Donner suite au plan

En gardant les mêmes équipes, chacune sélectionnera une situation à partir de la liste générale. Les équipes concevront une stratégie ou une série de stratégies visant à régler le problème ou le conflit. Cette stratégie sera documentée. Ensuite, les membres des équipes simuleront un conflit devant les autres équipes et adopteront la stratégie qu'ils ont mise au point. Le reste de la classe donnera son opinion oralement sur le problème, le jeu de rôles et la stratégie. Les élèves devraient être amenés à découvrir que tous les conflits ne se règlent pas facilement, mais qu'ils peuvent être gérés. Ça aussi, cela fait partie de l'apprentissage.

Quelques sites sur la résolution de conflits :

Mahatma Gandhi Canadian Foundation for World Peace
www.gandhi.ca

Conflict Resolution Information Network : www.crimfo.org

Conflict Resolution Network : www.crnhq.org

Centre international de résolution de conflits et de médiation : www.circm.com

Conflits : prévision et résolution : www.geoscopie.com/themes/t301bur.html

Intimidation et résolution de conflits : www.ucalgary.ca/resolve/violenceprevention/Francais/examenprog/intimidintro.htm

Activités complémentaires facultatives**Troisième étape : Un autre plan d'action**

(2 à 3 heures)

Images de violence

Les comportements violents sont-ils influencés par ce que les jeunes voient dans les médias? Ces images ne font-elles que refléter ce qui se passe dans notre société et le monde ou bien encouragent-elles l'escalade de la violence? Ce débat peut être interminable, mais il est hors de doute que les images de violence qu'on voit dans les médias exercent une certaine influence, ne serait-ce qu'au niveau de l'imaginaire et des attitudes plutôt que sur les actes. Les élèves tiendront un journal pendant une semaine où ils noteront tous les nouveaux conflits ou guerres dont ils entendent parler, ou dont ils ont des images, que ce soit dans les journaux, à la radio, à la télévision, dans les sites Web, dans les jeux vidéo ou dans les films. Dans la mesure du possible, qu'ils découpent, téléchargent ou photocopient autant d'images que possible en citant clairement la source. Les élèves choisiront une ou deux images parmi les plus frappantes qu'ils ont recueillies et expliqueront comment elles peuvent nous aider à trouver la cause de la violence et des conflits. Comment peut-on utiliser ces images pour comprendre la cause des incidents violents et en fin de compte parvenir à une résolution du conflit? Longueur maximale : une page.

Filles et garçons ensemble

Dans l'analyse des modes de comportement, on peut établir un clivage en fonction du sexe. Nous savons que les garçons ont tendance à être plus durs et acrobates et à être naturellement plus agressifs. Comme le montrent les statistiques, les garçons en viennent plus facilement aux mains que les filles. Cela ne signifie pas que cela n'arrive jamais chez les filles, mais que c'est un phénomène principalement masculin. Cependant, les filles adoptent une attitude différente et ont tendance à être

mêlées à des conflits plus émotifs et comportementaux que les garçons. Les filles sont moins enclines à extérioriser ces conflits par la violence physique.

Divisez la classe en équipes qui discuteront de ce sujet. Assurez-vous que les filles et les garçons sont bien répartis entre les équipes. Qu'est-ce qui explique, selon eux, ces différents types de comportements? Existe-t-il une façon pour les garçons de régler les problèmes sans avoir recours à la violence ou à l'agression physique? Faut-il prévoir plus d'exutoires pour les garçons à l'école? Dans la collectivité? Quels sont les autres facteurs que les élèves pourraient entrevoir? À l'école? À la maison? Dans la collectivité? Quels efforts les garçons pourraient-ils faire pour éviter d'être mêlés personnellement ou que d'autres (amis, famille, connaissances) soient mêlés à des incidents qui peuvent dégénérer en actes de violence?

L'équipe étudiera la question et proposera une liste détaillée de recommandations et de stratégies qui pourront aider à régler les problèmes d'agressivité et de conflits chez les garçons. Chaque équipe fera un exposé à la classe en utilisant des aides visuelles comme la vidéo, PowerPoint, des transparents, des dessins, des photographies, et même un site Web pour illustrer son approche du problème.

Quatrième étape : Comparaison

(1 heure)

Dans un épisode de la série télévisée *Get Outta Town!*, l'animateur Joseph Motiki se rend à Shanghai, la plus grande ville de Chine. Le régime gouvernemental est fort différent de celui que nous connaissons en Occident. Le Parti communiste est au pouvoir et les lois, les règles et les normes sont très différentes là-bas. Le Parti communiste et sa direction contrôlent tous les aspects de la vie. Il n'y a pas de démocratie. Que se passerait-il si l'intrépide animateur Joe enfreignait quelques lois à Shanghai? Disons, par exemple, qu'il finit par se disputer sans le vouloir avec un responsable gouvernemental. Comment Joe pourra-t-il régler ce conflit à l'amiable compte tenu de la barrière linguistique et culturelle? Demandez à la classe d'énumérer quelques suggestions qui pourront être affichées au tableau. C'est une bonne leçon car de nombreux jeunes gens voyagent à l'étranger et il faut qu'ils connaissent les lois et coutumes des pays qu'ils ont l'intention de visiter.

ÉVALUATION

Évaluez les élèves d'après leurs rapports et leur travail écrit.

Critères suggérés :

- écrire l'histoire, les rapports des images de violence (le contenu était-il bien articulé et réfléchi? Les arguments étaient-ils convaincants?);
- correction grammaticale et respect de la syntaxe, c'est-à-dire utilisation de structures de phrase complexes, de temps de verbe adéquats, bonnes orthographe et ponctuation;
- compréhension des mots et des expressions – le sens des phrases est clair;
- les idées sont exprimées clairement;
- l'information est bien organisée.

Évaluez les élèves d'après leur exposé oral.

Critères suggérés :

- clarté de présentation de l'information;
- efforts pour améliorer la présentation;
- utilisation efficace de la communication visuelle et orale.

Évaluez les élèves d'après leur travail de présentation visuelle.

Critères suggérés :

- présentation attrayante;
- bonne utilisation du matériel;
- réfléchi;
- exposé clair du sujet.

Auto-évaluation du travail d'équipe par les élèves

Critères suggérés :

- contribution au savoir du groupe;
- préparation sous forme de recherche et d'enquête;
- articulation des objectifs, conception de solutions de rechange et choix des meilleures solutions;
- établissement d'objectifs personnels pour travailler efficacement avec d'autres.

La rubrique de plan de leçon est disponible sur le site Web du Projet d'études canadiennes : www.teachmag.com/canadianstudies.

« Ce projet a reçu l'aide financière du Programme des études canadiennes, ministère du Patrimoine canadien. Les opinions exprimées n'engagent pas le gouvernement du Canada. »



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Product Supplement

Welcome to TEACH's 12th Annual Product Supplement. Each November, we present a compendium of information for your personal use and purposes. This year, we have tried to limit our focus to products that we believe will make your time in the classroom a little bit easier. We are pleased to present a comprehensive overview of books, software and more, directed at helping in-service and pre-service Canadian teachers be the best educators they can. Please keep in mind the information in this supplement only provides a narrative description of each product listed; no endorsements are given. Don't forget to inquire about educational pricing and discounts where applicable.

Compiled by Krista Glen and Laurel Rhind

Software

Microsoft Student 2006



Microsoft Student 2006 is a comprehensive set of homework tools for middle and high school students intent on achieving academic success. With curriculum-based templates and tutorials, graphing calculator software, and digital reference content, Microsoft Student 2006 makes it easier for kids to complete their homework assignments quickly and easily.

Some features include:

- Templates and tutorials for Microsoft Word, Excel and PowerPoint;
- A software application graphing calculator for use in trigonometry, calculus, chemistry and physics;
- Book summaries (ranging from contemporary to classic) that include a synopsis of each story, information about the author, analysis of themes and characters in the book and ideas for writing book reports;
- A book of quotations designed to help students enliven presentations and develop their papers with quotes from literature, history and popular culture – each quotation includes dates and links to relevant articles in Encarta;
- Content from Encarta, including more than 70,000 Encarta encyclopedia articles, the Encarta Search Bar and Update Encarta;
- The Interactive World Atlas, which includes more than 1.8 million interactive map locations.

Format: DVD-ROM for Microsoft Windows 98, and higher. Suggested retail price: \$119.95.

For more information and to order Microsoft Student 2006, please visit www.microsoft.com/student/default.aspx.

WordQ 2



From Quillsoft Ltd., a manufacturer and distributor of educational software, comes WordQ 2 – word prediction software aimed primarily at students with learning disabilities, such as dyslexia, that can be used by mainstream students too. The writing tool provides literacy support within any Windows-based application. Currently, WordQ 2 is used in more than 900 schools across Ontario.

How does it work? Students type and WordQ 2 predicts what they are attempting to spell with a list of correctly spelled words to choose from, which can also be read aloud. The easy-to-use software also reads aloud the sentences students have written so they can see their mistakes and edit their work.

Building on the WordQ software, the newest version offers even more options. Words can be predicted from anywhere in the text, sentence examples are provided for traditionally confusing words (like “their” and “there”) and a new natural-sounding speech engine reads text aloud.

Pricing per computer is \$225 plus shipping and handling. School site licenses, as well as five-pack and ten-pack computer packages are available too. Interested? Try the free 30-day demo version before you buy.

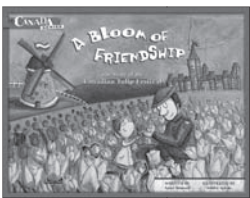
For information, call 1-866-629-6737 or visit www.wordq.com.

Books

A Bloom of Friendship: The Story of the Canadian Tulip Festival

Author: Anne Renaud

For teachers and students unable to plan a class trip to Canada’s capital during its annual Tulip Festival, *A Bloom of Friendship: The Story of the Canadian Tulip Festival*, is an informative – and economical! – alternative.



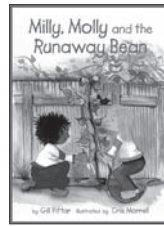
Just as Ottawa bursts into colour with thousands of tulip blooms each spring, the illustrated pages of this book – detailing the perennial friendship established between Canada and Holland during World War II – bring this important part of Canadian history to life.

Nestled throughout the story are artifacts, military maps, timelines and illustrations that depict the events of the war, making *A Bloom of Friendship* a useful supplement for instructors covering Canada’s role during WWII. Instant facts about Hitler, Anne Frank, the “Hunger Winter” and more give teachers easy access to a variety of relevant tidbits about World War II. This book is an invaluable teaching resource in any grade 3 to 5 classroom.

For ordering information visit www.lobsterpress.com. *A Bloom of Friendship* is available for a suggested retail price of \$19.95.

Milly, Molly Books

Author: Gill Pittar



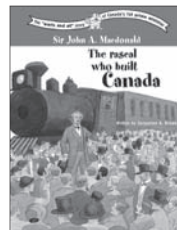
“We may look different, but we feel the same.” This message opens each Milly, Molly book. It’s simple and timeless, as are the lessons in this book series for kids. The books are based on the experiences of two little girls from different ethnic backgrounds who are the best of friends. Joining them is a cast of characters with varying appearances, backgrounds and families. Written for children up to age eight, the books promote tolerance, diversity and understanding. On each adventure, Milly and Molly deal with everyday issues, such as respect for others, honesty, cooperation, bullying and more.

Distributed in 103 countries and translated into 21 languages, part of the proceeds from the sale of each book will go to The Friends of Milly, Molly Inc., a charity promoting the acceptance of diversity and the learning of life skills with literacy.

Kids will enjoy the colourful illustrations and clever writing, while teachers will appreciate each book’s important moral message.

The books are available in hard and soft cover and range in price. A soft cover/stapled book that includes a teaching guide costs \$8.95. Visit www.millymolly.com for ordering information and Canadian distributor details, or request an order form at books@millymolly.com.

Warts and All book series



Teaching Canadian history has never been more fun thanks to *Warts and All*, a 21-book series about the life and times of Canada’s prime ministers. The books present candid personal stories about our past and present leaders, sharing fascinating and often funny information with readers. The first book in the series, *Sir John A. Macdonald: The Rascal Who Built Canada*, contains personal information rarely found in history textbooks: Macdonald is the only PM to throw up in the House of Commons, and was often called a drunk, a liar and a scheming thief. The books address how Canada’s great leaders were and are real people with “both warts and beauty spots.”

Each page is illustrated and written in a kid-friendly way. As well, every historical detail is fact-checked to ensure accuracy. To make the books relevant to contemporary kids, each book contains “Social Issues Boxes” and “Did You Know” facts.

Aimed at students from nine to 14, the first three books in the series are currently available, with the rest scheduled for completion by the summer of 2007. They can be purchased at select bookstores across the country or online at www.jackfruitpress.com. The suggested retail price is \$19.95.

Teacher Resources

Choose Your Voice: Antisemitism in Canada



Photo: Glenn Brown

Fighting Antisemitism Together (FAST), a coalition of non-Jewish Canadian business and community leaders who have joined together to speak out against antisemitism, has released a program designed to teach students about the dangers of bigotry. *Choose Your Voice: Antisemitism in Canada* is a teacher's guide created by an experienced team of teachers that addresses stereotyping, prejudice and intolerance in the past and present day.

The resource, developed with the Canadian Jewish Congress, is a series of four lesson plans for grades 6, 7, and 8 that are cross-referenced to Ontario curriculum learning expectations. Included are fact and information sheets, a glossary, a student worksheet, sample rubrics and much more. The experiences of different minority groups, including Jews, Muslims, Sikhs and First Nations peoples, are addressed. The lessons can also be adapted to suit other grade levels.

Accompanying each lesson is a video hosted by Ben Mulroney containing testimonials of Holocaust and Rwandan genocide survivors, and interviews with victims of hatred in Canada and a former white supremacist. The goal is to bring this resource into schools across the country to help educate tomorrow's leaders about tolerance and understanding.

Educational materials are being distributed right now to school boards across Ontario. Teachers in other provinces can order their free copies from: Len Rudner, Director of Community Relations, Canadian Jewish Congress, 4600 Bathurst Street, Toronto, ON, M5R 3V2. You can also reach Rudner at 416-635-2883 ext. 147 or e-mail lrudner@on.cjc.ca.

Curriculum Services Canada: free classroom resources

By Joey Cheng

Teachers, allow Curriculum Services Canada (CSC) to make your job a little easier.

CSC is a not-for-profit organization that provides services and training in learning resource evaluation, development, implementation and accreditation, including the How to Choose a Textbook online workshop and the one-stop shop for learning resources found at www.pdstore.com.

CSC's downloadable, teacher-developed classroom resources fill areas of critical need as identified by teachers and provide learning opportunities for K-12 Canadian students. Curriculum-based resources such as "Aboriginal Literatures in Canada: A Teacher's Resource Guide," "Building a Personal and Career Portfolio" and "Assistive Technology to Support Students with Special Needs" are examples of materials created by teachers just like you. And best of all, you can download them for free!

To help create these resources, CSC awards grants annually to teachers with innovative ideas. Completed projects receive CSC's Red Seal of Quality and are shared online with educators across Canada free of charge. To date, more than \$150,000 has been dedicated to support teacher-developed resources – and more than 2 million students have been reached.

To download your free classroom resources, please visit www.curriculum.org.

Miscellaneous

World Vision Gift Catalogue

Interested in starting a classroom fundraiser to raise poverty and hunger awareness? Just in time for the holiday giving season, you can order a copy of World Vision's Gift Catalogue, helping families and communities living in the world's poorest countries. Now in its fifth year, the Gift Catalogue lets you choose the gift you'd like to give to those in need. Items include dairy cows, clean water, goats, chickens and immunizations. For \$30 give two ducks to a hungry family. Provide a classroom with school essentials (paper, pencils, textbooks, etc.) for a year for a mere \$50, or stock a medical clinic with supplies for \$100. Get your class in on the goodwill and raise the funds together for some higher-priced items: fill a stable with food-producing animals for \$1,200 or help build a school and pay a teacher's salary for \$15,000.

The Gift Catalogue can be downloaded as a .PDF online or ordered at www.worldvision.ca/gifts. If you order a copy online, you can also request a World Vision Gift Catalogue Group Giving Kit to help get your class get started on a fundraiser. For more information, call 1-800-268-5528.

Professor Noggin's Card Games

Teachers looking for school activities that won't drain kids' brains should try Outset Media's Professor Noggin's Card Games.



The games features both pictures and questions. Each game offers two levels of difficulty to challenge children ages seven and up. Newly-released titles are Medieval Times, Prehistoric Mammals, Countries of the World II, Freshwater Life of North America, Pets, and Creatures of Myth and Legend. Each title helps kids get into the swing of school.

Parents and teachers alike will be impressed by the games because they reinforce classroom learning. Professor Noggin's games are available for \$14.99. To find the dealer nearest you, please call 1-877-592-7374 or visit www.outsetmedia.com.



POP! Teachers is an online resource that offers free programs for use in the classroom! Logon today and download print-ready lesson plans built to engage your Grades 4 to 6 students. Plus, enter all the amazing contests, available only to members!



ONE OF YOUR STUDENTS COULD WIN EVERY MONTH!



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Be Incredibly Creative is an in-school program designed with the help of educators to teach and motivate your students to write. You can download free, curriculum-linked writing activities to help your students write sentences, paragraphs, letters, short stories, journals, articles, poems and lyrics. There are great prizes to be won again this year, including \$2,500 for your school! Plus, each month one of your students could win a \$100 gift certificate and a \$50 sports gift pack simply by completing one of the three fun writing activities.

contest details and complete rules and regulations can be found on www.beincrediblycreative.com.

AWESOME PRIZES TO BE WON!

Putting athletes first since 1947



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Premier National Partner

NEW The Canadian Olympic Committee is pleased to introduce an engaging resource designed to inspire your students to become Smarter, Better and Stronger. **The Canadian Olympic School Program**, presented by RBC Financial Group®, aligns lesson plans with information about the Olympic Games and the achievements of Canadian athletes. The lessons are geared to Grades 4 to 6, and cover elements of reading, math and physical education that are common to provincial requirements across the country. Plus, your school and students could win awesome Canadian Olympic-themed prizes, like a school visit from an Olympian; an athletic kit full of great sports equipment; and much more!

PROJECTS WITH A POW!



Help your students pack some punch into their school science fair projects! Visit popmagazine.com and find great tips for your classroom on how to choose interesting, relevant topics; plan organized, factual projects; and display them with clarity and pizzazz! You will also find a downloadable, classroom-ready activity for you and your class, available online.

Visit www.popmagazine.com and click on



to register today!

TEACH IN THE UK



As part of one of the largest and most well-established recruitment businesses in the UK, LG Personnel is currently recruiting qualified primary, secondary and special needs teachers to cover short-term and long-term positions throughout the United Kingdom.



Our Canadian office offer assistance with your relocation planning, while our teams in the UK will concentrate on finding the right position for you. We offer personalized support, leaving you free to experience the best of life overseas. All we ask is that you're qualified and have a sense of adventure!

To find out more information, call us toll free on: 1 866 713 1512 or email: info@lgpersonnel.com
www.lgpersonnel.com



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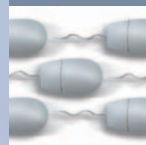
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IGNORANCE IS NOT BLISS

Answering a teenager's questions about sex, sexuality and contraception can be a challenge for even the most informed educator. For credible, up-to-date information and lesson plan resources from the people who know, visit the Teacher section on sexualityandu.ca. You can also send your teenage students to the Teen section to find out more for themselves.

**Because it's better
when you know.**

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