

TEACH

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Education for Today and Tomorrow • L'Éducation - Aujourd'hui et Demain

LE PROF

ONLINE VERSION

14th Annual Product Supplement

- Collaborative Problem Solving
- Bridging the Relevancy Gap


Curricula:

- The Orange Revolution Project
- Projet sur la révolution orange
- Canadian Studies Project 2
- Le Project d'études Canadiennes-due

TOSHIBA NSTA EXPLORAVISION AWARDS



**Innovation starts
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NOTES

TEACH

Magazine is turning a new corner in its evolution. This issue is the first that will be produced in an entirely electronic format. As such, it will be available on the TEACH Magazine Web site rather than sent to a printing press. It will not be mailed but it will be posted nonetheless. We acknowledge the convenience of print and over the long term will strive to maintain the magazine's presence in that medium. Much of the world has gravitated to electronic media. In recognition of this, two of the five issues that TEACH produces will appear in this electronic format. Those issues are November/December and May/June.

The opportunities this provides permit us to give readers a richer range of content and simply more content than we could afford to produce in a print format. We hope you will both enjoy and appreciate this turn of events. We think we are bringing the best of both worlds by offering print and electronic media to you, our readers.

In this issue, we are featuring a follow-up to the article published in September on Asperger's Syndrome. This piece profiles Ross Green, who has done some innovative work in the area of integrating children with special needs into the classroom.

You will also find out about the "Relevancy Gap" which focuses on the gulf between high school and university and how ill-prepared students are when they head off for their post-secondary school education.

On a pragmatic note, you will find a product supplement which brings you the latest in tools and resources that will make your lives easier.

Richard Worzel, in his own provocative way, writes about the growing digital divide in the classroom and the home and what this will mean to society as a whole as we advance.

We also bring you multiple CURRICULAE — excerpts from two educational resource projects we have undertaken here and which are posted to our Web site for free and available use. The first is the Canadian Studies Project 2 which explores the principal themes of the history of immigration as well as exploring native storytelling. The second is The Orange Revolution Project that examines the upheaval in the Ukraine during the 2004-2005 Presidential elections. This project includes an online simulation which can be found at <http://www.tiged.org/orange>.

Welcome to our version of the electronic world.

Next Issue:

Second Annual Purchaser's Guide

The Orange Revolution Project

/Canadian Studies 2

Futures, Web Stuff and more.

TEACH
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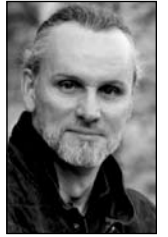
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Richard Worzel, C.F.A.

Tomorrow's Mind



There's one critical assumption that underlies all of our discussion and thought about education that we never discuss: we are in the business of educating minds. The word "educate" comes from the Middle English word *educaten*, which, in turn, comes from the Latin *educatus*, both of which mean "to rear." We generally use the word "education" to describe the knowledge, training, or information that we are imparting. But what happens when knowledge and information can be obtained on demand and far faster than a human can impart it? What becomes the purpose of education when schools lag far beyond individuals' ability to access and use new information?

To a certain extent, this is a straw man because education is gradually moving towards something much more than merely transferring data from a textbook or a teacher's brain to the mind of a student. It is now moving, or should be moving, towards creating a context in which raw information is understood rather than just regurgitated, where creativity and innovation are fostered, and an eagerness for greater learning and understanding is cultivated. And although this represents a distinct departure from the history of education, it nonetheless isn't a patch on what lies ahead. Tomorrow's mind will be partly synthetic.

This is not some Star Trek-inspired specter, with the Borg warning us that "resistance is futile." It is instead a logical extension of where we have been and where we are going with technology. Almost everyone who has any interest at all in computers has heard of Moore's Law, coined (and repeatedly refined) by Gordon Moore, one of the founders of Intel. One form of Moore's Law states that computers will double in speed, and halve in price, every 18 months. In itself, this is an astonishing idea that explains why computers have gone from huge, clunking, unwieldy behemoths capable only of raw calculations to cute, portable, fashion accessories like the iPod, BlackBerry, or iPhone which are capable of doing sophisticated things simply, and with minimal effort. And this transition and qualitative

change in the nature of IT has happened within two human generations.

Yet, there are some, including Gordon Moore himself, who believe that we are reaching the end of the road—that Moore's Law will soon cease to operate because we are running into the physical limits of physics. They believe that these limits will prevent Moore's Law from continuing to operate.

But just as there are those who say Moore's Law is running out of steam, others, like Ray Kurzweil, believe that not only is the pace of change accelerating (as an exponential rate of change implies), the rate of acceleration is actually *increasing* as well. I've heard Kurzweil say that computers are no longer doubling in speed and halving in price every 18 months, but that it is now down to 11-12 months, and the period continues to shrink. And as for running out of steam, Kurzweil believes we are about to enter the sixth phase of computing, in which we adopt a completely new technology (quantum computing) that will carry

us well out in the future. For those who are interested, the earlier stages of computing are electro-mechanical computation, electric relays, vacuum tubes, transistors, and integrated circuits. Each has reached its natural speed limit, but then been far surpassed by the next technology. And quantum computing is not just faster, it also allows for far more complexity. It may, for instance, render encryption (and hence privacy) impossible because it may allow a computer to test all possible encryption keys simultaneously. It's kind of like the

"Almost everyone who has any interest at all in computers has heard of Moore's Law, coined (and repeatedly refined) by Gordon Moore, one of the founders of Intel. One form of Moore's Law states that computers will double in speed, and halve in price, every 18 months."

FUTURES

difference between a child's beach shovel and a massive snowplow, only more so.

Most people would say, "OK, great, so we can keep getting cheaper and faster computers. So what?" The "so what" is that computers will change in nature as well as speed. There was a Soviet aphorism that said, "Quantity has a quality all its own." Computers are going to get so much faster, and so much cheaper, that they are going to change qualitatively and get positively spooky. When properly programmed (which is a different kind of problem, also being worked on), a computer will be able to point a camera at you and almost read your mind. They will certainly be able to detect if you are telling the truth or lying, and if you are telling the truth, they'll be able to tell if you're telling all of the truth. They will be capable of doing most, if not all, of the Isaac Asimov *I, Robot* kinds of things that were the province of science fiction.

And they will also transit the brain barrier, becoming tools that we can use with our brains directly rather than fumbling with words and symbols exchanged through a keyboard, mouse, and screen. We will be able to access information from a library as if it were part of our own memories. We will be able to use computers as supplementary processors that are faster, and in some ways better, than our organic brains. Computers will accelerate our brains and multiply their power in ways that are analogous to the ways in which engines and electricity have multiplied our brawn.

That will certainly be a strange new world, one I'm certain that

many people will either dismiss as outlandish fantasy or refuse to contemplate as being too alien. But if there's a "digital divide" now between those who can afford computers and access to the Internet and those who can't, how much more of a divide will there be between those with augmented brains and those who cannot afford them, or choose to do without them? It will be analogous to the World War II battles between tanks and horse-mounted cavalry, or a runner on foot versus a car.

When will this happen? Not within the next five years, and probably not within the next 10. But I suspect we will start to see rudimentary techniques allowing people to access computers directly within the next 15 years, and with reasonable success within 20.

So, here's the question I've been working towards: when a child can access all of human knowledge supported by enormous processing power greater than today's fastest supercomputers, what should we teach, and how should we teach it? This technological boost for mentation will certainly put the difference between *knowledge* and *understanding* into sharp relief, but more than that, it will also emphasize the imperative to instill self-discipline and ethics with the power that goes along with knowledge. And all of this will happen within the working lives of young teachers now in our schools. Get ready.

Richard Worzel is Canada's leading futurist who speaks to more than 20,000 business people a year. He is a former PTA president and a Scout leader. He volunteers his time to speak to high school students free of charge. You can reach him by email at futurist@futuresearch.com.

CASL. *The Canadian Association for School Libraries*

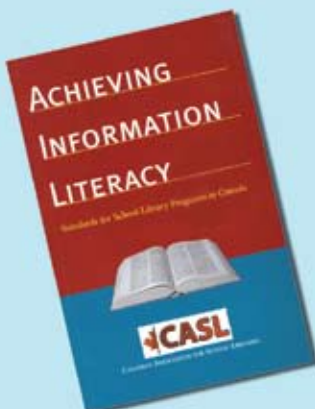
With the growing demands of information technology and the emphasis on life-long learning, the teacher-librarian is the classroom teacher's most valuable asset for instructional planning. No longer viewed as "keepers and organizers" of library material, teacher-librarians are full instructional partners with classroom teachers.

Learn more about the only national association dedicated to the profession of teacher-librarians – CASL. The Canadian Association for School Libraries (CASL) is a division of the Canadian Library Association.

For more information please go to: www.cla.ca.



© Photographer: Lisa F. Young | Agency: Dreamtime.com



Achieving Information Literacy

This publication outlines standards for Canadian School Libraries seeking to develop information literacy skills with their students. It is a practical publication geared towards ensuring that all Canadian children and youth have equal access to well-equipped school libraries and trained professionals from kindergarten to their graduation year. It is a publication recommended for anyone seeking guidance on developing school library programs focused on supporting students as they take their place in today's learning society.

(2003) ISBN 0-88802-301-4. Member price - \$20, Non-Member Price \$23
(Order online at Shop CLA – www.cla.ca)

Dan Lang



SimCity 4

<http://www.learningvillage.com/html/rSimCity4.html>

SimCity was one of the very first simulation programs available and it is thought to be one of the most continuously popular simulation games ever created. SimCity 4 is the most recent evolution of SimCity.

If you are not familiar with SimCity, here are the basics. You are the chief architect and mayor of a city that you are responsible for building and managing. As you build your city, you will attract Sims (simulated citizens) and they will decide whether to come and live in your city. These Sims have a life of their own and their activities (building houses, stores, factories, etc.) generate a tax base that funds your city's coffers. That, in turn, allows you to further develop your city. If the Sims like what you are doing, more will come to your city, causing your tax base to grow and enabling your city to develop. Conversely, if the Sims do not like what you are doing (i.e. inadequate infrastructure or your taxes are too high), they will leave. So how does this work?

When you open the program, you have a view of a large track of land and have access to 16 function buttons on the control panels around the edge of the screen. These allow you to do your work as architect and mayor. You start by building roads and dividing your land into residential, commercial and industrial areas. Then you install power stations and lines to supply the city with electricity. Once you have installed these basics, you bring the city to life by running a movie-like simulation. As soon as Sims move in, they begin to build houses, stores and factories.

SimCity 4 is an enhanced version of SimCity 3000. The graphic detail is significantly improved, enabling you to zoom in and see the fine

detail of your city at work. SimCity 4 also allows you to connect cities so that you can build what will become interdependent cities. You can now track the lives of individual citizens (Sims) and import other characters if you already have The Sims game.

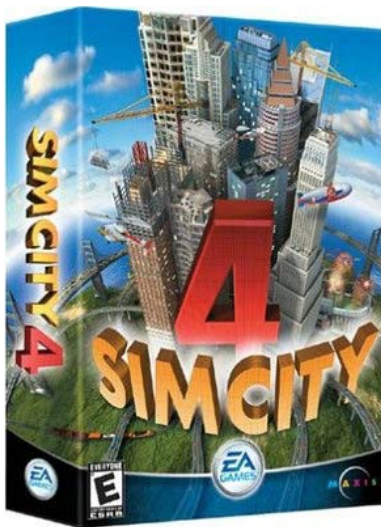
The program has many layers of engaging complexity. It also has a tutorial to lead you through



the basics of building a city. Before beginning the game, you should invest the time to learn how to operate the program. You also have the option to start with a pre-designed city rather than starting from scratch.

SimCity 4 is for someone who likes to experiment, tinker and build. The program's sophistication is such that the user should be a minimum of 10-12 years of age. This program requires a willingness to learn the mechanics of the game and is best for the person who is prepared to make that initial effort. For that effort, you will be rewarded with a program that can provide a seemingly endless path of experimentation and construction.

Dan Lang is the founder of Learning Village (www.learningvillage.com), an independent review and advisory centre for parents and teachers looking for information on educational software. You may contact Dan by email at dan@dlang.com.



Publisher: Maxis Electronic Arts

Learning Areas: Dynamics of and strategies for social and economic planning and decision making (i.e. what it is like to build and run a city). There is an emphasis on developing analytic and systemic thinking skills.

Age Range: 10/12 – adult

Minimum Requirements: Windows XP/ME/2000/98 (Windows 95/NT not supported) or Mac OS X 10.2 or later, 256MB RAM, 1GB of free hard disk space available

Ordering Info: The CD-ROM Store:
1-800-250-9229 or www.cdromstore.com

Welcome to TEACH Magazine's 14th Annual Product Supplement.

Each year, 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 Web briefs, 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.

14th Annual

- Collaborative
- Bridging the

Curricula:

- The Orange R
- Projet sur la r
- Canadian Stu
- Le Project d'é

HARDWARE:



Panasonic Plasma Bundle

Panasonic Professional Display Company, a unit of Panasonic Corporation of North America and the industry leader in Professional Plasma displays, has introduced two

new educational bundles for scholastic presentation and classroom environments. Incorporating new I0-Series 50-inch and 58-inch Plasma displays, the bundles are available in a variety of configurations designed to fit a school's mobile presentation needs. A durable mobile cart secures the plasma in place for easy transport and versatility and Panasonic's TY-FB10WPU wireless presentation module is offered as an option for wireless presentation from a laptop or PC to the plasma via 802.11 b/g WiFi. Panasonic I0-Series Plasma models are equipped with three interchangeable slots for optional Panasonic plug-in boards that help facilitate connection to a wide range of audiovisual equipment including PCs, DVD players, and legacy VCRs. In addition, I0-Series Plasma models include energy-saving functions such as Auto Power Off and Power Save Mode. When lecturing in front of the plasma screen there is no need to focus an image, dim lights, or worry about disruptive shadows cast. There are no bulbs to replace and that results in minimal maintenance. For more information, visit

www.panasonic.com/proplasma

SOFTWARE:



SmartDraw 2008

This program automates graphics and illustrations for educators and students. With SmartDraw 2008, educators, administrators and students can make flowcharts, decision trees, mind maps, bar charts, pie

charts, graphs, and more in minutes.

Unlike other graphic programs that create a blank screen and rely on users to draw, SmartDraw uses templates tailored to each specific type of diagram (i.e. flowcharts). Users enter their information and SmartDraw lays out the correct graphic

automatically using built-in rules and professional design themes to guarantee polished, presentation-quality results. SmartDraw 2008 is packed with new features such as Picture Charts, Live Maps, Express Charts, Integrated Photo Capability, Automatic Business Graphics, Automatic Flowcharting, and Automatic Graphic Design. The program also offers One-Click Copy to Microsoft Office programs, PDF, and many other graphic formats. To download a free trial of SmartDraw 2008, go to www.smartdraw.com

WEB RESOURCES:

HippoCampus



The Monterey Institute for Technology and Education (MITE) has launched HippoCampus, a free interactive homework help Web site that provides comprehensive high school, Advanced Place-

ment, and college general education course content. The content available on this Web site is suitable for advanced learners, credit recovery, home schooling, and general student use.

The trial version of HippoCampus has already been serving thousands of students who use the Web site to access multimedia courses in algebra, physics, biology, calculus, American history, civics, environmental science, and other general education subjects. Individuals in the U.S. and in other countries around the world are already taking advantage of the complete course content on the Web site. Hippocampus allows you to view full course content (free of charge) for high school and college general education courses that is correlated to the textbooks used by teachers.

The new site provides instructors with tools for customization, similar to MyYahoo™ or MyGoogle™. Instructors can direct their students to a HippoCampus link that features only the course materials selected by that instructor. The instructors can post messages and bookmark pages of particular interest for their students.

To access this interactive homework site, visit

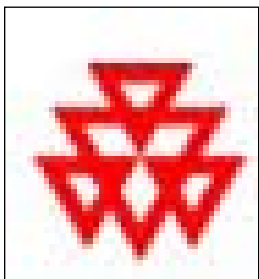
www.hippocampus.org

netTrekker d.i.

In an attempt to help educators worldwide identify safe and educationally-relevant Web resources for their students, Thinkronize now offers more than 8,000 new Canadian-specific digital resources through the company's safe search engine, netTrekker d.i. Used by more than 10 million K-12 students, educators, and parents in North America, netTrekker d.i. provides fast and easy access, from school or home, to more than 180,000 educational resources. In addition, the search engine assigns each prescreened resource a readability measure based on Lexile® (a development scale for matching reader ability and text difficulty) ratings and eight other popular methods. To augment the search engine's wide array of resources and features, a team of Canadian educators – experts in specific subject areas – worked with Thinkronize content editors to select resources that specifically support the needs of educators and students throughout Canada. This search engine also includes resources specifically designed for ESL and special needs students and has a text-to-speech feature (Read Aloud and a Dictionary/Translation Hot Key) that defines or translates any word on the Web site. In addition, Thinkronize has incorporated a new search refinement option into netTrekker d.i. that indicates whether a resource is available in French.

For more information about netTrekker d.i., visit

www.netTrekker.ca

Polycom Collaborations Around the Planet (PCATP)

This collaboration tool for educators encourages the use of video conferencing to enhance curriculum, provide access to partnerships, and increase educational equity. PCATP is a free tool available for educators in classrooms, training rooms, medical,

or government training facilities. It is designed to connect individuals, content providers, and administrators for the purpose of exchanging ideas, conducting research, building curriculum, creating programs, and collaborating with distance and blended learning environments. PCATP allows educators to find collaborative partners, update profiles, and share information.

Instructors can use PCATP to create blended learning environments that will motivate and expose students to people, places, and experiences without the traditional restrictions of

time limitations or geographical barriers. By removing distance and helping people communicate through video, students and teachers can become more innovative, efficient, make better decisions, learn more, and achieve greater satisfaction with their educational experience.

Polycom Collaborations Around the Planet is accessible through Polycom's Education Web site,

<http://www.polycom.com/education/PCATP>

For additional information, visit www.polycom.com

**Vancouver 2010 Online Education Portal**

Students and teachers in classrooms across Canada now have a direct link to Vancouver 2010, the positive influence of the Olympic and Paralympic Movements, culture, and sustainability through a bilingual e-magazine and portal located at

<http://www.vancouver2010.com/en/edu>. This new portal on

the Internet, known as /EDU, serves as a foundation for what is expected to become a lively interactive online community – one that will connect teachers, students (from K-12), and schools while celebrating the spirit of the 2010 Winter Games.

In its initial stages, the /EDU portal will target Canadian schools, teachers, and students while building content and maximizing opportunities that showcase local and national education resources. Also among its many offerings, /EDU provides links to programs affiliated with non-profit organizations including the Canadian Olympic Committee (COC) and the Canadian Paralympic Committee (CPC). Links will also be provided to Canadian museums, environmental groups, and arts and culture organizations. Looking beyond next year's Beijing 2008 Summer Games, /EDU will be expanding to international student and teacher audiences so they can fully experience /EDU and its innovative Canadian content.

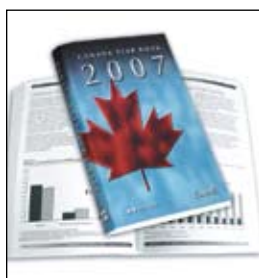
TEACHER RESOURCE:**World War: In the Eyes of a Soldier**

Preserve the legacy of Canadian soldiers in your classroom and give students a vivid look at World War II with the new documentary, *World War: In the Eyes of a Soldier*. This

30-minute DVD has been evaluated by Curriculum Services Canada and it focuses on the experience of Canadian soldiers in three of the major campaigns during World War II. The DVD features real battlefield footage from Armed Forces film archives, valuable liner notes to help teachers use the program, and effective tips on how to collaborate with a war veteran to enhance the classroom experience.

The DVD is an effective teaching tool that explores an important period in Canada's history. Students will be able to gain some perspective about war and what it meant to the generation of Canadians directly affected by World War II.

To purchase or view a sample of the DVD, go to <http://www.curriculum.org/csc/resources/worldwar.shtml>

MISCELLANEOUS:**Canada Year Book 2007**

First published in 1867, the Canada Year Book has become one of the top reference resources on the social and economic lives of Canadians. The Canada Year Book plays a key role in fulfilling the mandate of

Statistics Canada to collect information about life in Canada, and to present it in a way that all Canadians find accessible, useful, and interesting.

This year's edition contains 31 chapters, including the six chapters that were added to the 2006 edition on Aboriginal peoples, ethnic diversity and immigration, families and housing, children and youth, languages, and seniors. The other 25 chapters have been updated with the most current statistics and analyses. As well, Statistics Canada is releasing the first phase of the online Canada Year Book Historical Collection. In the first phase, Statistics Canada is digitally scanning one Canada Year

Book per decade published between 1867 and 1967. The rest of the yearbooks that were published between 1867 and 1967 will become available electronically during the second phase. The 2007 issue of the Canada Year Book is now available. The suggested retail price is \$24.95. For more information, visit <http://www.statcan.ca/english/ads/11-402-XPE/index.htm>

**WhisperPhone®**

WhisperPhone is an acoustical voice-feedback headset that enables learners of all ages to focus and properly hear the sounds that make up words as they learn to read, spell, or process language aloud. When students are learning to read, they must first read aloud so they can be made aware of the individual sounds in a word. Once students are aware of these sounds, they will be able to connect sounds to literacy. WhisperPhone gives children a chance to hear their own voice pronunciations clearly while rapidly enhancing their speech and reading skills during early childhood development.

WhisperPhone is a useful tool for students of music, theatre, debate, and speech because it can help them practise modulating their voices and memorize their lines. It also helps speakers keep away from a monotone voice and learn ways to make their standpoints better understood through voice fluctuation. The product comes in two sizes to fit all and it provides a lightweight, hands-free operation that works in either ear without wires or batteries. It is available in quantity discounts for classrooms and is also dishwasher safe.

For more information about WhisperPhone, visit www.whisperphone.com



Collaborative Problem Solving Calms and Educates Explosive Students

By Karen Hoffmann-Zak

An inability to function socially or emotionally is as much of a learning disability as the inability to read, says acclaimed child psychologist Dr. Ross Greene. He spoke to 900 participants at a Toronto seminar on treating behaviour problems and explosive outbursts. “The tragedy of our time,” he says, is that few recognize and treat explosive, noncompliant behaviour as evidence of a learning disability. And so, these youth worsen rather than improve. Categorized as manipulative, unmotivated attention-seekers, they do not receive help. Withdrawal of attention, punitive actions, and rewards and consequences often further impair their lives.

In the past, students with reading problems were considered lazy or stupid. They are not regarded this way anymore and they receive the help that they need. Greene predicts that students who have difficulty being flexible and tolerating frustration will eventually be perceived in a new way by educators and the rest of society. These students, who often act explosively due to a brain deficit, will finally be recognized as learning disabled and will get assistance. For Greene, who lectures and writes on the subject and who founded the Collaborative Problem Solving Institute at Massachusetts General Hospital, help can’t come too soon. As Greene has seen, application of his philosophy and approach has dramatically affected those to whom it has been applied, including juvenile offenders in the State of Maine. Their rates of recidivism plunged significantly in response to Greene’s philosophy and approach.

Central to Greene’s philosophy is this: If children can do well, they will. When children can’t or don’t do well, it is because they cannot. Greene believes all youth are motivated to succeed. When they don’t succeed, it’s because something gets in their way. It is not “passive, permissive, or incompetent parenting,” but disabilities in the “domains of flexibility and frustration tolerance,” that cause problems. These weaknesses typically stem from deficits in one or more of the following skills: executive abilities (such as being able to

shift mindsets and to organize), language processing, emotion regulation, cognitive flexibility, and social abilities.

If children can’t do certain things, we must figure out why and help them—substituting as a “surrogate frontal lobe,” for as long as they need it, says Greene. This way, we help youth develop skills of flexibility, frustration tolerance, and problem-solving. And just as children who overcome reading problems do not need to be read to forever, youth who learn to handle frustration and their lagging skills and triggers will eventually cope independently too.

What happens, however, when we ignore such students? Greene shows seminar participants a cartoon of a lifeguard nonchalantly watching a child drown. “We’re encouraging people to become involved in their own rescue,” the lifeguard tells the child’s parents.

“Say, in this situation,” says Greene, “we label the inability to swim ‘attention seeking’ and hold up a dollar and say, ‘If you swim here, you can have the money.’ Well, what if the child can’t swim to the dollar? Then, we lose the child.” When we ignore challenging or explosive youth, we are as negligent as that lifeguard, he says.

Many youth at risk of drowning psychologically, legally, or in other ways are diagnosed with syndromes such as Attention Deficit Hyperactivity Disorder (ADHD), Tourette’s Disorder, Asperger’s Syndrome, Bipolar Disorder, and so on. Some youth don’t merit clinical diagnoses but exhibit symptoms and behaviours similar to those exhibited by students with disorders. No matter where youth place on the mental and emotional health spectrum, Greene prefers to focus on their skill deficits and triggers instead of on their diagnoses or lack of diagnoses.

Teachers, he says, can help these students cope. First, teachers must hold group discussions with school resource staff, administrators, and parents. The goal is to reach an informed consensus on the top one or two lagging skills and triggers causing a student’s problems. On his Web site (<http://www.ccps.info>), Greene gives ex-

amples of potential “pathways” that can lead to problems. Although a student may have many deficits and triggers, it is only productive to address a couple of these issues at once.

For instance, students with inadequate language processing skills (not necessarily deficits detected by speech therapists) may be unable to articulate problems. They may react angrily or sullenly to frustration, saying things like “I don’t care.”

“Ninety-nine percent of the time, they care,” says Greene. He recommends teaching these students useful sentences that may help more than stickers or detentions:

- “Give me a minute.”
- “I need a break.”
- “Something’s the matter.”
- “I can’t talk about that right now.”

Greene also explains that “Reward and punishment systems, including suspensions from school, won’t help someone who doesn’t understand how to enter groups or start conversations. If he could do it, he would.” Instead of using rewards and consequences, Greene recommends solving problems collaboratively with these students. He wants students to critically evaluate problems and solutions and become lifelong collaborative problem solvers.

So, what is collaborative problem solving? First, what is it not?

Greene talks of three ways to address problems: Plans A, B, and C. Plan A is an imposition of adult will, whether through rewards and consequences or commands. Plan C happens when teachers decide to let something go. If a teacher begins by imposing her will, however, and then drops the issue, it’s not Plan C but a failed Plan A.

Plan C should be used more with these students than Plan A, says Dr. Trina Epstein who uses Greene’s approach with her clients and teaches educators about it. Epstein, a clinical psychologist at the Tourette Syndrome Neurodevelopmental Clinic at Toronto Western Hospital, trained and worked as a school psychologist. If you can’t address an issue with Plan B (collaborative problem solving), it’s better to use Plan C, she says. When dilemmas arise, especially with challenging students, Greene encourages teachers to ask themselves: Is this a concern for me? If not, drop it.

Plan B, collaborative problem solving (CPS), is the meat in Greene’s therapeutic sandwich. It’s an approach that’s useful with anyone but especially with “explosive kids who don’t have Plan A brains—they’ll blow with Plan A.”

Plan B or CPS comes in three compulsory steps, which must be done in order.

- 1) Empathy (and Reassurance)
- 2) Define the Problem
- 3) Invitation to Solve the Problem

Step 1: Empathy and Reassurance – Mirror students’ feelings back to them, checking if you’re not sure what emotions they are displaying. Often, the simplest way to empathize is to repeat students’ words. “You don’t feel like sitting today. You’re feeling restless

and bored. What’s up?” Empathy and reassurance help calm the student (who can only think when she’s calm) and assure her that you’re not imposing your will upon her. If Plan B fails, Step 1 was probably missed.

Step 2: Define the Problem – It’s vital to define your concern and the student’s concern. “You’re feeling restless and want to walk around the classroom. My concern is that you’re distracting the other students.”

Step 3: Invitation to Solve the Problem – Invite the student to brainstorm solutions to the problem. The student is not solely responsible for finding a “doable and realistic” solution but gets first crack at it. An adult can offer, but cannot impose, a solution. You might say something like, “How would you feel about delivering my paperwork to the office when you feel restless? Would that work for you?” A solution is only doable and realistic if it addresses the student’s concern and the teacher’s concern. If solutions fail, begin again. Teachers who enter Step 3 of Plan B knowing what the solution should or will be impose their will upon the student and that is not CPS. Giving students two choices is also not part of Plan B.

Timing is crucial to CPS. While CPS can be done in heated situations, it’s not ideal and may be too late at that point. Instead, CPS should be applied proactively. Greene contends that by studying a

student’s triggers and lagging skills, you can predict most explosions. Circumvent negative situations by solving problems collaboratively and ahead of time. For instance, “I’ve noticed you don’t like to go to recess,” says Epstein. “Why is that?”

Alyson Pocklington, a seminar participant who’s been teaching for more than three decades, likes CPS. She finds the approach emphasizes what she already does—with one major difference. “I haven’t been collaborating with children. With some children, this may be key.” After practising what she learned at the seminar, Pocklington

was pleased that an explosive child who normally misbehaves when unsure of himself requested help instead—a strategy they’d brainstormed together.

How can you learn more about and improve your CPS skills? Watch for Greene’s seminars (email Clinical Development Resources at www.cpseminars.org or check Greene’s Web site) and study his DVDs and books. The latest book, co-authored with J. Stuart Ablon, Ph.D., is *Treating Explosive Kids, The Collaborative Problem-Solving Approach*. Two chapters in the book focus on intervention in schools.

In Toronto, watch for Epstein’s occasional workshops for educators, held at Toronto Western Hospital. Epstein finds role-playing essential to mastering collaborative problem solving. She encourages teachers to form groups so that they can role-play and discuss the triumphs and tribulations they are experiencing with CPS.

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Central to Greene’s philosophy is this:
If children can do well, they will.
When children can’t or don’t do well, it is because they cannot.



High schools and employers need to do a better job of preparing each other for students' inevitable transition to the workplace. A more comprehensive system that includes academic and partnership programming is needed for both educators and employers to forge important links and nurture transferable skill sets. These skills will make every graduating student—those going directly to college and university and those moving directly to the workplace—successful after the high school experience. But at present, these groups resemble magnificent agricultural silos on a windswept prairie, each strong and imposing but very alone and many, many miles away from each other. The divide that separates the parties represents a Relevancy Gap, a chasm of knowledge that neither side seems truly willing to explore with any intensity, but which holds the key to unlocking the potential of student skills, attitudes and workplace perceptions.

The Relevancy Gap is this: Employers believe that high schools do not teach relevant information and skills needed to succeed in the workplace and students do not understand how their course work is relevant to the world beyond high school. Both parties don't really trust each other and create misconceptions based on a lack of understanding. Students and employers stare at one another from each side of the divide, feeling nervous, excited, apprehensive, ignorant, even horrified. They wonder, what exactly is that far away person thinking about me?

Here's what one employer is thinking. Perrin Beatty, head of the Canadian Manufacturers and Exporters (CME), stated last year that "high schools were doing a terrible job of preparing workers." He based his assumption on a 2006 CME survey released earlier in the year revealing that employers found entry level or emergent workers to be poor problem-solvers, team players, and technical practitioners. Mr. Beatty, a former Liberal cabinet minister during the Chrétien regime, echoed what some business leaders suggest when young workers do not meet their needs: "High schools are to

blame." You can't "dis" a school without offending its occupants.

In a 2003 Conference Board of Canada study analyzing hundreds of employers, researchers identified "literacy gaps" in workers' skills that are contributing to a youthful workforce sorely lacking in teamwork and communication skills. Another resounding endorsement? Hardly.

The same CME study also noted that young workers, usually 16-24 years old, are the most difficult employees to retain at work sites. A 2007 Spherion Staffing Solutions North American-wide survey echoed these findings and also revealed significant disparities in the values and needs of employers and their young staff. More feel good scenarios about bridging the gap? Not.

The odd irony of these and other surveys like them is that high schools are actively engaged in teaching exactly what employers say young people lack: problem-solving, oral, written and collaborative skills, computer training, and specialized technical training. So why would employers suggest that high schools are failing them or say that transferable skills like teamwork and communication are lacking?

The answers lie in the Relevancy Gap. Employers don't understand what high schools truly do and many students feel as those they are merely jumping through a series of hoops to get irrelevant diplomas. Students want to feel that their work and goals are relevant, that they're working towards potential life and career fulfilment. Employers want to feel that schools are preparing students for post high school life.

High school classrooms, by their very nature, are very isolated entities and teachers often close their classroom doors to work with their students. They're working hard getting through courses with a very demanding clientele. Educators rarely consider how to make their courses, prescribed to them by respective Departments of Education, more relevant to post high school life and consequently many opportunities are lost. If students understand that the math they do is relevant to numeracy expectations at Great West Life, Maxim Transportation Services, or the Royal Bank, they just might hone

**Bridging the Relevancy Gap:
Employers, Educators
and High School Students
Need to Connect**

By Adriano Magnifico

their skill sets with a little more vision and focus. And if they believe that understanding those metaphors and allusions from *Hamlet* just might come in handy at innovative entrepreneurial companies like Tell Us About Us Inc., mytego.com, or Cocoon Branding Inc., they might feel like paying a little more attention to the Bard and pushing themselves a little harder.

The wild card in this entire scenario is the Gen Y student—these kids are known for their computer savvy, need for reward and recognition, environmental awareness, desire for flexibility, and want of a fun and interesting place to work. If businesses expect these kids to go gently into that good workplace, especially to traditional, hierarchical workplaces, authoritative bosses and inflexible schedules, they need to rethink their strategies.

The answer to bridging the Relevancy Gap lies in having both parties approach one another in the gap and avoid negative or ignorant assumptions about what each lacks or offers. Schools need to approach businesses to create dialogues and experiences that clearly model teamwork and other aspects of the workplace environment. And businesses need to approach schools to offer meaningful opportunities to build the skills they covet.

Creative and innovative partnerships between workplaces and schools need to take root in communities so that real understanding can occur between students and employers. Job shadows, internships, co-ops, mentorships, partner-talks, and creative community projects need to be a regular part of all high school subjects. I'm not only referring to traditional "career" speakers who chat for an hour in a closed classroom and then return to their work sites content that they've done their civic duty. I mean real experiences that showcase what a work environment looks and acts like and how a business or not-for-profit team makes decisions about reaching its target market. I mean real commitment, real partnership. And once employers and teachers interact and feel the powerful affirmation that comes from helping a young person see his or her future a little clearer, the outcome will be immeasurable.

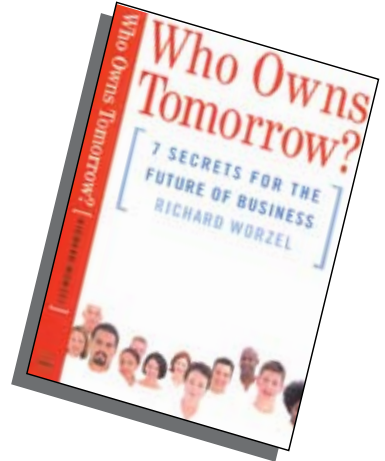
The Relevancy Gap is real—employers and high school students feel greatly disconnected from each other. Bridging the gap involves making school more relevant for both students and employers so that more stakeholders can contribute to the education of the future workforce. If Mr. Beatty wants skilled, hard-working, focused, effective, and loyal workers and if teachers want to keep students on the edge of their seats, educators and employers will need to approach each other, share stories, identify needs, search for solutions, and work out mutual experiences.

The 21st century has the potential to become a time of serious educational change. High school students will excel when they experience the focus and empowerment that comes from feeling that school is relevant to their lives and when employers make a greater effort to contribute their voices to the education of students.

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WHO OWNS TOMORROW?

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for the
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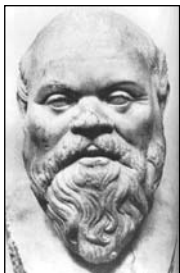




THE ORANGE REVOLUTION PROJECT:

*FOCUS ON HUMAN RIGHTS,
DEMOCRACY AND GOOD
GOVERNANCE*

This is the first of three lesson plans that will appear in TEACH over the course of the year. These lesson plans explore the Orange Revolution that took place in the Ukraine during the latter part of 2004 and early January 2005. The entire project plus an online simulation will be posted on to the following Web sites: www.teachmag.com, www.tiged.org/orange and www.abelearn.ca. Funding for this project was generously provided by the Canadian International Development Agency (CIDA) as part of its Global Classroom Initiative.



"I am neither an Athenian nor a Greek.
I am a citizen of the world."-- *Socrates*

Lesson 1

Human Rights and the Orange Revolution

Key Concepts:

This lesson plan will explore the concept of Human Rights beginning with the Universal Declaration of Human Rights, its meaning and impact on the world. Students will learn how these principles have been realized in the Ukraine as result of the Orange Revolution.

Subjects

**Social Studies, World History
World Geography**

**GRADE LEVEL:
Grades 9-12**

Canada

*Produced with the financial
support of the Government of Canada
through the Canadian International
Development Agency (CIDA).*



Introduction:

When we look around the globe, we see that upheaval is everywhere. Each instance of unrest culminates in a set of outcomes, some of which are productive, some of which are the opposite. Where there is upheaval, the question of the reinforcement of human rights and human rights abuses inevitably rises. This was the case at the outset of what we now know as The Orange Revolution. This lesson plan will also highlight that with human rights come responsibilities and these rights and responsibilities may also be applied to aspects of citizenship. It is important for Canadian students to understand that these rights are not given lightly nor should they be taken for granted. Therefore, it is crucial for Canadian students to understand that enormous sacrifices on the part of a people are often made to acquire these rights. Students will then research the recent political history in the Ukraine and examine the conditions leading up to the Orange Revolution. They will discover how human rights issues had been dealt with in the Ukraine prior to 2004 and contrast this with current conditions in that country. They will examine the roles of Canadian organizations in the time leading up to the Orange Revolution and during the aftermath and determine how necessary and effective these organizations and individuals were. In this lesson plan, students will draft their own version of a human rights manifesto for the Ukraine as a result of the Orange Revolution.

Duration: two to four classroom periods, 80 minute sessions (plus time allotted for homework)

Curriculum Links: Social Studies, World History, World Geography, Canadian History, Canadian Geography, Civics and Citizenship.

Materials Required:

- Computers with Internet access
- Detailed map of the Ukraine:
<http://plasma.nationalgeographic.com/mapmachine/index.html>
- Supplementary materials on Ukrainian history and culture
- Writing and drawing materials

Expectations/Outcomes:

Students will:

- Read and understand the Universal Declaration of Human Rights;
- Apply human rights and responsibilities to the Ukraine during the Orange Revolution;
- Compare human rights issues in the Ukraine with those in Canada;
- Become aware of Canadians and Canadian organizations working in the field of human rights in the Ukraine;

- Research and understand the political history of the Ukraine;
- Experience through an online simulation how human rights play out during a political revolution;
- Draft their own version of a declaration of human rights;
- Hone critical thinking and analytical skills;
- Work cooperatively in teams.

Step One--Background



“Mankind must put an end to war or war will put an end to mankind.” — *John Fitzgerald Kennedy*

Universal Declaration of Human Rights—www.un.org

On December 10, 1948, the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights. Following this historic proclamation, the General Assembly called upon all Member countries to promote the text of the Declaration and “to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories.”

Do citizens have rights? If so, what are they?

“...The General Assembly proclaims This Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.”

For example:

Article 1: All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.



Article 3: Everyone has the right to life, liberty and security of person.

Article 4: No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5: No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6: Everyone has the right to recognition everywhere as a person before the law.

Article 9: No one shall be subjected to arbitrary arrest, detention or exile.

In all, there are 30 articles that comprise the Universal Declaration of Human Rights.

With rights, however, come responsibilities:

- Understand and obey international laws;
- Participate in democratic political systems;
- Vote in elections;



- Allow others to enjoy their rights and freedoms;
- Appreciate and help preserve the world's cultural heritage;
- Acquire knowledge and understanding of people and places around the world;
- Become stewards of the environment;
- Speak out against social injustice, discrimination and racism;
- Challenge institutional thinking when it abrogates human rights.



“We have learned to fly the air like birds and swim the sea like fish but we have not learned the simple art of living together as brothers.” –*Martin Luther King Jr.*

Step One

Teacher Directed Discussion

Begin with a general discussion about human rights and what that means. Have students familiarize themselves with the Universal Declaration of Human Rights and discuss how this affects them when they are at home and when or if they should travel to another country. What do students know of conditions in the Ukraine? Are they aware of the Orange Revolution? What do they know about it? Make a list of responses on the board.

Step Two

Divide the class into teams of four or five students. Using the resource list contained within this resource and with supplementary research on the Internet, the teams will research the political situation in the Ukraine and the



Orange Revolution in particular. Each team will write up a summary of what they have discovered. Maximum length: two pages. The papers will be handed into the teacher for assessment.

Step Three

At this point in the lesson, student teams should have a solid grounding on the circumstances in the Ukraine during the Orange Revolution. Accompanying this resource is an online simulation that allows students to role play as the Orange Revolution unfolds. The game may be played individually and each team member should access the game online. As each student plays the game, they should be thinking about the issue of human rights and how the game brings to light this issue and the conditions that exist in the Ukraine during that turbulent period. The game can be accessed at www.tiged.org/orange

Step Four

Based on what they have learned in the online simulation, each team will develop a role play. In the role play, a Canadian organization, individual and/or institution must be represented as well as a Ukrainian of the same. The action of the role play should dramatize an incident or sequence of events that focuses on human rights in the Ukraine during the Orange Revolution. Team members must determine each individual's responsibilities and agree on the scenario for the role play. After the responsibilities have been noted, they will be assigned. For example, at least two people are required for the actual role play, plus a writer, director, etc. One person may be designated as a spokesperson to set up the role play and make a brief oral and/or visual presentation as to the choices made and what has been learned about human rights in the Ukraine as compared to human rights in Canada. Each team will present their role play to the class.

Step Five

Keeping the same teams, each will draft their own version of the Universal Declaration of Human Rights. It can be personal or specific as long as the team is in agreement. This “declaration” may assume any number of media



forms such as a song, a poem, a play, a video, a Web site, a PowerPoint presentation, a collage, etc. Each team will then present their “declaration” to the rest of the class.

Optional Extension Activities

Working individually or in teams, students will complete at least one of the following:

- Storyboard a human rights vignette based on what has been learned about the Orange Revolution focusing on Canadian involvement;
- Create a storybook for younger children that describes the importance of human rights and is set in the Ukraine;
- Profile an organization or individual who worked prominently in the Ukraine during the Orange Revolution, focusing on their achievements;
- Organize a symposium on human rights and invite the school and local communities.

Assessment and Evaluation

Evaluate the class teams on their oral reports:

Content: was the content/strategy clearly articulated and well thought out? Were the points the team made persuasive?

Presentation: was the presentation well-delivered, easy-to-hear and understand with good vocal quality, gestures, posture, etc?

Effectiveness: were the points presented effective? How practical were the suggestions?

Teamwork: did the group work well and effectively together?

Assess students on their written work:

Grammatically correct with sentences properly structured, i.e., use of complex sentence structure and correct verb tenses, spelling and punctuation

Comprehension of the word/phrases—sentences clearly reveal the meaning

Ideas are expressed clearly

Information is well-organized

Evaluate the groups on their presentation work:

Is the information presented clearly?

What have they done to enhance the presentation?

Is the use of oral and visual communication effective?

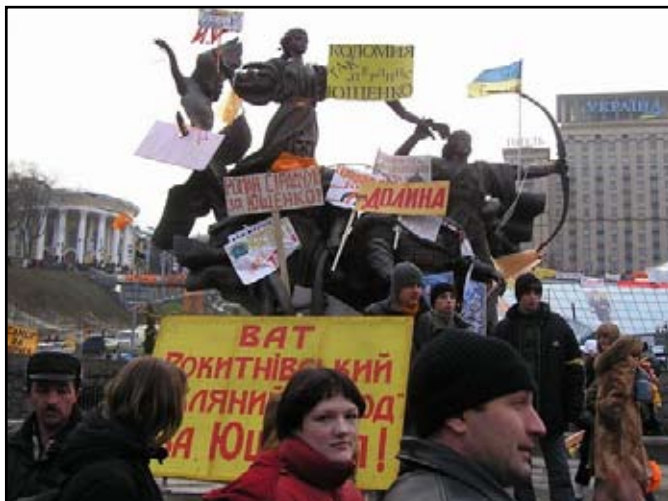
Evaluate students on their presentation work:

Their contribution to group knowledge

The preparation undertaken for research and investigation

Articulation of goals, devising alternate solutions, selecting best alternatives

Setting personal goals for working effectively with others



<http://www.dwatch.ca/democracy.html>
Democracy Watch Web site

Human Rights

Wikipedia

<http://www.amnesty.org> Amnesty International
<http://unac.org/rights/declaration.html> United National

Declaration of Human Rights

<http://www.hri.ca/uninfo/treaties/wo.shtml>
United Nations Web site on treaties
<http://www.peacemakers.ca> Conflict Resolution Web site

Global Citizenship

<http://www.oxfam.org> OXFAM International—an international development NGO

Interdependence

http://www.davidsuzuki.org/About_us/Declaration_of_Interdependence.asp David Suzuki Foundation Web site

Good Governance

Wikipedia

<http://www.unescap.org/huset/gg/governance.htm> United Nations organization for Asia and the Pacific; on good governance
http://log.ca/boardgovernance.html/gov_whagoo.html
--Institute on Governance Web site

- Use the following link to find a rubric students may use as a guideline when creating PowerPoint presentations:
<http://www.schools.lth5.k12.il.us/aviston/KBLesson8.html>

Resources

Background

<http://www.humansecurity.gc.ca> Government of Canada human security Web site
http://www.dfait-maeci.gc.ca/canada-europa/mundi/country_ukr_c-en.asp Department of Foreign Affairs and International Trade Web site

http://geo.international.gc.ca/cip-pic/current_discussions/kelly-en.asp Department of Foreign Affairs and International Trade Web site

http://www.infoukes.com/orange_revolution/introduction
--Ukrainian Canadian Web site

http://ucc.ca/election_observer_project Ukrainian Canadian Congress Web site

http://www.queensu.ca/csd/inthenews/axworthy-2005-dec-national_post-The%20Orange%20revolution%20falls%20apart.htm

<http://www.coe.int/> --Council of Europe Web site

<http://dev.thismagazine.ca/issues/2005/03/freetatlast.php> Canadian magazine on social commentary
<http://www.cbc.ca>, search Ukraine, democracy; Ukraine, good governance; Ukraine, human rights

<http://en.wikipedia.org/wiki/Democracy> Description of various forms of democracy and definitions

<http://www.ichrdd.ca/site/home/index.php?lang=en> International Centre for Human Rights and Democratic Development, Rights & Democracy Web site



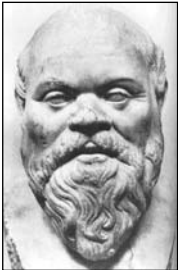
PROJET SUR LA RÉVOLUTION ORANGE

*DROITS DE LA PERSONNE,
DÉMOCRATIE ET BONNE
GOUVERNANCE*

Premier cours

Notions importantes

Ce plan de cours examine la notion des droits de la personne, à commencer par la Déclaration universelle des droits de l'homme, sa signification et ses conséquences pour le monde. Les élèves apprendront comment les principes de cette déclaration ont été mis en application en Ukraine, suite à la Révolution orange.



« Je ne suis ni Athénien, ni Grec, mais citoyen du monde. » – Socrate

Sujets

Études sociales, histoire du monde, géographie du monde

ANNÉES VISÉES
Neuvième à douzième années

Introduction

Une observation du monde révèle des bouleversements partout. Chacune de ces crises entraîne des effets dont certains sont productifs et d'autres non. Or, chaque crise pose inévitablement la question du renforcement des droits de la personne et de leur usage abusif. Ce fut le cas au tout début de ce qu'on appelle maintenant la Révolution orange. Ce plan de cours démontre également que les droits de la personne s'accompagnent de responsabilités et que ces droits et ces responsabilités s'appliquent aussi à certains aspects de la nationalité. Il est important que les élèves canadiens comprennent que

Canada

*Réalisé grâce à la contribution
financière du gouvernement du
Canada par l'entremise de l'Agence
canadienne de développement
international (ACDI).*



ces droits ne sont pas accordés à la légère, pas plus qu'ils ne doivent être tenus pour acquis. Il est donc crucial qu'ils comprennent bien que ces droits sont souvent conquis au prix d'énormes sacrifices. Les élèves feront ensuite des recherches sur l'histoire politique récente de l'Ukraine et étudieront les conditions qui ont conduit à la Révolution orange. Ils découvriront comment a été traitée la question des droits de la personne dans l'Ukraine d'avant 2004 et compareront cette situation avec les conditions actuelles de ce pays. Ils étudieront également le rôle des associations canadiennes pendant la période qui a conduit à la Révolution orange, pendant celle qui a suivi et ils verront combien ces associations et des particuliers ont été nécessaires et efficaces. Enfin, ils rédigeront leur propre manifeste pour l'Ukraine, suite à la Révolution orange.



Durée : de deux à quatre périodes de 80 minutes (plus du temps pour les devoirs à la maison)

Liens avec le curriculum : Études sociales, histoire du monde, géographie du monde, histoire du Canada, géographie du Canada, éducation civique et citoyenneté

Matériel nécessaire

- Des ordinateurs avec accès à Internet
- Une carte détaillée de l'Ukraine : <http://plasma.nationalgeographic.com/mapmachine/index.html>
- Des documents supplémentaires sur l'histoire et la culture de l'Ukraine
- De quoi écrire et dessiner

Attentes et résultats

Les élèves sauront :

- lire et comprendre la Déclaration universelle des droits de l'homme ;
- appliquer les droits et les responsabilités de la personne à l'Ukraine durant la Révolution orange ;
- faire une comparaison entre la question des droits de la personne en Ukraine et au Canada ;
- prendre conscience de la présence, en Ukraine, d'associations et de particuliers canadiens qui travaillent dans le domaine des droits de la personne ;
- faire des recherches pour comprendre l'histoire politique de l'Ukraine ;
- comprendre, par le biais d'une simulation en ligne, la place des droits de la personne dans une révolution politique ;
- rédiger leur propre version d'une déclaration des droits de la personne ;
- perfectionner leur pensée critique et leurs techniques d'analyse ;
- apprendre à travailler en équipe.



Première étape -- Historique

« L’humanité doit mettre un terme à la guerre ou la guerre mettra un terme à l’humanité. »

– *John Fitzgerald Kennedy*

Déclaration universelle des droits de l’homme — www.un.org



Article 5 : Nul ne sera soumis à la torture, ni à des peines ou traitements cruels, inhumains ou dégradants.

Article 6 : Chacun a le droit à la reconnaissance en tous lieux de sa personnalité juridique.

Article 9 : Nul ne peut être arbitrairement arrêté, détenu ni exilé.

La Déclaration universelle des droits de l’homme compte en tout trente articles.

Ces droits s’accompagnent toutefois de responsabilités :

- comprendre les lois internationales et les respecter ;
- soutenir les régimes politiques démocratiques ;
- voter lors des élections ;
- permettre à autrui de jouir de ses droits et de sa liberté ;
- apprécier le patrimoine culturel de l’humanité et aider à le préserver ;
- mieux connaître et comprendre les peuples et les pays du monde ;
- avoir à cœur de protéger l’environnement ;



Le 10 décembre 1948, l’Assemblée générale des Nations Unies adoptait la Déclaration universelle des droits de l’homme. Suivant cette proclamation historique, l’Assemblée générale demanda à tous les pays membres de promouvoir le texte de la Déclaration et « de faire en sorte de le divulguer, de l’afficher, de le lire et de l’expliquer, notamment dans les écoles et autres établissements pédagogiques, quel que soit le statut politique des pays ou des territoires ».

Les citoyens ont-ils des droits ? Si oui, lesquels ?

« ...L’Assemblée générale proclame la présente Déclaration universelle des droits de l’homme comme l’idéal commun à atteindre par tous les peuples et toutes les nations afin que tous les individus et tous les organes de la société, ayant cette Déclaration constamment à l’esprit, s’efforcent, par l’enseignement et l’éducation, de développer le respect de ces droits et libertés et d’en assurer, par des mesures progressives d’ordre national et international, la reconnaissance et l’application universelles et effectives, tant parmi les populations des États Membres eux-mêmes que parmi celles des territoires placés sous leur juridiction. »

Voici le texte de quelques articles.

Article premier : Tous les êtres humains naissent libres et égaux en dignité et en droits. Ils sont doués de raison et de conscience et doivent agir les uns envers les autres dans un esprit de fraternité.

Article 3 : Tout individu a droit à la vie, à la liberté et à la sûreté de sa personne.

Article 4 : Nul ne sera tenu en esclavage ni en servitude ; l’esclavage et la traite des esclaves sont interdits sous toutes leurs formes.

- s'élever contre l'injustice sociale, la discrimination et le racisme ;
- contester la pensée institutionnelle lorsqu'elle abolit les droits de la personne.



« Nous avons appris à voler comme les oiseaux, à nager comme les poissons, mais nous n'avons pas appris le simple art de vivre comme des frères. » – Martin Luther King

Première étape

Discussion dirigée par l'enseignant(e)

Commencez par une discussion générale sur les droits de la personne et leur signification. Apprenez aux élèves à se familiariser avec la Déclaration universelle des droits de l'homme et voyez avec eux comment elle les concerne lorsqu'ils sont dans leur pays ou, le cas échéant, lorsqu'ils voyagent dans d'autres pays. Que savent-ils des conditions de vie en Ukraine ? Ont-ils entendu parler de la Révolution orange ? Qu'en savent-ils ? Inscrivez leurs réponses au tableau.

Étape 2

Répartissez les élèves en équipes de quatre à cinq. À partir de la liste de documents contenue dans cette ressource et des résultats d'une recherche complémentaire faite sur l'Internet, les équipes étudieront la situation politique de l'Ukraine et la Révolution orange en particulier. Chaque équipe résumera ses recherches en deux pages au maximum, et ces résumés seront remis au professeur pour évaluation.



Étape 3

À ce stade du cours, les équipes doivent avoir de bonnes bases sur la situation de l'Ukraine au moment de la Révolution orange. La présente ressource s'accompagne d'une simulation en ligne qui permettra aux élèves de traiter cette révolution sous forme de jeu de rôle. Il est possible d'y jouer individuellement et chaque membre des équipes pourra y accéder à www.tiged.org/orange et progresser selon les différents niveaux. À mesure qu'ils joueront, les élèves devront réfléchir à la question des droits de la personne et voir comment le jeu illustre cette question ainsi que les conditions qui régnaient en Ukraine durant cette turbulente période.

Étape 4

À partir de ce qu'elles auront appris durant la simulation en ligne, les équipes prépareront un jeu de rôle dans lequel seront représentés une institution, un particulier ou un organisme canadien ainsi que leurs homologues ukrainiens. L'action devra porter sur un épisode ou une séquence d'événements concernant les droits de la personne en Ukraine au moment de la Révolution orange. Les membres des équipes préciseront les responsabilités de chacun et se mettront d'accord sur le scénario. Une fois les responsabilités notées, elles seront assignées ; il faudra au moins deux personnes pour le jeu de rôle lui-même, plus un scénariste, un metteur en scène, etc. Un(e) élève sera désigné(e) comme porte-parole du groupe pour organiser la mise en scène et faire une courte présentation orale ou visuelle comparant la situation en Ukraine avec celle du Canada et expliquant les choix faits et les connaissances acquises sur les droits de la personne en Ukraine. Chaque équipe présentera son jeu de rôle à la classe.

Étape 5

Les mêmes équipes rédigeront chacune leur propre version de la Déclaration universelle des droits de la personne. Cette « déclaration » pourra être personnelle ou spécifique, pour autant que tous les membres de l'équipe soient d'accord sur le texte. Elle pourra être communiquée sous une forme médiatique : chanson, poème, pièce, bande vidéo, site Internet, présentation en PowerPoint, collage, etc. Chaque équipe présentera alors sa déclaration au reste de la classe.



Activités supplémentaires facultatives

Travaillant individuellement ou en équipe, les élèves mèneront à bien l'une des activités suivantes :

- réalisation d'un montage sur les droits de la personne basé sur ce qu'ils ont appris sur la Révolution orange, en insistant sur la participation du Canada
- création d'un livre pour enfants décrivant l'importance des droits de la personne et dont l'action se déroule en Ukraine
- réalisation du portrait d'un organisme ou d'un particulier influent en Ukraine durant la Révolution orange, en insistant sur ses réalisations
- organisation d'un symposium sur les droits de la personne en y invitant l'école et les communautés locales.

Évaluation

Évaluation du rapport oral des équipes

Contenu – Le contenu, la stratégie ont-ils été clairement exprimés et bien élaborés ? Les remarques faites par l'équipe étaient-elles convaincantes ?

Présentation – La présentation a-t-elle été bien faite, facile à écouter et à comprendre, avec une bonne qualité de voix, l'attitude et les gestes voulus, etc. ?

Efficacité – Les points présentés ont-ils été probants ? Dans quelle mesure les suggestions étaient-elles pratiques ?

Travail d'équipe – Le groupe a-t-il bien travaillé ensemble, et de façon productive ?

Évaluation du travail écrit des élèves

Travail grammaticalement correct, avec des phrases bien construites, par exemple des phrases complexes, avec des verbes bien conjugués, une bonne orthographe, une bonne ponctuation

Compréhension des mots et des expressions – les phrases sont explicites

Idées clairement exprimées

Informations bien organisées

Évaluation du travail de présentation des équipes

Les informations étaient-elles clairement présentées ?

Qu'ont fait les équipes pour améliorer la présentation ?

Le recours à la communication orale et visuelle a-t-il été efficace ?

Évaluation du travail de présentation des élèves

Contribution aux connaissances de l'équipe

Préparation entreprise pour la recherche et l'enquête

Élaboration des objectifs, conception de solutions de remplacement, choix de meilleures alternatives

Définition de objectifs personnels pour bien travailler avec les autres



attitudes des élèves lorsqu'ils répondront aux questions suivantes et feront le jeu de simulation.

- Quelle comparaison peut-on faire entre le Canada et l'Ukraine en matière d'application des droits de la personne ?
- Les droits de la personne en Ukraine ont-ils fait des progrès suite à la participation du Canada au mouvement en faveur de la démocratie ?
- Quelles leçons l'Ukraine peut-elle tirer du Canada dans le domaine des droits de la personne ?

APRÈS (Post-réalisation)

- Suite à la participation d'organismes et de particuliers canadiens travaillant dans le domaine des droits de la personne, quelles actions précises les Canadiens ont-ils entreprises ?
- Les élèves nommeront des organismes ou des particuliers canadiens qu'ils ont relevés comme ayant été actifs en Ukraine dans le domaine des droits de la personne.
- Ils noteront des actions précises entreprises par des organismes et/ou des particuliers canadiens en Ukraine eu égard aux droits de la personne.

Évaluation des élèves sur les questions propres au plan de cours

AVANT (Pré-réalisation)

Définir les droits de la personne, une bonne gouvernance et la démocratie

APRÈS (Post-réalisation)

Redéfinir les droits de la personne, une bonne gouvernance et la démocratie avec des exemples tirés de l'unité sur la Révolution orange, le rôle du développement international du Canada, et d'autres montrant ce qu'ils ont compris.

Droits de la personne

AVANT (Pré-réalisation)

- Les élèves comprennent-ils comment sont appliquées les questions des droits de la personne au Canada par rapport à l'Ukraine ?
- Les élèves connaissent-ils des particuliers ou des organismes canadiens engagés dans des activités relatives aux droits de la personne en Ukraine ? En connaissent-ils qui sont engagés dans ces mêmes activités dans d'autres pays du monde ?
- Les élèves connaissent-ils des actions précises entreprises par des organismes ou des particuliers canadiens en Ukraine dans le domaine des droits de la personne ?

Le contenu du cours renforcera les connaissances et les



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Canadian Studies Project 2

Focus on Citizenship, Multiculturalism, Aboriginal Peoples and Diversity.



Curricula

REPRODUCIBLE INSERT

STORYTELLING: The Art of Knowledge

(from the Museum of Civilization, www.civilization.ca/aborig/storytel/indexeng.html) by Helen Mertz

Planning for Learning: Overview

Storytelling - The Art of Knowledge

Purpose

The philosophical foundation of an Aboriginal worldview is readily found in the oral literary tradition of the Storyteller. This set of lessons is designed to introduce students to the concept of how First Nations people transmitted cultural expectations through the use of storytelling. The lessons will emphasize the First Nations oral tradition and how legends, myths and stories were used to pass down the traditions, the knowledge, the attitudes, values and beliefs. The students will develop an understanding of how the storytelling method was used to explain, to teach and to entertain. The students will explore the cultural ties and differences within Aboriginal nations.

The method used to produce these lessons is based on the design down model of curriculum design as adapted from *Understanding By Design: Professional Workbook*. Jay McTighe and Grant Wiggins 2004.

In addition, attention will be paid to the development of literacy skills as outlined in the Ontario Ministry of Education document, *Think Literacy* (a cross curricular document for grades 7-12).

Subjects

Cross-Curricular Subjects
History, Geography, Civics,
English, Language Arts, Visual
Arts, Health and Well-Being

Grade Levels:

Grades: 10-12

Duration:

Four to six classroom periods

Key Issues and Concepts:

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

www.teachmag.com/canadian_studies_2/index.html



Expectations/Outcomes

Planning for Learning (adapted from McTighe and Wiggins)

What are my students expected to learn?

(What are the most important ideas that I want my students to remember?)

Students will build on their prior knowledge to develop a deeper appreciation and knowledge of First Nations culture.

Students will demonstrate an awareness of, and respect for, the range of cultures, human behaviours, experience, emotions and ideas conveyed throughout the storytelling tradition.

Students will begin to understand how environment affects lifestyle and culture.

Critical Learning/Big Idea: Storytelling is the art of knowledge. The oral tradition of the First Nations people is important to understanding the indigenous cultural heritage.

Students will understand that:

Oral stories pass on the attitudes, values, beliefs, knowledge and history of First Nations people.

Different First Nations groups passed along similar messages via their oral language tradition.

All cultures pass along knowledge from one generation to another.

Guiding questions:

What does the term knowledge mean?

How do you determine what is knowledge?

Why is storytelling an art?

What made the stories worth telling generation after generation?

Students will know:

Key facts about First Nations storytelling traditions.

That First Nations had a code of ethics that stressed honour and respect for all living things.

That First Nations cultures had a deep sense of spirituality.

Students will be able to:

Recognize and identify knowledge passed along in First Nations storytelling.

Compare and contrast different stories from different First Nations groups to determine knowledge.

Express their findings orally and in writing.

Links to curriculum:

Native Studies, History, Geography, English.

Links to Catholic Graduate expectations:

CE 1e, 1h, 2c, 6c, 7f, 7g

How will I know my students are learning:

- Use an Anticipation guide to assess students' prior knowledge and identify learning goals for the unit;
- Use Action strategies to inform and direct teaching strategies;
- Revise the variety of First Nations stories by including stories from print, video and oral stories on tape or DVD;
- Include other fictional reading as it relates to the big idea;



- Add non-fiction sources to accommodate various reading levels. Guide students in using a variety of resources to answer the guiding questions; and
- Look for primary sources on a variety of Web sites.

Rich assessment tasks:

- Write a journal reflection to your editor, include in your reflection the direction your story is taking after listening to and reading examples from the First Nations people; and
- Create and perform a story in the First Nations oral story tradition, to inform a younger sibling of expected behaviour at an important event.

Enabling and or other assessment Evidence:

- Oral and written responses to one of the guiding questions;
- Various strategies to ensure understanding and encourage discussion (i.e. Venn diagram, Hot Seat Think Aloud Anticipation Activities); and
- Reflections.

How will I help my students learn?

- Use of Literacy strategies to ensure understanding;
- Include other stories to assist in comparing and contrasting;



- Discussion;
- Self assessment forms, samples of work; and
- Journal responses, writing and oral storytelling rubrics.

How will I track learning? How will I report and communicate learning?

- Use of Achievement Chart categories
- Systematic observation and conferencing: Anecdotal records
- Goal setting forms: Self assessment tools

Storytelling: The Art of Knowledge

Objectives

Students will build on their prior knowledge to develop a deeper appreciation and knowledge of First Nations culture.

Students will demonstrate an awareness of, and respect for, the range of cultures, human behaviours, experience, emotions and ideas conveyed throughout the storytelling tradition.

Students will begin to understand how environment affects lifestyle and culture.

Students will gain an understanding of how our past affects our present and our future.

Students will be able to use and analyze primary and secondary sources of evidence.

Students will demonstrate the ability to read for meaning,

enjoyment and information.

Students will demonstrate the ability to interpret and respond to various types of literature.

Students will demonstrate the ability to use oral language to clarify and extend their personal understanding of what they observe, feel, hear and read through interaction with others.

Students will demonstrate respect for the ideas, language and communication styles of others and awareness of the need for sensitive and thoughtful responses.

Introductory Lesson

Talking Circle: how, why, expectations, talking stick.

Drums: the music of Mother Earth with examples.

Discussion to activate students' prior knowledge.

Introduce The Big Question.

Lesson Two

Presentation of *Mi'Kmaq Women Who Married Star Husbands*

Lesson Three

Discussion: Ensure Understanding by unpacking the learning.

Lesson Four

Presentation of other stories.

Lesson Five

Creation: RAFT Strategy .

Lesson Six

Culminating Activity: Look again at the BIG QUESTION.

Assessment and Evaluation

Evaluate content, thoroughness, effectiveness, teamwork and effort on various tasks assigned each day both individually and as members of the class community.

Rubrics will be prepared.

Optional Activities that may be considered include:

1. Creative Writing Activities might include writing a Poem/Song, Personal Letter, Biography, Allegories, Autobiography, Parody, Cartoon, Advertisements, Book Reviews, Newsletters and Oral Histories.
2. Research may be conducted into various tradition, Nations, etc.
3. Any and all of these may be presented in the Oral Storytelling tradition.

LESSON ONE

Time: One Period

Students will gain an understanding of the role that oral tradition plays in First Nations culture.

Introduction: Setting the stage

Invite students to sit in the Talking Circle (North point of the Medicine Wheel).

Elicit what, when, why they had been asked to sit in a circle (campfires, storytelling).

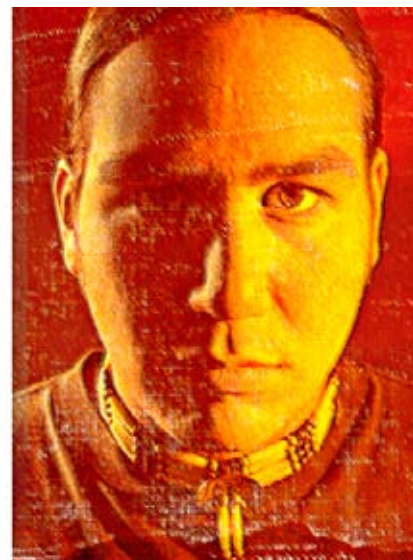
Introduce a Talking Circle by explaining how, why and what are the expectations of a Talking Circle.

See Appendix A for more information.

Present the Talking Stick and discuss how it might be used.

Explain that Drums were the music of Mother Earth.

Discuss oral tradition. What is the purpose of oral tradition? Define myth, legend, fable and folktale.



Provide students with some information about myths, legends and folktales. Define them as applied to the culture of First Nations people.

Have students listen to a First Nations storyteller.

Discussion to activate students' prior knowledge.

Introduce THE BIG QUESTION: Is storytelling the art of knowledge?

Assessment and Evaluation

With a partner have students compose three questions they have about storytelling in First Nations communities.

Have students present questions to the Circle.
Record questions.

Teacher Preparation / Materials / Planning Notes

Set up the class in a circle with drum music in the background.

Obtain the First Nations music (drum or flute).

Prepare the Talking Circle information rules, expectations, etc.

Have a Talking Stick/Stone or other natural article.

Read the story, *Mi'Kmaq Women Who Married Star Husbands*.

Make appropriate teaching/learning notes. Notice that the story has a break.

Photocopy the story for each member of class.

Questions to be researched:

- What is the oral tradition?
- What role does the oral tradition play in First Nations culture?
- Who is the author of the folklore passed on through oral tradition?
- Did the stories ever change?
- What is the difference between a myth, legend, fable and folktale?
- Do different cultural areas have different stories?

Resources:

Audio of First Nations storytellers can be found online at the following sites:

<http://website.nbm-mnb.ca/Koluskap/>

<http://cado.ayn.ca/index.asp>

Other Aboriginal Stories can be found at the following sites:

Native American tales at Eldrbarry's Raven Tales:

<http://www.eldrbarry.net/rabb/rvn/htm>

Creation Stories from Around the World at Myth*ing Links:

<http://www.mythinglinks.org/home.html>

Native American creation stories:

<http://www.wsu.edu:8001/~dee/NAANTH/CREATION.HTM>

LESSON TWO

Introduction

Talking Circle and Drum or Flute music (East point of the Medicine Wheel).

What is the Big Idea for today's discussion?

Storytelling is the art of knowledge.

Review questions from Lesson One.

The task for this lesson is to read a story.

The story has been divided into two sections.

Presentation

Prior to reading: Anticipation Guide Technique (See Appendix A for further explanation).

Present a set of five to ten questions similar to the following to students and have them formulate an answer:

1. First Nations stories were important to indigenous people.

Agree / Disagree

2. First Nations stories were more than just stories.

Agree / Disagree

3. First Nations stories instruct people.

Agree / Disagree

And so on.

Present the first part of the story to be read.

Students may read individually or in pairs.

As students read have them underline the part that is important to them.

At the end of the first section of the story ask them to Think Aloud .

In particular, have the students tell you what they see in this story:

The colour of the sky;The size of the rock;The setting; and The mood.

Create a word picture with the students.

Have students tell you what the storyteller is trying to say. You will be asking them to draw inferences in order to help them make critical judgements and unique interpretations. For example, have students tell you:



I'm guessing that...

I predict...

It would be better if...

I really liked how...

If I were the main character...

What I didn't like was...

This method will help students explain connections between prior knowledge (Anticipation Guide Technique) and the experiences they are having with the Mi'Kmaq legend.

Hot Seat Activity or Character Chair

At this point students are halfway through the story. Have one student become the Younger Sister. This person will sit on a chair or stool at the front of the class, summarize the story and answer questions about her life and role in the story.

She has to talk herself into or out of turning over the rock. What decision does she have to make?

The student playing Sister selects three other students to be her advisors for one side of the decision and selects another three students to be her advisors for the opposite side of the question. Weasel Sister then listens to all six people and then says, "What am I going to do?"



The other students may ask questions focused on the decision to be made.

Weasel Sister makes a decision and announces it to the class.

The students vote on the decision with a hand gesture:
Agree (thumbs up)

Disagree (thumbs down)

Not sure (flat hand)

Students are then asked to complete the reading of the story.

Assessment and Evaluation

Students are to think and reflect on the story. They are to summarize the story and draw conclusions based on using the I READ / I THINK / THEREFORE graphic organizer.

Create an observation checklist to evaluate the engagement of individual students.

Teacher Preparation / Materials / Planning Notes

Develop questions and techniques to go along with the following literacy strategies.

Anticipation Guide Technique

A method by which students are asked to activate prior



knowledge to the story we are about to read in order to generate interest. An anticipation guide is a series of statements usually between 5 and 10, to which students must respond individually before reading a certain text. The statements are designed in such a way as to activate thought about particular events, ideas, plots or

issues that will be introduced in the text about to be read. Having students engage in these thoughts before reading prepares them to read as more active participants. They get a sense of the major ideas they will encounter in the text and they have an opportunity to reflect and respond to these ideas individually before being influenced by the group.

Prepare five to ten questions.

Think Aloud

This strategy helps students to create a picture in “my mind about what I am reading”.

The students will create visual, auditory or other sensory connections that will help deepen understanding.

For example, ask students to answer the following types of questions:

I visualized...

I could see (smell, hear, taste)...

I could orally give you answers to any of the following types of statements.

Drawing Inferences

Students will make connections between prior knowledge. They will be able to use this with a variety of appropriate texts in order to share responses, identify key elements of fiction (plot, characterization, setting), mood, descriptive language and common figures of speech (simile, metaphor, personification) in other oral and literacy tests.

Hot Seat (or Character Chair)

Activity Action strategy for deepening comprehension

One student becomes a character from a familiar story. The “character” sits on a chair or stool at the front of the class, summarizes the story and answers questions about her life and role in the story. This can first be done with many types of stories and also with other types of situations found in most subject areas. After the students understand how it works, a second character can be introduced and could appear, one after the other, or at the same time. The characters may have advisors who help them field questions posed by the classmates in order to provide information on a topic or insight and perspective on a character. This is the way to practice and participate in respectful and purposeful interaction, share and/or consolidate information, present and defend a point of view. This method will help students develop higher order thinking skills, refine questioning skills, demonstrate and share areas of knowledge and expertise and develop listening skills.

I read / I think / therefore strategy

This strategy is used to summarize the story and draw conclusions. Readers/listeners draw conclusions based on the ideas and information they read or heard from one or more sources. Providing a graphic organizer before and after reading helps students to organize their thinking during and after an activity in order to analyze, make references and draw conclusions after reading. The main purposes of this strategy are to actively use prior knowledge and experiences when reading and listening and to read and respond to the important concepts and issues and therefore making inferences and drawing conclusions. Students will develop content and opinions and become thoughtful speakers during whole class and small group discussions.

Essentially, the strategy asks students to think and reflect about something so that they can say what the conclusion is.

Prepare a rubric to evaluate I read / I think / therefore assignment.

Prepare an observation checklist for participation, teamwork and engagement.

Earth Day Canada

www.earthday.ca

Earth Day Canada (EDC) is a national environmental communications organization. By empowering Canadians so that they can achieve local solutions, EDC hopes to improve the state of the environment. Since 1991, EDC has been coordinating Earth Day/Earth Month events that include community projects and award-winning artistic and media ventures.

EDC is a registered charity and is the Canadian arm of the Earth Day Network. With over 3,500 affiliated community-based organizations and 5,000 member organizations, EDC operates year-round to provide resources, user-friendly programs, and networking assistance that can help Canadians save the earth.

Through their Web site, EDC intends to achieve the following goals:

- Create positive public awareness for existing and developing environmental solutions
- Empower and encourage Canadians to take environmental action in their communities
- Address the challenges facing Canada's environment by working in partnerships to create programs that can be delivered by communities, organizations, and individuals
- Foster and maintain the positive celebration of Earth Day annually

The EDC Web site features links to a variety of other Web sites that explore specific environmental issues (i.e. the protection of endangered animals, waste reduction, etc.). The Resource section includes Action Guides, Eco Trivia, FAQs, News, PSAs, and a Top 10 Actions List that suggests ways people can help the environment during their daily routines. The Action Guides are available as free downloads and provide various examples of Earth Day-inspired projects.

EcoKids

www.ecokids.ca

This Web site aims to teach children about the environment in a fun, kid-friendly way. The Printables section includes over 100 free downloadable

activities, puzzles, word games and colouring sheets in the following subject areas: Environmental Issues, Wildlife, and Science, Nature & Energy.

The Have Your Say section is an EcoKids forum where students get to share their opinions and comments about environmental topics with other students around the world. Every few weeks, a new question about environmental issues, animals, science, or nature is posted on the Web site. Students can use the forum to discuss the questions, suggest other topics, and send in environmental questions of their own.

The EcoKids Web site also features a wide variety of free teacher resources. There is a Searchable Curriculum Directory that allows you to search for games, activities, and homework help. Curriculum Connection PDFs are available to download and they are separated by topic.

In addition to these downloads, there are ESL lesson plans available that encourage students to learn about the environment while they learn English. There are 20 new lesson plans specific to ESL learning objectives and they can be downloaded as PDFs. Environmental issues such as Energy, Exploring Food, Habitats, Mapping, Recycling, Seasons, the Water Cycle, and Weather are addressed in these ESL lesson plans.

The Guest Speakers section of the Web site is set up for teachers who are interested in planning a class presentation about the environment. PDFs of the Guest Speaker lists are available and each one can be divided by province or downloaded as one master list.



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Le Projet d'études Canadiennes-due

Regards sur la citoyenneté,
le multiculturalisme, les peuples autochtones et la diversité.

Curricula

**CET ENCART PEUT ÊTRE REPRODUIT
L'ART DU
SAVOIR**

du Musée canadien des civilisations,
[http://www.civilization.ca/aborig/
storytel/introfra.html](http://www.civilization.ca/aborig/storytel/introfra.html)

Par Helen Mertz

Planification des besoins d'apprentissage : Aperçu

Puissance d'expression – L'art du savoir

But

Le fondement philosophique d'une vision du monde autochtone se retrouve facilement dans la littérature orale qu'est le conte. Cet ensemble de leçons est conçu pour familiariser les élèves avec la manière dont les peuples des Premières nations ont transmis leurs attentes culturelles par le conte. Les leçons portent sur la tradition orale des Premières nations, et sur la manière dont les Premières nations faisaient appel aux légendes, aux mythes et aux récits pour transmettre les traditions, les connaissances, les valeurs et les croyances de leurs peuples. Les élèves apprendront comment on faisait appel au conte pour expliquer, pour enseigner et pour divertir. Ils étudieront les différences et les liens culturels entre les divers peuples autochtones.

La méthode utilisée pour la conception de ces leçons repose sur le modèle de la « déclinaison progressive » pour la conception d'un programme scolaire adapté de *Understanding By Design: Professional Workbook*. Jay McTighe and Grant Wiggins 2004.

On portera aussi une attention particulière au développement des compétences liées à la littérature comme le mentionne le document « La littérature en tête » (Stratégies pour toutes les matières de la 7e à la 12e année) du ministère de l'Éducation de l'Ontario.

Subjects Sujets

Pour toutes les matières :
histoire, géographie,
éducation civique, anglais,
arts du langage, arts visuels,
santé et mieux-être

Niveaux :
de la 10^e à la 12^e année

Durée : de quatre à six périodes
de classe

Questions et concepts clés :
Les élèves découvriront le sentier qu'ont emprunté de nombreux immigrants pour venir s'établir au Canada, et les sacrifices qu'ils étaient prêts à faire pour une vie meilleure.

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

[http://www.teachmag.com/
etudes_canadiennes_2/index.
html](http://www.teachmag.com/etudes_canadiennes_2/index.html)



Attentes/résultats

Planification des besoins d'apprentissage

(adapté du cahier d'exercice de Jay McTighe et Grant Wiggins)

Qu'est-ce que mes élèves devraient apprendre?

(Quelles sont les idées les plus importantes que je veux que mes élèves retiennent?)

Les élèves mettront à profit leurs connaissances antérieures pour mieux apprécier et comprendre la culture des Premières nations.

Les élèves feront preuve d'une sensibilisation à l'éventail de cultures, de comportements humains, d'expériences, d'émotions et d'idées transmis par la tradition du conte, et de leur respect.

Les élèves commenceront à comprendre comme l'environnement influe sur le style de vie et la culture.

Apprentissage critique/grande idée : La puissance d'expression est l'art du savoir. La tradition orale des peuples des Premières nations est importante pour bien comprendre l'héritage culturel autochtone.

Les élèves comprendront que :

Les contes oraux transmettent les attitudes, les valeurs, les croyances, les connaissances et l'histoire des peuples des Premières nations. Différents groupes des Premières nations ont transmis des messages semblables par leur tradition orale. Toutes les cultures transmettent des connaissances d'une génération à l'autre.

Questions directrices :

Que signifie le mot savoir? Comment déterminez-vous ce qu'est le savoir? Pourquoi le conte est-il un art? Pourquoi les contes valent-ils la peine d'être transmis de génération en génération?

Les élèves apprendront :

Des faits importants sur les traditions du conte chez les Premières nations. Que les Premières nations avaient un code d'éthique qui insistait sur l'honneur et le respect de tout ce qui est vivant. Que les cultures des Premières

nations comportaient une grande spiritualité.

Les élèves seront capable de :

Reconnaître et identifier le savoir transmis par le conte chez les Premières nations. Comparer différents contes de différents groupes des Premières nations pour déterminer le savoir transmis, et d'établir des différences entre ces contes. Transmettre leurs constatations oralement et par écrit.

Liens avec le programme scolaire :

Études autochtones, histoire, géographie, anglais

Liens avec les attentes chez les diplômés des écoles catholiques :

CE 1e, 1h, 2c, 6c, 7f, 7g

Comment vais-je savoir que mes élèves apprennent quelque chose :

- Utiliser un guide d'anticipation pour évaluer les connaissances antérieures des élèves et déterminer les objectifs d'apprentissage pour l'unité.
- Utiliser des stratégies d'action pour informer les élèves et orienter les stratégies d'apprentissage.
- Examiner la diversité des contes des Premières nations à l'aide de contes sur papier, de documents vidéo et de contes oraux sur ruban ou DVD.
- Inclure d'autres lectures d'histoires fictives en ce qui a trait à la grande idée.
- Ajouter des sources documentaires pour répondre aux besoins de divers niveaux de lecture. Montrer aux élèves comment utiliser une variété de ressources pour répondre aux questions directrices.
- Chercher des sources importantes sur divers sites Internet.

Tâches d'évaluation enrichies :

Écrire vos pensées, sous la forme d'un journal personnel, à l'intention de votre éditeur. Inclure dans votre réflexion



l'orientation que votre conte prendra après avoir entendu et lu des exemples sur les peuples des Premières nations. Créer et jouer un conte dans la tradition orale des Premières nations, pour informer un plus jeune parent du comportement attendu lors d'un événement important.

Facilitation et/ou autre preuve d'évaluation :

- Réponses verbales et écrites à l'une des questions directrices.
- Diverses stratégies pour s'assurer de la compréhension et encourager la discussion (c.-à-d. diagramme de Venn, chaise chaude, penser tout haut, activités d'anticipation) Réflexions

Comment vais-je aider mes élèves à apprendre?

- Utiliser des stratégies de littératie pour vous assurer qu'ils comprennent
- Inclure d'autres contes pour les aider à faire des comparaisons et à établir des différences entre les contes
- Discussion
- Formulaires d'auto-évaluation, échantillons de travaux
- Réponses dans le journal, rubriques de la rédaction et des contes oraux



Les élèves seront capables d'utiliser et d'analyser des sources de preuves primaires et secondaires.

Les élèves démontreront la capacité de lire pour comprendre la signification de ce qu'ils lisent, et aussi de lire par plaisir et pour obtenir de l'information.

Les élèves démontreront la capacité d'interpréter divers genres littéraires et d'y apporter des réponses.

Les élèves démontreront la capacité de recourir à la langue orale pour clarifier et étendre leur compréhension personnelle de ce qu'il observent, ressentent, entendent et lisent par une interaction avec les autres.

Les élèves démontreront du respect pour les idées, la langue et les styles de communication des autres, et une sensibilisation à la nécessité de fournir des réponses sensibles et réfléchies.

Comment vais-je assurer le suivi de l'apprentissage? Comment vais-je rapporter et communiquer l'apprentissage?

- Utilisation de diverses catégories de tableaux de réalisations
- Observations systématiques et conférences : dossiers anecdotiques
- Formulaire d'établissement d'objectifs : outils d'auto-évaluation

Plans des leçons : Puissance d'expression – L'art du savoir

Objectifs

Les élèves mettront à profit leurs connaissances antérieures pour mieux apprécier et comprendre la culture des Premières nations.

Les élèves feront preuve d'une sensibilisation à l'éventail de cultures, de comportements humains, d'expériences, d'émotions et d'idées transmis par la tradition du conte, et de leur respect.

Les élèves commenceront à comprendre comment l'environnement influe sur le style de vie et la culture.

Apprentissage critique/grande idée : La puissance d'expression est l'art du savoir.

La tradition orale des peuples des Premières nations est importante pour bien comprendre l'héritage culturel autochtone.

Les élèves comprendront comment notre passé influe sur notre présent et sur notre avenir.

Aperçu des leçons

Leçon d'introduction

Cercle de la parole : Comment, pourquoi, attentes, bâton d'orateur.

Tambours : la musique de la Terre mère avec des exemples.

Discussion pour activer les connaissances antérieures des élèves.

Présenter la Grande question.

Leçon deux

Présentation du conte « Les Mi'kmaq qui ont épousé des Étoiles »

Leçon trois

Discussion : S'assurer que les élèves ont compris en leur demandant de débattre l'apprentissage.

Leçon quatre

Présentation d'autres contes.

Leçon cinq

Création : Stratégie R.A.F.T.

Leçon six

Activité culminante : Examiner de nouveau la GRANDE QUESTION.

Évaluation

Évaluer le contenu, l'exactitude, l'efficacité, le travail d'équipe et l'effort pour diverses tâches assignées chaque jour, tant individuellement que comme groupe-classe.

Il y aura préparation de rubriques.

Activités optionnelles qui pourraient être incluses :

1. Activités d'écriture créatrice, notamment rédaction d'un poème ou d'une chanson, d'une lettre personnelle, d'une biographie, d'une allégorie, d'une autobiographie, d'une parodie, d'une bande dessinée, d'une annonce publicitaire, d'une critique de livre, d'une nouvelle, d'un bulletin et d'une histoire orale.

2. Recherche sur diverses traditions, sur diverses nations, etc.

3. N'importe laquelle de ces activités ou toutes ces activités pourront être présentées sous la forme de la tradition du conte oral.

Conte : Première partie

« Les Mi'kmaq qui ont épousé des Étoiles »

<http://www.civilization.ca/aborig/storytel/mi'k2fra.html>



Leçon UN

Durée : Une période

Les élèves se familiariseront avec le rôle que joue la tradition orale dans la culture des Premières nations.

Introduction : Mise en situation

Inviter les élèves à s'asseoir dans le cercle de la parole (quadrant « nord » de la roue médicinale).

Obtenir de l'information sur : Quoi, quand, pourquoi on leur a déjà demandé de s'asseoir dans un cercle (feux de camp, contes).

Présenter le cercle de la parole en expliquant comment, pourquoi et quelles sont les attentes du cercle de la parole. Voir l'annexe A pour plus d'information.

Présenter le bâton d'orateur et discuter de la manière dont il pourrait être utilisé.

Expliquer que les tambours étaient la musique de la Terre mère.

Traiter de la tradition orale. Quel est le but de la tradition orale? Définir ce qu'on entend par mythe, légende, fable et conte populaire.

Fournir aux élèves de l'information sur les mythes, les légendes et les contes populaires. Les définir par rapport à la culture des peuples des Premières nations.

Les élèves ont-ils déjà écouté un conteur des Premières nations?

Discussion pour activer les connaissances antérieures des élèves.

Présenter LA GRANDE QUESTION : Le conte est-il l'art du savoir?

Évaluation

Demander aux élèves de se mettre en groupes de deux personnes et de rédiger trois questions qu'ils se posent sur l'art du conte chez les collectivités des Premières nations.

Demander aux élèves de présenter leurs questions au cercle. Écrire les questions.

Leçon un

Préparation de l'enseignant(e) / matériel / notes de planification

Demander aux élèves de former un cercle et avoir un tambour comme musique de fond.

Obtenir de la musique (tambour ou flûte) des Premières nations.

Préparer l'information sur les règles, les attentes, etc. du cercle de la parole.

Se procurer un bâton d'orateur ou une pierre ou un autre objet naturel.

Lire le conte « Les Mi'kmaq qui ont épousé des Étoiles ».

Prendre des notes d'enseignement/d'apprentissage appropriées. Bien noter que Leco le conte comprend deux parties.

Photocopier le conte et en remettre une copie à chaque élève.

Questions qui feront l'objet d'une recherche :

Qu'est-ce que la tradition orale?

Quel rôle la tradition orale joue-t-elle dans la culture des Premières nations?

Qui est l'auteur du folklore transmis par la tradition orale?

Les contes ont-ils changé au fil du temps?

Quelle est la différence entre un mythe, une légende, une fable et un conte populaire?

Les régions culturelles différentes ont-elles des contes différents?

Ressources :

On peut trouver des documents audio des conteurs des Premières nations sur les sites suivants :

<http://website.nbm-mnb.ca/Koluskap/>

<http://cado.ayn.ca/index.asp>

On peut trouver des contes autochtones sur les sites suivants :

Contes et légendes autochtones :

<http://epe.lac-bac.gc.ca/100/205/301/ic/cdc/matawinie/contespr.htm>

Portail des Autochtones du Canada :

<http://www.autochtonesauCanada.gc.ca/acp/site.nsf/fr/ao04580.html>

Histoire de la création (divers peuples autochtones) :

www.ourplanet.com/tunza/issue0202fr/pdfs/p20-21.pdf

Native American tales at Eldrbarry's Raven Tales:

<http://www.eldrbarry.net/rabb/rvn/htm>

Creation Stories from Around the World at Myth*ing Links:

<http://www.mythinglinks.org/home.html>

Native American creation stories:

<http://www.wsu.edu:8001/~dee/NAANTH/CREATION.HTM>

Légendes autochtones (films réalisés par l'ONF) (en anglais seulement)

<http://nfb.ca/trouverunfilm/categories.php?idsubcat=2916&subcat=L%E9gendes+autochtones&cat=Langues+et+Litt%C3%A9rature&idcat=29&v=h&lg=fr>

Leçon deux

Introduction

Cercle de la parole et tambour ou musique de flûte (le

quadrant « est » de la roue médicinale).
Quelle est la « grande idée » aujourd'hui? Le conte est l'art du savoir. Revoir les questions de la leçon un.

La tâche, pour cette leçon, est la lecture d'un conte. Le conte a été divisé en deux parties.

Présentation

Avant la lecture : technique du Guide d'anticipation (voir l'annexe A pour plus d'explications).

Présenter une série de cinq à dix questions semblables à celles ci-dessous aux élèves, et leur demander de



formuler une réponse :

1. Les contes des Premières nations étaient importants pour les peuples autochtones.

D'accord / Pas d'accord

2. Les contes des Premières nations étaient bien plus que de simples contes.

D'accord / Pas d'accord

3. Les contes des Premières nations renseignaient les gens.

D'accord / Pas d'accord

Et ainsi de suite.

Présenter la première partie du conte à lire.

Les élèves peuvent lire individuellement ou en groupes de deux personnes.

Pendant que les élèves lisent, leur demander de souligner ce qui revêt de l'importance pour eux.

À la fin de la première partie du conte, leur demander de Penser tout haut.

Plus précisément, demander aux élèves ce qu'ils voient dans ce conte :

la couleur du ciel;
la taille de la pierre;
le décor; l'ambiance.

Créer une description avec les élèves.

Demander aux élèves de vous communiquer le message que le conte essaie de transmettre. Leur demander de faire des inférences pour les aider à porter des jugements critiques et à faire des interprétations uniques. Par exemple, demander aux élèves de vous dire :

Je suppose que ...

Je prédis que ...

Ce serait mieux si ...

J'aime vraiment comment...

Si j'étais le personnage principal...

Ce que je n'ai pas aimé, c'était...

Cette méthode aidera les élèves à expliquer les liens entre ce conte et leurs connaissances antérieures (**technique du**

Guide d'anticipation) et les expériences qu'ils ont avec la légende Mi'Kmaq.



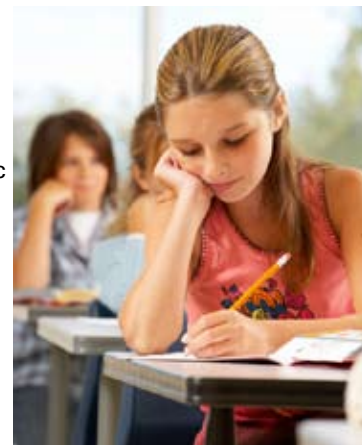
Activité de la « chaise chaude » ou de la « chaise du personnage »

À ce point-ci, les élèves sont à mi-chemin du conte.

Demander à une élève d'être la Soeur cadette. Cette élève s'assoira sur une chaise ou sur un tabouret en avant de la classe, résumera le conte et répondra aux questions sur sa vie et son rôle dans le conte.

Elle doit se convaincre de soulever ou non la pierre. Quelle décision doit-elle prendre?

L'élève qui joue le rôle de Soeur cadette choisit trois autres



élèves qui agiront comme conseillers pour l'une des possibilités de la décision et trois autres élèves pour agir comme conseillers pour l'autre possibilité de la décision. Soeur Belette écoute ce que les six personnes ont à dire et elle demande ensuite : « Qu'est-ce que je dois faire? »

Les autres élèves peuvent demander des questions axées sur la décision à prendre.

Soeur Belette prend une décision, et elle l'annonce à la classe.

Les élèves votent avec un geste de la main :

D'accord (les pouces pointés vers le haut)
Pas d'accord (les pouces pointés vers le bas)
Incertain(e) (main à plat)

Demander ensuite aux élèves de terminer la lecture du conte.

Évaluation

Les élèves doivent réfléchir sur le conte. Ils doivent résumer le conte et tirer des conclusions en se basant sur l'organisateur graphique Je lis / Je pense / donc.

Créer une grille d'observation pour évaluer l'engagement de chaque élève.

Préparation de l'enseignant(e) / matériel / notes de planification

Préparer des questions et des techniques pour accompagner les stratégies de littératie qui suivent.

Technique du guide d'anticipation

Méthode utilisée pour demander aux élèves d'activer leurs connaissances antérieures sur le conte que nous sommes sur le point de lire pour susciter de l'intérêt. Un guide d'anticipation est une série de cinq à dix énoncés, en général, auxquels les élèves doivent répondre

individuellement avant de lire un certain texte. Les énoncés sont conçus de manière à activer les pensées sur des événements, des idées, des intrigues ou des questions qui seront présentés dans le texte sur le point d'être lu. En demandant aux élèves de réfléchir à ces aspects avant d'entreprendre la lecture, on les prépare à être des lecteurs et des participants plus actifs. Ils saisiront le sens des idées principales qu'ils rencontreront dans le texte et ils auront la possibilité de réfléchir à ces idées et d'y apporter une réponse individuelle avant d'être influencés par le groupe.

Préparer de cinq à dix questions.

Penser tout haut

Cette stratégie aide les élèves à créer une « image dans mon esprit de ce que je suis en train de lire ». Les élèves établiront des liens visuels, des liens auditifs ou d'autres liens sensoriels qui les aideront à mieux comprendre ce qu'ils lisent. Par exemple, demander aux élèves de répondre aux genres de questions suivantes :

J'ai visualisé...

Je pouvais voir (sentir, entendre, goûter)...

Je pourrais vous fournir des réponses orales à n'importe lequel des genres d'énoncés qui suivent.

Faire des inférences

Les élèves pourront faire des liens avec leurs connaissances antérieures. Ils pourront le faire pour une variété de textes appropriés pour partager des réponses, cerner des éléments clés de fiction (intrigue, personnages, environnement), l'atmosphère, le langage descriptif et les figures de style communes (comparaison, métaphore, personnification) dans d'autres textes oraux ou littéraires.

Chaise chaude (ou chaise du personnage) Activité pour approfondir la compréhension.

Un élève personnifie un personnage d'un conte familial. Le « personnage » s'assoit sur une chaise ou un tabouret en avant de la classe, résume le conte et répond aux questions sur sa vie et son rôle dans le conte. On peut exécuter cet exercice, en premier, avec

de nombreux genres de contes et aussi avec d'autres genres de situations que l'on retrouve dans la plupart des domaines. Une fois que les élèves en comprennent le fonctionnement, on peut faire intervenir un deuxième personnage – l'un à la suite de l'autre, ou les deux personnages en même temps. Les personnages peuvent être accompagnés de conseillers qui les aident à répondre aux questions posées par les autres élèves de la classe pour leur fournir de l'information sur le sujet ou leur vision ou leur point de vue sur un personnage. C'est la manière de procéder pour pratiquer et participer à une interaction respectueuse et fructueuse, partager et/ou consolider de l'information, et présenter et défendre un point de vue. Cette méthode aidera les élèves à atteindre un niveau plus élevé de capacités de raisonnement, d'améliorer leurs capacités de poser des questions, de démontrer et de partager des domaines de connaissances et de développer des aptitudes à écouter.

Stratégie Je lis / Je pense / donc

Cette stratégie est utilisée pour résumer le conte et tirer des conclusions. Les lecteurs/auditeurs tirent des conclusions en se basant sur les idées et l'information qu'ils ont lues ou entendues d'une source ou plus. Fournir un organisateur graphique avant et après la lecture aide les élèves à organiser leurs pensées pendant et après une activité pour être capables d'analyser, de faire des inférences et de tirer des conclusions après la lecture. Le but de cette stratégie est d'utiliser activement les connaissances et l'expérience antérieures lors de la lecture ou de l'écoute et de répondre aux questions et aux concepts et, ainsi, de faire des inférences et de tirer des conclusions. Les élèves développeront un contenu et des opinions et deviendront des orateurs réfléchis lors des discussions avec toute la classe et en petits groupes.

Essentiellement, la stratégie demande aux élèves de penser et de réfléchir à quelque chose pour être en mesure de dire quelle est la conclusion.

Préparer une rubrique pour évaluer la tâche Je lis / Je pense / donc.

Préparer une grille d'observation pour la participation, le travail en équipe et l'engagement.

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