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LE PROF



FEATURE:

**STEMMING THE TIDE
OF AGGRESSION:
Strategies that Work**

**ONLINE CONNECTIONS:
A New Approach to PD**

CURRICULA:

**AGAINST ALL ODDS
ENVERS ET CONTRE TOUT**

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NOTES

If we go far enough back in our history, you can make a case that most if not all residents of Canada and its precursor were refugees. Some were driven by adventure and the fervour of exploration. Many were chased by some form of persecution be it religious, ethnic, social injustice or the threat of violence. Others fled poverty or disease.

As school ramps up for another academic year, spread throughout classrooms across the country are children who arrived in Canada as refugees forced to leave their countries of origin for a variety of reasons. Some confronted situations no one should have to even contemplate let alone experience.

The United Nations High Commissioner for Refugees (UNHCR) has been the lead organization that has helped settle more than 50 million people displaced from their homelands. The organization responds to a further 33 million each year through its global network of offices and officers. In a bid to generate greater awareness around the refugee crisis and the general plight of refugees UNHCR has developed an online simulation called, Against All Odds—*www.playagainstallodds.com*. The simulation is an educational tool and resource that allows students to work through scenarios faced by many refugees and the stark choices that ensue. In addition, there are links and a wealth of information and case studies to be used in class. TEACH Magazine has worked with UNHCR to develop a lesson plan that connects Against All Odds to the Canadian curriculum. The lesson plan is posted on the UNHCR (<http://www.unhcr.ca>) and the TEACH (www.teachmag.com) Web sites.

In other content, Carmen Berg writes about teacher harassment that employs new technological tools such as social networking sites and email. While Richard Worzel in his Futures column describes how schools are falling behind in the educational technology battle.

Next Issue

New Product Supplement

Computers, Web Stuff, Futures

CURRICULA—

Royal Canadian Mint Resources

En remontant suffisamment loin dans notre histoire, nous pourrions dire que la plupart sinon tous les habitants du Canada sont des descendants de réfugiés. Parmi nos prédécesseurs, certains étaient animés par l'esprit d'aventure et la passion de l'exploration, mais nombre d'entre eux fuyaient une forme quelconque de persécution religieuse ou raciale, l'injustice sociale ou la menace de la violence. D'autres voulaient échapper à la misère ou à la maladie.

Alors qu'une autre année scolaire s'amorce, un peu partout dans les écoles du pays, il y a des enfants qui sont arrivés au Canada en qualité de réfugiés, contraints de fuir leur pays d'origine pour diverses raisons. Certains ont vécu des événements que l'on a peine à imaginer.

Le Haut Commissariat des Nations Unies pour les réfugiés est l'organisation dirigeante qui a aidé plus de 50 millions de personnes déplacées de leur pays d'origine à s'établir ailleurs. L'organisation répond chaque année aux besoins de 33 millions de personnes supplémentaires grâce à son réseau mondial de bureaux et d'agents. Dans un effort pour sensibiliser davantage à la crise des réfugiés et à leur sort, le Haut Commissariat a élaboré une simulation en ligne intitulée « Envers et contre tout » (www.playagainstallodds.com). Ce jeu est un outil éducatif et une ressource pédagogique qui permet aux élèves de se sortir de situations que vivent de nombreux réfugiés et de faire les choix difficiles qui en découlent. Le jeu comporte par ailleurs des liens et une foule d'informations et d'études de cas que l'on peut utiliser en classe. Le Prof a travaillé avec le Haut Commissariat pour mettre au point un plan de cours qui rattache « Envers et contre tout » au programme d'études canadien et qui est affiché dans les sites Web du Haut Commissariat (<http://www.unhcr.ca>) et du Prof (www.teachmag.com).

Sur d'autres thèmes, Carmen Berg parle du harcèlement dont sont victimes des enseignants, et qui fait appel à des outils technologiques comme les sites de réseautage social et le courriel, tandis que Richard Worzel dans sa rubrique Le Futur décrit comment les écoles se laissent distancer dans la bataille technologique du monde de l'éducation.

Dans le prochain numéro

Le supplément technologique

Informatique, Le futur,

CURRICULA et plus encore

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Richard Worzel, C.F.A.

Failing Into the Past



A new school year begins, and the experiences are familiar and nostalgic to parents, teachers, and students. New notebooks, pencil cases, the smell of erasers, the sounds of chalk on blackboards, finding new classrooms, meeting new teachers—it's always new, and always the same. And that's a problem.

Technology has revolutionized business. The supply chain of goods and services has had the fat squeezed out of it, resulting in faster supply, lower prices, and better quality products. Relationships between suppliers and clients are faster, closer (if more impersonal), pared to essentials, and more co-operative than ever before.

Technology has revolutionized health care. Doctors and nurses have new means of diagnosing patients, imaging systems that allow them to see more, and in more detail than ever before, and new pharmaceuticals are emerging that allow us to target treatments specifically to those people with the genetic code to benefit from them. And there are serious researchers discussing cures for various kinds of cancers, Multiple Sclerosis, type II diabetes, and other diseases.

Technology has revolutionized politics. Barack Obama won the Democratic nomination in large part because of his superior use of the Internet to create a grassroots movement, and to increase his fundraising abilities. Blogging has given individuals a voice almost equal to mainstream media, and reportage by individuals has changed the way candidates behave, and voters vote.

Technology has revolutionized our personal and working lives. We stay in touch electronically from any location. We can talk, text, or message, send photographs or videos, and exchange ideas and Web addresses with friends. We experience global music from the world's best performers in a manner that would make the great composers of the past green with envy. We watch great actors (and others) perform new and traditional stories, with effects and images that were impossible even a few years ago. We watch spectacles from around the

world, made instantly available to us to watch on huge screens in our living rooms, or postage-stamp screens in our hands. We have computing power in our hands and on our desks beyond the wildest imaginings of scientists 20 years ago, and with the promise of much more to come. We can find people, and things, and places, and view parts of the world that would have been well beyond our abilities even 10 years ago. And it allows us to play fantastical games that stretch the boundaries of imagination.

Not all of this is good, and not all of the effects of technology are valuable or benign, and some good things from the past have been lost or displaced. But the new worlds available to us, through technology and innovation, have produced enough benefits that virtually no one would choose to return to an earlier era.

The same cannot be said of schools and education. While there are pioneers at the cutting edge of education, finding new and better ways of teaching and learning, the vast,

ponderous bulk of education systems, public and private, groans under the hoary weight of ivy-covered tradition and conventional ways. We are, with few exceptions, using tools and techniques that are fundamentally unchanged from the 19th century—and we show an astonishing lack of interest in improving them. We are running mass production education factories while other aspects of our lives have moved towards customization. We are using techniques that take little account of our vastly improved knowledge of how the human brain works,

“Challenge students to solve real problems, ones that don't have the answers at the back of the book. Corporations are increasingly asking consumers to get involved in the design of new products, astronomers are asking the public to help them identify new galaxies, and Web sites are asking the general public to write the encyclopedia rather than relying on the knowledge of ivory tower experts.”

how the mind operates, and the learning and psychological strategies that work best for different individuals.

I recently read a news account of how reading and math scores were essentially unchanged in American public schools in comparison with scores 25-30 years ago, and thought to myself, “This is really bad news.” In an adult world where the pace of change and the steady rise of competition drives us to become better all the time, we seem complacent with an education system that sees many more “improvements” in cultural sensitivity and diversity training, for example, than in reading and writing.

I’m not saying that everything new is good, and everything old is bad. What I am saying is that we’re not even trying to improve education results—and that sucks, big time.

Where would I start if I were in charge of education? I don’t know how I would finish, but here’s where I would begin:

- Aim for an education system that starts from the ground up. Each individual student should be the focus of their own customized education and their own curriculum. We should be educating learners based on their strengths, their cognitive abilities, the learning strategies that work best for them, and, most of all, using the things that interest them the most as a vehicle to draw them into learning everything else. I would aim to phase out the current top-down system that teaches the curriculum rather than the students.

- Challenge students to solve real problems, ones that don’t have the answers at the back of the book. Corporations are increasingly asking consumers to get involved in the design of new products, astronomers are asking the public to help them identify new galaxies, and Web sites are asking the general public to write the encyclopedia rather than relying on the knowledge of ivory tower experts. We should engage students in the quest for answers to questions that interest them, using these as a means to help them learn broadly, and to engage in innovation, creativity, critical thinking, and problem solving.

- Look at the technologies that private industry uses to train people. Industry has no education traditions or agendas. It really only cares about results, and will pay hard cash to get those results. Therefore, I would try to find out what they know about teaching and learning, and seek to harness it for public education because gaining that information would be more effective than re-inventing the wheel.

- Dramatically reduce the weight of administration at ministries of education and school boards across the country. I find it instructive that one of the biggest advantages private schools have over public schools is the vastly smaller size of administrative staff and administrative overhead soaking up the time of teachers and principals. There’s even a word for it: administrivia. I would give teachers and principals much more operational freedom to help learners learn, then hold them directly accountable for results.

- Encourage experimentation. Through the Web, I would (a) create an online forum for the exchange of ideas, techniques, and results between teachers, schools, and school boards to share best practices; (b) offer a medium for teachers and others to sell software

and courseware for learning, along with research and testimonials supporting its efficacy, as well as to allow other teachers to review and criticize, much like tripadvisor or Amazon.com; and (c) offer seed capital to those whose offerings are most widely accepted, along with help to market it around the world, with a proviso that returns would be ploughed back into more investment. I have much greater faith in individual teachers creating revolutionary results than in bureaucracies picking winners (such as the “Bionic Beaver”).

- Open public education to all ages and in co-operation with businesses, albeit for a fee after childhood education is finished. “Life long learning” is no longer a pretty phrase, but a practical necessity for a modern society, and by opening schools up to all comers, it would make them a part of the community rather than an institution divorced from working life.

- Build on what works, using the Japanese concept of kaizen, or continuous improvement, with the intention of identifying best practices, and improving results every year for learners of all ages.

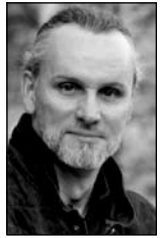
Would it work? Probably not—but then, my whole approach is to find out what does work, use it, and then find out what’s even better. I’m only interested in results; I have no interest in theory. Educators (as opposed to teachers) seem to share a mindset with economists, who are reputed to say, “Well, that may work in practice, but does it work in theory?” In my mind, pragmatic experimentation is a whole lot better than pursuing “more of the same” for another century. Results should get steadily better every year. Anything less amounts to surrendering to the dead past.

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.

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Richard Worzel, C.F.A.

Enfermés dans le passé



Une nouvelle année scolaire commence avec ses expériences familières et empreintes de nostalgie pour les parents, les enseignants et les élèves eux-mêmes. De nouveaux blocs-notes, une nouvelle trousse à crayons, l'odeur des gommes à effacer, le bruit de la craie sur le tableau noir, la découverte d'une nouvelle classe, la rencontre des nouveaux professeurs – à vrai dire, plus ça change et plus c'est pareil. Et ça n'est pas le problème. La technologie a révolutionné le monde des affaires. Toute la chaîne de production-distribution des biens et services a été dégraissée, entraînant une accélération de l'offre, une baisse des prix et des produits de meilleure qualité. Les relations entre fournisseurs et clients sont plus rapides, plus étroites (tout en étant plus impersonnelles), réduites à l'essentiel, et plus coopératives que jamais auparavant.

La technologie a révolutionné les soins de santé. Les médecins et les infirmières disposent de nouveaux moyens pour poser des diagnostics ainsi que de systèmes d'imagerie permettant de voir plus et avec une plus grande précision que jamais auparavant, et de nouveaux produits pharmaceutiques nous permettent de cibler les traitements expressément en fonction du code génétique pour optimiser leur efficacité. Et il y a des chercheurs sérieux qui discutent de remèdes pour divers types de cancer, la sclérose en plaques, le diabète de type II et d'autres maladies.

La technologie a révolutionné la politique. Barack Obama a gagné l'investiture démocrate en grande partie grâce à l'utilisation exceptionnelle qu'il a su faire du Web pour susciter un mouvement de la base et accroître ses capacités de collecte de fonds. Grâce aux blogs, le simple citoyen dispose maintenant d'une plateforme pour se faire entendre d'un auditoire comparable à celui des grands médias, et les reportages écrits par des particuliers ont changé le comportement des candidats et la façon de voter des électeurs.

La technologie a révolutionné notre vie personnelle et professionnelle. Partout où nous nous trouvons, nous sommes joignables par voie électronique. Nous pouvons parler, envoyer des messages-textes, des photos ou des vidéos et échanger des idées, des amis et des adresses Internet. Nous assistons à des concerts de partout donnés par les

meilleurs interprètes du monde dans des conditions qui auraient fait pâlir d'envie les grands compositeurs.

Nous voyons les grands acteurs (et d'autres) jouer des œuvres classiques ou inédites, avec des effets spéciaux et des images qui auraient été impossibles il y a quelques années encore. Nous regardons des spectacles du monde entier, retransmis instantanément sur un écran géant dans notre salle de séjour ou sur un écran grand comme un timbre-poste dans la paume de notre main. Nous avons une puissance de calcul en main et sur notre bureau qui dépasse les rêves les plus fous qu'auraient pu faire les scientifiques il y a une vingtaine d'années, avec la promesse de toujours plus pour demain. Nous pouvons trouver des gens, des choses et des lieux, et voir des régions du monde auxquelles nous n'aurions pas eu accès il y a dix ans. Et cela nous permet de jouer à des jeux fantastiques qui dépassent les frontières de l'imagination.

Ces choses ne sont pas toutes bonnes, toutes les répercussions de la technologie ne sont pas intéressantes ou anodines, et certaines bonnes choses du passé ont été perdues ou remplacées. Mais les nouveaux mondes qui s'offrent à nous par la technologie et l'innovation nous ont apporté suffisamment de bienfaits pour que pratiquement personne ne veuille retourner en arrière.

On ne peut pas dire la même chose de l'école et de l'enseignement. Bien qu'il y ait des pionniers en pédagogie, qui trouvent de nouvelles méthodes d'enseignement et d'apprentissage, le gros du système d'éducation, tant public que privé, ploie sous le lourd fardeau d'une tradition vénérable et de méthodes conventionnelles. Nous avons recours, à quelques exceptions près, à des techniques et à des outils qui sont demeurés pratiquement inchangés depuis le XIX^e siècle – et nous manifestons un étonnant manque d'intérêt pour les perfectionner. Nous dirigeons des usines d'enseignement vouées à la produc-

« La technologie a révolutionné les soins de santé. Les médecins et les infirmières disposent de nouveaux moyens pour poser des diagnostics, ainsi que de systèmes d'imagerie permettant de voir plus et avec une plus grande précision que jamais auparavant, et de nouveaux produits pharmaceutiques nous permettent de cibler les traitements expressément en fonction du code génétique pour optimiser leur efficacité. »

tion de masse alors que dans d'autres aspects de notre vie nous exigeons un service à la carte. En fait, nous utilisons des techniques qui tiennent très peu compte des progrès considérables de la science sur le fonctionnement du cerveau humain et de l'intelligence, ainsi que des stratégies psychopédagogiques les mieux adaptées à chacun.

J'ai récemment lu un article disant comment les notes en lecture et en mathématiques n'avaient pratiquement pas changé dans les écoles publiques américaines par rapport à il y a 25-30 ans. Et je me suis que c'était vraiment une catastrophe. Dans un monde d'adultes où le rythme du changement et l'intensification progressive de la concurrence nous poussent à devenir constamment meilleurs, nous semblons complaisants à l'égard d'un système d'enseignement qui note « beaucoup plus d'améliorations » dans la formation à la sensibilité culturelle et à la diversité, par exemple, qu'en lecture et écriture.

Je ne dis pas que tout ce qui est nouveau est bon, ni que tout ce qui est ancien est mauvais. Ce que je dis, c'est que nous n'essayons même pas d'améliorer les résultats pédagogiques – et que cela fait vraiment pitié.

J'ignore par quoi je terminerais si j'étais responsable du programme d'éducation, mais voilà par quoi je commencerais :

- J'opterais pour un système d'enseignement qui part de la base. Chaque élève devrait être au cœur de son propre enseignement personnalisé et de son propre programme. Nous devrions instruire les apprenants en nous appuyant sur leurs forces, leurs aptitudes cognitives, les stratégies d'apprentissage les mieux adaptées à leur personnalité et, par-dessus tout, en utilisant les choses qui les intéressent le plus comme tremplin pour les amener à apprendre toutes les autres choses. Je m'efforcerais d'abandonner progressivement le système hiérarchique actuel qui met l'accent sur le programme plutôt que sur l'élève.

- J'amènerais les élèves à résoudre des problèmes concrets dont ils n'ont pas la réponse à la fin du manuel. Les entreprises demandent de plus en plus aux consommateurs de participer à la conception des nouveaux produits, les astronomes demandent au public de les aider à découvrir de nouvelles galaxies, et les sites Web demandent à tout un chacun d'écrire l'encyclopédie plutôt que de compter sur les connaissances des experts dans leur tour d'ivoire. Nous devrions mobiliser les élèves pour qu'ils partent en quête des réponses aux questions qui les intéressent, en s'en servant comme moyen pour les aider à acquérir des connaissances plus vastes et à s'engager dans la voie de l'innovation, de la créativité, de la pensée critique et de la résolution de problèmes.

- Je me tournerais vers les technologies utilisées par le secteur privé pour former les gens. L'industrie n'a ni tradition ni programme d'enseignement. Elle ne s'intéresse en bout de ligne qu'aux résultats et elle paie le prix fort pour les obtenir. Par conséquent, j'essaierais de découvrir ce que les entreprises savent de l'enseignement et de l'apprentissage et je chercherais à exploiter cette connaissance à l'appui de l'enseignement public, parce qu'il est plus efficace de recueillir cette information que de réinventer la roue.

- Je réduirais de façon radicale le poids de l'administration au sein des ministères de l'Éducation et des commissions scolaires de tout le pays. Je trouve instructif de voir que l'un des plus grands

avantages de l'école privée par rapport à l'école publique réside dans la taille beaucoup plus modeste du personnel administratif et des frais généraux associés aux tâches administratives qui absorbent le temps des enseignants et des chefs d'établissement du système public. Il existe même un terme pour décrire le phénomène : trasseries administratives. Je donnerais aux enseignants et aux chefs d'établissement beaucoup plus de liberté d'action pour qu'ils puissent aider les apprenants à apprendre, puis je les tiendrais directement responsables des résultats.

- J'encouragerais l'expérimentation. Grâce au Web je créerais un forum en ligne pour l'échange d'idées, de techniques et de résultats entre enseignants, écoles et commissions scolaires en vue de partager les pratiques exemplaires; j'aménagerais un site afin de donner aux enseignants et à d'autres une vitrine pour la vente de logiciels spécialisés et de didacticiels, ainsi que pour la recherche, la critique et les témoignages sur leur efficacité, dans le style de tripadvisor ou d'Amazon.com; et j'offrirais du capital d'amorçage pour ceux dont les produits sont le plus largement acceptés, ainsi qu'une aide pour les commercialiser partout dans le monde, avec une disposition restrictive stipulant que les revenus seront réinvestis. Je fais bien plus confiance aux enseignants à titre individuel pour obtenir des résultats révolutionnaires qu'aux bureaucraties pour choisir les gagnants (comme le « Bionic Beaver »).

- J'ouvrirais les portes de l'enseignement public aux personnes de tout âge et en collaboration avec les entreprises, mais en faisant payer des droits de scolarité après la fin de la scolarité normale. « L'apprentissage continu » n'est plus une jolie formule, mais plutôt une nécessité pratique de la société moderne et, en ouvrant les écoles à tous, on les intégrerait à la collectivité plutôt que d'en faire une institution coupée de la vie professionnelle.

- Je ferais fond sur ce qui marche, en utilisant le concept japonais de *kaizen*, ou amélioration continue, dans le but de dégager les pratiques exemplaires et d'améliorer les résultats chaque année pour les apprenants de tout âge.

Est-ce que ça fonctionnerait? Probablement que non – mais en cas d'échec, ma démarche globale consisterait à trouver ce qui marche, à le mettre en pratique et à découvrir s'il y a mieux encore. Je ne suis intéressé que par les résultats; la théorie ne m'intéresse absolument pas. Les pédagogues (à distinguer des enseignants) semblent partager la même attitude que les économistes, qui sont réputés pour dire « D'accord, cela peut marcher en pratique, mais ça ne marche pas en théorie! ». À mon avis, il vaut beaucoup mieux se lancer dans la voie pragmatique de l'expérimentation que de maintenir le statu quo pendant un autre siècle. Les résultats devraient s'améliorer graduellement chaque année. Ne rien faire revient à capituler devant le passé disparu à jamais.

Richard Worzel, le grand futurologue canadien, parle à plus de vingt mille gens d'affaires chaque année. Ancien président d'une association parents-maîtres et responsable du scoutisme, il donne bénévolement de son temps pour parler à des élèves du secondaire. Vous pouvez le rejoindre par courriel à futurist@futuresearch.com.



Curricula

REPRODUCIBLE INSERT

AGAINST ALL ODDS

Photos from the Belgandi 2 Refugee Camp (December 2007). PhotoCredits: UNHCR.

INTRODUCTION

The United Nations High Commissioner for Refugees (UNHCR) has developed a new and significant resource to help teachers introduce the topic of refugees in the classroom. It is a game called Against All Odds (www.playagainstallodds.com), and an online simulation that allows students to experience the obstacles, terror and choices people are compelled to make when they are forced to leave their homes and flee.

“UNHCR is mandated to lead and co-ordinate international action to protect refugees and find solutions to refugee problems worldwide. The 1951 Refugee Convention and its 1967 Protocol relating to the Status of Refugees are the foundation of our work to help and protect the world’s refugees. While our primary purpose is to safeguard the rights and well-being of refugees, UNHCR’s work has expanded to include other vulnerable groups such as the internally displaced and stateless people. We are working in 117 countries and help an estimated 32.9 million persons, with an annual budget of more than \$1 billion.”

SUBJECTS

Curriculum areas:
Language Arts,
Geography, History,
Political Science, and
Social Studies.

GRADES : 7-12

**DURATION: two to four
classroom periods**

Materials required: pens, pencils,
notebooks, markers, drawing paper,
computers with Internet access.



Syria / Palestinian refugees from Iraq at Al Tanf camp between the Iraqi and Syrian border. / UNHCR / J.Wreford / 14 June 2007

Throughout this teaching unit, you and your students will explore issues that relate to refugees and the conditions and crises that cause displacement using the game, *Against All Odds*, as a tool and resource. Integrated into this unit are the following curriculum areas: Language Arts, Geography, History, Political Science, and Social Studies. Recommended grades levels are 7-12. More comprehensive curriculum links for this project will be posted online at www.teachmag.com

- Appreciate what Canada, as a country, has to offer when compared to others around the world.

Learning Outcomes

Students will:

- Understand the challenges and difficulties encountered by refugees, in part by experiencing the online game, *Against All Odds*;
- Gain knowledge and insight on how to establish a new life in a different country;
- Explore the history and significance of the concept of asylum;
- Understand the importance of human rights;
- Recognize Canada's role in human rights and refugee issues;
- Understand how Canada's immigration system and method for resettling refugees functions;
- Learn about the United Nations High Commissioner for Refugees and the respective mandates, goals and objectives;
- Gain insight into how UNHCR makes a difference by participating in the process as set up by *Against All Odds*; and

Introduction

The online game, *Against All Odds* (www.playagainstallodds.com) is broken down into three major elements: War and Conflict, Borderland and A New Life. Each section represents a phase in the refugee experience and requires quick thinking, resourcefulness and a little bit of luck to be successful, whether it's playing the game or living the actual events of a refugee. Within each element are sub-sections as follows:

War and Conflict: Interrogation; You have to flee; Get out of the town; You have to leave the country now.

Borderland: Shelter for the night; Find the interpreter; Refugee or Immigrant?; New in the class.

A New Life: Looking for a job; Time to go shopping; Sort by origin, Your first apartment.

For players to advance from one element to the other, they must be quick on their feet and make sound choices. Make an incorrect choice and the consequences can be severe. Players will see and clearly understand the stark choices and circumstances facing real refugees.

To support the game and the players, there are two additional sections on the *Against All Odds* Web site. There are WEBFACTs that contains stories and videos providing real-life accounts of refugees in different parts of the world. There is also the FORTEACHERS section that has details and information on corresponding resources available in Canada and elsewhere.

Brainstorm

Use the following definition of a refugee as a point of reference for the ensuing class discussion and exploration. A refugee is defined as “a person who, owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his or her nationality and is unable or, owing to such fear, is unwilling to avail himself or herself of the protection of that country.” The four main elements of this definition are: 1. well-founded fear and persecution, 2. reasons of race, religion, nationality, 3. membership of a particular social group or political opinion and 4. outside the country of origin.

Begin with a class discussion about human rights. How do students view human rights? What does it mean to them? Make a list on the board of all the rights and freedoms students feel they are accorded in Canadian society. Are there any surprises in the suggestions? Take a few days and have students clip articles from newspapers or magazines that describe conditions in other countries. Have those articles brought in. Refer to the original list and compare their perception of rights in Canada to countries mentioned in the articles. After the comparison has been made, discuss the implications of each list. What does the list say about each of the countries? Have students write a short essay about why Canada is or isn't a good place to live based on the prior lists. Read the essays out loud and discuss the points of view of the class members.

Syria / Palestinian refugees from Baghdad living in no mans land between the Iraqi and Syrian border at Al Tanf / UNHCR / J.Wreford / January 2007

In the above discussion, the idea of asylum may have come up or been introduced. To complete the discussion, explore with your students, their thoughts about the concept of asylum and what it means. Can they think of specific instances they know of, either personally or from history, where someone was given asylum? How important is it? What significance does asylum have when assessing the moral fabric of a person or a country? Have students make a list of situations where an individual or group might require asylum. Have them list too, who is capable of granting asylum. Is it a person, an institution or a country, or all three?

Have students then examine the definition of a refugee and determine whether the criteria apply to anyone they know or read about in the articles they may have clipped. For example, would the definition apply to such persons as Albert Einsein, Alek Wek, Michaelle Jean, Salman Rushdie, Bangladeshi feminist writer, Taslima Nasreen, former Philippine President Corazon Aquino or Rigoberta Menchu? Students must be able to justify their answers by referring to the definition.

Ancient Beginnings

Students will complete at least two of the following:

1. Read the following quote from the Greek play, Oedipus at Colon by Sophocles: “Poor Oedipus, tell me what you are seeking in coming to this city, and what you are asking of me. What terrible things you would have to tell me, in order



for me to deny you my help. Like you, I remember, that I grew up in the home of others and in a foreign land I faced deadly dangers. So that, whoever asks my hospitality as you do now, I would not know how to turn away. In future you will stay here in safety, like me.” — Theseus

Who were Oedipus and Theseus? Why is Theseus saying this? And how is it he understands the situation in which Oedipus finds himself? What does this say about ancient Greek society? Write a short essay.

2. Abraham is considered the father of the Hebrews and also a Muslim prophet. When he was very old, Abraham and his wife, Sarah gave birth to a son, Isaac. From Isaac,



Dante Alighieri

descended all the tribes of the people of Israel. What were the circumstances that led to Isaac’s birth? How was it a reward for a selfless deed? What if Abraham hadn’t acted selflessly? What might have happened? Write a story based on Abraham and Sarah acting selfishly and cruelly.

3. Who were the Huguenots? What is their story and what circumstances forced them to flee their homelands? Write a story as if you were one of a family that fled to a new home. Write about your experiences and what happens to you and other family members. Make the story as realistic and detailed as possible.

4. Dante Alighieri was a famous Italian writer. In the year 1300, he was elected to the post of Prior of the Republic of Florence. Later on, he was forced to leave by the French. He moved to and wandered through the regions of Tuscany, Lombardy and Romagna. What great works of literature did he write? Is it possible to determine what impact leaving a place he dearly loved had on his work? Write a brief essay exploring this theme.

5. Many peoples have fled their homelands as a result of military conquest. Choose one of the following. Research and write a report about what happened to them. They are: the Maya of Guatemala, the Dinka people of Sudan, the Kurds, and the Tutsis of Rwanda.



Game screen shot

Einstein, Anna and Sigmund Freud, Leon Trotsky, Sitting Bull or Aeneas. What happened to them? Did their experiences influence others? If so, how?

Game Activities:

Students will complete at least one of the following:

Students will play the game, *Against All Odds* (www.playagainstallodds.com)

1. In the War and Conflict section of *Against All Odds*, how does the game convey the feeling of fear and intimidation by the authorities? What specific elements of the game made this seem realistic? Students will write a short description about this section of the game concentrating on the choices the player is forced to make. Are these easy or difficult? And what are the consequences?

2. In the Borderland section of *Against All Odds*, what obstacles need to be overcome for a refugee to find his/her way to safety? List the hazards potentially encountered. How do you tell the difference between a refugee and an emigrant? Use the examples found in the game to explain this difference.

3. In the A New Life section of *Against All Odds*, what are the challenges facing a refugee living in a new land where they don’t speak the language and don’t understand the customs? List all of the obstacles that must be overcome. What is the best way to work constructively on these problems?

4. How does the game Against All Odds reflect on the refugee settlement programs in Canada? Do you think Canada is a welcoming country to refugees? If so, state your reasons why. If not, state the same.

Research Activities:

Students will complete at least two of the following:

1. What is the Universal Declaration of Human Rights? Who declared it and what does it mean? What effect has it had on refugees around the world? Does Canada recognize it? What effect has this Declaration had on Canadian laws and policies?

2. Define and describe the following with regard to the Canadian refugee system: a) The inland process; b) The overseas process. Approximately, how many

*“I always found the name false
which they gave us: Emigrants.
That means those who leave
their country. But we did not leave
of our own free will, choosing
another land. Nor did we
enter into a land, to stay there,
if possible, forever. Merely, we fled.
We are driven out, banned.
Not a home but an exile shall
the land be that took us in.
Restlessly we wait thus, as near as
we can to the frontier, awaiting
the day of return...”*

Bertolt Brecht

refugees come to Canada each year? Every system has its strengths and weaknesses. Describe those of the Canadian system.

3. Over the course of a week, look for newspaper and magazine articles that talk about refugees. Do an analysis on the coverage. How are the refugees and the situations in which they find themselves, portrayed? What impression does that leave with the reader? How could that impression be presented differently while still accurately reporting the story. What about the use of photographs? Were they appropriate? Did they go with the story? How might the photographs be used differently or another photograph used instead? Justify your reasoning and choices in the analysis.

4. Follow a similar process as in the previous question, except analyze broadcast news, either



Sri Lanka / IDPs / Savukady camp, close to Eravur / There are 2 areas, in this extended camp. Tents for recent arrived and semi permanent accommodation for people who arrived a few months ago. Latest batch of people arrived with Dr. Wardaraja from Vakarai hospital in mid-January. Mostly from Sampoor, Muttur and kathiraweli. Have been displaced few times since the battle for Sampoor started in August 2006. / UNHCR / G. Amarasinghe / 3 February 2007



Chad / Refugee girls from Sudan's Darfur region walk through the tents' alleys in Kounoungou camp, eastern Chad. UNHCR just transferred them and their families from the Birak area, located only 5 kms away from the border with Sudan. An estimated 13,000 people arrived in eastern Chad throughout the month of February escaping aerial bombings and ground attacks by Janjaweed. The first attacks started on February 8th in Seliah, Sirba and Abu Suruj, north of El Geneina, the capital of West Darfur. Additional attacks also took place later that month in the Jebel Moon area. Thousands of people found refuge across the border in Chad in the Birak area around 11 villages including in Seneit, Figuera, Bagar Katala, Djatak, Himera. Kounoungou camp, March 13, 2008. / UNHCR / H. Caux

radio or television. If possible, record some newsclips from a broadcast and use those as the basis for your analysis. Write an analysis of the news coverage and justify your reasons and choices. How might the coverage be different? What about the use of video and audio clips? Were they appropriate and relevant to the story? Examine similar coverage on the Internet and using the same criteria, conduct an analysis of the stories and how they are presented.

5. On the Against All Odds Web site, the Web Facts section lists the personal stories of a number of refugees, some of whom are known while others are not. Select two of those stories and profile each of the individuals featured.

refugees, will be launched. Put together a team and develop a full-blown promotional effort to support the upcoming campaign. This might include developing advertising in various media such as, print, outdoor, radio, television and the Internet. Divide up the responsibilities of the team members and assign tasks. You have just one month to research, write, produce and distribute the materials. You may want to tie the campaign into a larger community event like a conference or symposium, even a march or street parade.

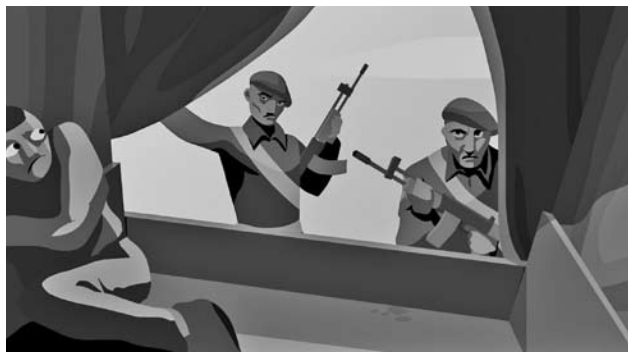
2. Set up an in-class debate where the question is as follows: "Refugees place too much of an economic burden on Canadian Society". Choose the debating teams, one of each taking the pro and con sides. Have the teams do their research and prepare the presentations. The remainder of the class will judge who has won the debate.

3. The famous German playwright, Bertolt Brecht

Creative Activities

Students will complete at least two of the following:

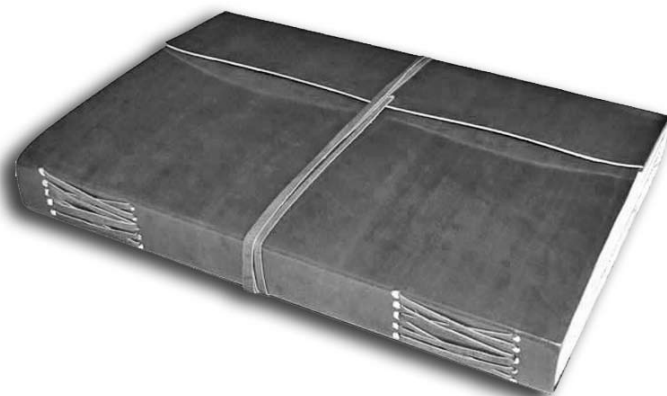
1. Your school and community have decided that in the coming year, a campaign to publicize the plight of and promote awareness concerning



Game screen shot

wrote the following: "I always found the name false which they gave us: Emigrants. That means those who leave their country. But we did not leave of our own free will, choosing another land. Nor did we enter into a land, to stay there, if possible, forever. Merely, we fled. We are driven out, banned. Not a home but an exile shall the land be that took us in. Restlessly we wait thus, as near as we can to the frontier, awaiting the day of return..." In addition to being a playwright, Brecht was a social critic who was forced to flee Nazi Germany in 1933. What did Brecht mean when he wrote these words? Exactly what is the difference between an emigrant and a refugee? In much of his work, Brecht explores the theme of alienation. How does his personal life and situation reflect this theme? Write a brief report and where possible, refer to specific examples found in Brecht's plays and writings.

4. One effective way that youth and community groups can make a difference is to adopt a specific case. Following is a sample letter that may be sent to the media, that is, local newspapers, radio and television stations, community



by members of the security forces. Ms. Ortega has been abducted twice, including an incident in Mexico City on November 4, 1996 where she was tortured, and both she and her family threatened with death. These threats have continued. After supporting street cleaners in a hunger strike to protect working conditions, she was told, "the Tabasco street-sweepers didn't die, but you will." Peaceful political activities should not put anyone at risk of torture and death. I urge you to ensure that she is protected from further abuses.



cable channels and politicians to publicize the plight of an individual or group. The sample letter concerns a young Mexican woman named Ruth Yudit Ortega Orozco. The letter is addressed to officials in the Mexican government: "Your Excellency: I am writing to you out of concern for the safety of Ruth Yudit Ortega Orozco, a student leader and human rights activist who is apparently the target of a systematic campaign of harassment, abduction, and torture

I further call for an independent and impartial investigation into her abductions, torture and harassment, and that those found responsible be brought to justice. Sincerely," Look for other cases for students to adopt.

5. How does playing the game, *Against All Odds*, make the plight of refugees more meaningful and realistic? Students will deconstruct the game focusing on the elements that



Syria / Palestinian refugees from Iraq at Al Tanf camp between the Iraqi and Syrian border. / UNHCR / J. Wreford / 14 June 2007

created a psychological and an emotional impact. They will describe how the game was effective in helping them understand the refugee experience. Included too will be a description of the technical elements such as the graphics and the audio; components that added a dose of realism. Why were these effects compelling and powerful?

6. Create a refugee scrapbook. This involves going out to the community and/or talking to other students in your own school. Document the experiences of those who have left their homelands. Be sensitive to their situation and needs, however. Perhaps they may contribute by writing of their experiences or adding photographs. Add to the scrapbook with your own writing about the process and what was discovered. Flesh it out with drawings, illustrations and photographs of those to whom you speak (remember, when taking photos to ask permission first). Contact local community groups who work with refugees and ask for their help and advice. Upon completion, present the scrapbook to the rest of the class. Perhaps, it could be part of a general display consisting of other scrapbooks or materials exploring the theme of refugees. If preferred, the 'scrapbook' can be in an electronic format and turned into a Web site on the same theme.

Final Project

This teaching unit culminates in bringing a number of the strands together that have been explored up to this point. Launch an Art Exposition in your school, the theme of which, is "The Canadian Refugee Experience – Through

the Eyes of a Child". This means a number of things, that is, works of art created by students that reflect what they learned so far or explores a personal experience. Often, it is women and young children most affected when upheaval causes the flight of a people. Thus, it is important to represent their experiences and search for meaning through creativity. The exposition could also consist of pieces submitted by refugees or refugee organizations to help promote and publicize the event. This might involve drawings, illustrations, collages, photographs, murals, posters, tapestries to name but some. The Exposition must be properly planned, implemented and promoted. Turn it into a community event where anyone has the opportunity to view the work. Perhaps there's a local art gallery that might be able to assist. Alert the local media to generate as much exposure as possible. If your class or school has access to the Internet, you might want to explore the idea of an online Art Exposition corresponding to the same theme. Works of art could then be posted to the Web for broader exposure. Schools from across the country and indeed, around the world might get involved and submit their own works for the "online Exposition". Link this exposition to the game, *Against All Odds*. Are there other creative ways, like online games and simulations that will help expose and explain the plight of refugees?



Curricula

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ENVERS ET CONTRE TOUT

Photos du camp de réfugiés Belgandi II (en décembre 2007) Crédit photos : UNHCR

Le Haut Commissariat des Nations Unies pour les réfugiés (UNHCR) a mis au point une nouvelle ressource importante pour aider les enseignants à présenter le sujet des réfugiés en classe. Envers et contre tout (www.playagainstodds.com) est un jeu et une simulation en ligne qui permet aux élèves de faire l'expérience des obstacles, de la peur et des choix que les gens sont contraints de faire lorsqu'ils sont forcés d'abandonner leur foyer et de fuir.

Le Haut Commissariat des Nations Unies pour les réfugiés a pour mandat de diriger et de coordonner l'action internationale pour la protection des réfugiés et de trouver des solutions aux problèmes des réfugiés dans le monde. La Convention de 1951 relative au statut des réfugiés et son protocole établi en 1967 constituent le fondement du travail d'aide et de protection des réfugiés du monde entier assuré par le Haut Commissariat. Bien que sa principale mission consiste à protéger les droits et à veiller au bien-être des réfugiés, le travail du Commissariat s'est élargi pour intégrer d'autres groupes vulnérables comme les personnes déplacées à l'intérieur d'un pays et les apatrides. Le Haut Commissariat œuvre dans 117 pays et aide près de 33 millions de personnes, avec un budget annuel de plus de 1 milliard de dollars.

SUJETS

Les domaines suivants du programme d'études sont intégrés à cette unité : français, géographie, histoire, sciences politiques et études sociales.

NIVEAU : de la 7^e à la 12^e année

DURÉE : de deux à quatre heures de cours

Matériel requis : stylos, crayons, blocs-notes, marqueurs, papier à dessin, ordinateurs avec accès à Internet.



Syrie / Réfugiés palestiniens d'Irak au camp Al-Tanf sur la frontière entre l'Irak et la Syrie. / UNHCR / J.Vreford / 14 juin 2007

Tout au long de ce module d'enseignement, vos élèves et vous explorerez les problèmes qui se rapportent aux réfugiés et les conditions et crises qui sont à l'origine de leur déplacement en utilisant le jeu Envers et contre tout comme outil et ressource. Les domaines suivants du programme d'études sont intégrés à cette unité : français, géographie, histoire, sciences politiques et études sociales. Le jeu s'adresse principalement aux élèves de la 7^e à la 12^e année. Des liens plus précis avec le programme d'études pour ce projet seront affichés en ligne à www.teachmag.com

Résultats pédagogiques

Les élèves :

- comprendront les défis et les difficultés rencontrés par les réfugiés, en partie grâce à l'expérience vécue par l'intermédiaire du jeu en ligne, Envers et contre tout;
- auront une connaissance et une idée de la façon dont on commence une nouvelle vie dans un pays différent;
- exploreront l'histoire et la signification de la notion d'asile;
- comprendront l'importance des droits de la personne;
- auront une idée du rôle du Canada concernant le problème des réfugiés et des droits de la personne;
- comprendront le fonctionnement du système d'immigration et du ré-établissement des réfugiés;
- acquerront des connaissances sur le Haut Commissariat des Nations Unies pour les réfugiés ainsi que sur son mandat, ses buts et ses objectifs;
- auront une idée du rôle positif que joue le Haut Commissariat en participant au processus que l'on voit à l'œuvre dans Envers et contre tout;
- apprécieront ce que le Canada, en tant que pays, a à offrir comparativement à d'autres pays du monde.

Introduction

Le jeu en ligne Envers et contre tout (www.playagainstodds.com) comprend trois grandes parties : Guerre et Conflit, Pays frontaliers et Une nouvelle vie. Chaque partie correspond à une étape dans l'expérience du réfugié et nécessite de la vivacité d'esprit, de l'ingéniosité et un peu de chance pour réussir, que l'on joue ou que l'on soit au cœur de l'événement en tant que réfugié. Chaque partie comprend les sections suivantes:

Guerre et Conflit : Interrogatoire; Tu dois fuir; Quitte la ville; Tu dois quitter le pays maintenant.

Pays frontaliers : Trouve un abri pour la nuit; Trouve un interprète; Réfugié ou Immigré; Nouveau dans la classe.

Une nouvelle vie : Cherche du travail; Journée de shopping; Trie d'après l'origine; Ton premier appartement.

Pour progresser d'un élément à l'autre, les joueurs doivent avoir de bons réflexes et faire des choix judicieux. Lorsqu'on fait le mauvais choix, les conséquences peuvent être graves. Les joueurs le constateront et comprendront clairement les choix douloureux et les situations où se trouvent les véritables réfugiés.

En complément du jeu et pour aider les joueurs, il y a deux sections supplémentaires dans le site Web d'Envers et contre tout : LES FAITS, qui renferme des histoires et des vidéos présentant des récits authentiques de réfugiés dans différentes régions du monde, et LE GUIDE DE L'ENSEIGNANT, qui donne des précisions et de l'information sur les ressources correspondantes disponibles au Canada et ailleurs.

Remue-méninges

Utilisez la définition qui suit d'un réfugié comme point de référence pour l'étape suivante. Explorez le sujet en classe. Un réfugié est défini comme étant

« une personne qui, craignant avec raison d'être persécutée du fait de sa race, de sa religion, de sa nationalité, de son appartenance à un certain groupe social ou de ses opinions politiques, se trouve hors du pays dont elle a la nationalité et qui ne peut ou, du fait de cette crainte, ne veut se réclamer de la protection de ce pays ». Les quatre principaux éléments de cette définition sont : craignant avec raison, persécution, du fait de sa race, de sa religion, de sa nationalité, de son appartenance à un certain groupe social ou de ses opinions politiques et hors du pays d'origine.

Ouvrez le débat en classe sur les droits de la personne. Comment les élèves perçoivent-ils les droits de la personne. Qu'est-ce que ça signifie pour eux? Dresser une liste au tableau de tous les droits et libertés qui, à leur connaissance, sont accordés dans la société canadienne. Y a-t-il des éléments étonnants dans leurs suggestions? Donnez quelques jours aux élèves pour recueillir des coupures de presse (articles de journaux ou de revues) qui décrivent la situation dans d'autres pays. Demandez-leur de les apporter en classe. Reportez-vous à la liste originale et comparez l'idée qu'ils se font des droits au Canada avec ce qu'il se passe dans les pays mentionnés dans les articles. Une fois la comparaison faite, discutez des conséquences de chaque liste. Que nous dit la liste sur chacun de ces pays? Demandez aux élèves d'écrire une courte rédaction exposant les raisons pour lesquelles le Canada est ou n'est pas un lieu où il fait bon vivre d'après les listes établies au préalable. Lisez les

travaux à voix haute et discutez des points de vue des élèves.

Dans le débat ci-dessus, l'idée d'asile peut surgir ou être introduite. Pour clore le débat, explorez avec vos élèves ce qu'ils pensent de la notion d'asile et ce que cela signifie. Peuvent-ils évoquer des cas précis dont ils ont connaissance, soit personnellement ou dans l'histoire, où quelqu'un a bénéficié de l'asile? Quelle est l'importance de ce fait? Quelle importance revêt l'asile lorsqu'on évalue la structure morale d'une personne ou d'un pays? Demandez aux élèves de faire une liste des situations où un individu ou un groupe peut demander asile. Demandez-leur de dresser également la liste de ceux qui sont capables de donner asile. S'agit-il d'une personne, d'une institution ou d'un pays ou des trois?

Demandez aux élèves de se pencher ensuite sur la définition d'un réfugié et de déterminer si les critères s'appliquent à une personne qu'ils connaissent ou de lire les articles qu'ils ont découpés. Par exemple, la définition s'appliquerait-elle à une personne comme Albert Einstein, Alek Wek, Michaëlle Jean, Salman Rushdie, l'écrivain féministe du Bangladesh Taslima Nasreen, l'ancienne présidente des Philippines Corazon Aquino ou Rigoberta Menchu? Les élèves doivent être en mesure de justifier leurs réponses en se reportant à la définition.

Syrie / Réfugiés palestiniens de Bagdad vivant dans un « no man's land » sur la frontière syro-irakienne à Al-Tanf / UNHCR / J. Vredford / Janvier 2007



Sources lointaines

Les élèves effectueront au moins deux des exercices suivants :

1. Lire la citation qui suit de la tragédie grecque Œdipe à Colonne de Sophocle : Thésée : « Touché de ton sort, je veux te demander, malheureux Œdipe, quel secours tu attends d'Athènes ou de moi pour toi-même et pour ta compagne infortunée? Il faudra que ta demande soit bien difficile à satisfaire pour que tu éprouves de moi un refus. Je n'ai point oublié qu'élevé comme toi, sur une terre étrangère, j'ai eu plus qu'aucun mortel des périls à courir loin de ma patrie; aussi ne refuserai-je jamais de sauver un étranger dans une position semblable à la tienne. Je sais que je suis homme, et que je ne puis pas plus que toi disposer du jour qui doit suivre Œdipe. »

Qui sont Œdipe et Thésée? Pourquoi Thésée lui dit-il cela? Et comment comprend-il la situation où se trouve personnellement Œdipe? Qu'est-ce que cela vous apprend sur la société de la Grèce antique? Écrivez un court texte sur la question.



Dante Alighieri

2. Abraham est considéré comme le père des Hébreux et également comme un prophète dans la religion musulmane. Lorsqu'ils étaient très vieux, Abraham et sa femme, Sarah, donnèrent naissance à un fils, Isaac. D'Isaac descendent toutes les tribus des peuples d'Israël. Quelles sont les circonstances ayant conduit à la naissance d'Isaac? En quoi cette naissance est-elle la récompense d'un acte désintéressé? Qu'est-ce qui serait arrivé si Abraham n'avait pas agi de façon aussi désintéressée? Qu'est-ce qui aurait pu se produire? Écrivez un récit se fondant sur l'histoire d'Abraham et de Sarah agissant de façon égoïste et cruelle.

3. Qui étaient les Huguenots? Quelle est leur histoire et quelles circonstances les ont contraints à fuir leur patrie? Faites une rédaction sur le sujet suivant : Vous appartenez à une famille qui doit fuir vers une nouvelle patrie. Imaginez les expériences que vous vivez et ce qui se produit pour vous et les autres membres de votre famille. Rendez votre récit aussi réaliste et pittoresque que possible.

4. Dante Alighieri est un grand poète italien. En l'an 1300, il fut élevé au rang de prieur de la

république de Florence. Plus tard, il fut contraint de fuir sa terre par les Français. Il partit et erra en Toscane, en Lombardie et en Romagne. De quelle grande œuvre est-il l'auteur? Est-il possible de déterminer l'influence de l'exil (l'obligation de quitter un lieu si cher à son cœur), sur son œuvre? Écrivez une courte rédaction explorant ce thème.

5. De nombreuses personnes ont dû quitter leur patrie par suite d'une conquête. Choisissez l'un des thèmes suivants. Effectuez une recherche et écrivez un rapport sur ce qui leur est arrivé. Qui sont : les Mayas du Guatemala, le peuple Dinka du Soudan, les Khurdes et les Tutsis du Rwanda.

6. Faites le portrait d'un des réfugiés suivants : José Artiga, Albert Einstein, Anna et Sigmund Freud, Léon Trotsky, Sitting Bull ou Énée. Que leur est-il arrivé? Leur expérience a-t-elle eu une influence sur d'autres? Le cas échéant, comment?

Jeux

Les élèves choisiront au moins une des activités suivantes :

Les élèves joueront à Envers et contre tout (www.playagainstallodds.com)

1. Dans la section Guerre et Conflit d'Envers et contre tout, comment le jeu transmet-il le sentiment de crainte et d'intimidation que suscitent les autorités? Quels éléments particuliers du jeu ajoutent au réalisme? Les élèves décriront brièvement par écrit cette section du jeu en se concentrant sur les choix que le joueur est contraint de faire. S'agit-il de choix faciles ou difficiles et quelles sont les conséquences?

2. Dans la section Pays frontaliers d'Envers et contre tout, quels sont les obstacles que doit surmonter un réfugié pour trouver le chemin de la sécurité? Dressez la liste des dangers qu'il peut rencontrer. Quelle est selon vous la différence entre un réfugié et un émigrant? Utilisez les exemples indiqués dans le jeu pour expliquer cette différence.

3. Dans la section Une nouvelle vie d'Envers et contre tout, quelles sont les difficultés que rencontre un réfugié vivant sur une terre nouvelle dont il ne parle pas la langue et dont il ne comprend pas les coutumes? Dressez la liste de tous les obstacles qu'il doit surmonter. Quelle est la meilleure façon de travailler de manière constructive pour régler ces problèmes?

4. Quelle image Envers et contre tout nous

donne-t-il des programmes d'établissement des réfugiés au Canada? Pensez-vous que le Canada est un pays accueillant pour les réfugiés? Justifiez votre opinion.

Activités de recherche :

Les élèves effectueront au moins deux des exercices suivants :

1. Qu'est-ce que la *Déclaration universelle des droits de l'homme*? Qui en est l'auteur et qu'est-ce que cela signifie? Quelle incidence ce texte a-t-il sur les réfugiés partout dans le monde? Le Canada reconnaît-il la Déclaration? Quel effet cette déclaration a-t-elle eu sur les lois et les politiques du Canada?

2. Définissez et décrivez ce qui suit concernant le système canadien destiné aux réfugiés:
a. La procédure au Canada;
b. La procédure d'outre-mer.
Combien de réfugiés environ arrivent au Canada chaque

« J'ai toujours trouvé faux le nom qu'on nous donnait : émigrants

Le mot veut dire expatriés; mais nous

Ne sommes pas partis de notre gré

Pour librement choisir une autre terre;

Nous n'avons pas quitté notre pays pour

vivre ailleurs, toujours s'il se pouvait.

Au contraire nous avons fui.

Nous sommes expulsés, nous sommes des proscrits

Et le pays qui nous reçoit ne sera pas un

foyer mais l'exil

Ainsi nous sommes là, inquiets, au plus

près des frontières

Attendant le jour du retour. »

Bertolt Brecht

année? Chaque système a ses forces et ses faiblesses. Décrivez celles du système canadien.

3. Au cours de la semaine, surveillez les articles de journaux et de revues qui parlent des réfugiés. Faites une analyse de la couverture médiatique. Comment les réfugiés et les situations où ils se trouvent sont-ils décrits? Quelle impression ces descriptions donnent-elles au lecteur? Comment cette impression pourrait-elle être transmise différemment tout en restant fidèle à l'histoire? Que pensez-vous de l'utilisation des photos? Est-elle judicieuse? Cadre-t-elle avec l'histoire? Comment pourrait-on utiliser les photos différemment ou choisir une autre photo? Justifiez votre raisonnement et les choix dans l'analyse.

4. Suivez la même démarche que dans la question précédente, mais pour analyser les



Sri Lanka / Personnes déplacées à l'intérieur de leur propre pays / Camp de Savukadi près d'Eravur / Il y a deux secteurs dans ce vaste camp. Les réfugiés qui viennent d'arriver sont logés dans des tentes tandis que ceux qui sont là depuis des mois ont des abris semi-permanents. Le dernier groupe accompagnait le Dr Wardaradja de l'hôpital de Vakarai à la mi-janvier. Ces gens qui venaient principalement de Sampoor, Muttur et Kathiraweli ont été déplacés plusieurs fois depuis le début de l'attaque de Sampoor en août 2006. / UNHCR / G Amarasinghe / 3 février 2007



Tchad / Fillettes réfugiées de la région du Darfour au Soudan marchant entre les tentes du camp de Kounoungou, dans l'est du pays. Le Haut Commissariat des Nations Unies pour les réfugiés vient de les transférer avec leur famille de la région de Birak, située à seulement 5 km de la frontière du Soudan. On estime que 13 000 personnes sont arrivées dans l'est du Tchad tout au long du mois de février, pour échapper aux bombardements aériens et aux attaques au sol des miliciens djandjaouids. Les premières attaques sont survenues le 8 février à Seliah, Sirba et Abu Suruj, au nord d'El Geneina, capitale du Darfour occidental. D'autres attaques ont eu lieu plus tard au cours du mois dans la région de Djebel Moon. Des milliers de personnes ont trouvé refuge à la frontière du Tchad dans la région de Birak autour de 11 villages, notamment à Seneit, Figuera, Bagar Katala, Djatak et Himera. Camp de Kounoungou, le 13 mars 2008. / UNHRC / H. Caux

nouvelles diffusées soit à la radio ou à la télévision. Dans la mesure du possible, enregistrez des extraits du bulletin de nouvelles d'un radiodiffuseur que vous utiliserez comme base pour votre analyse. Faites par écrit une analyse de la façon de présenter les événements et- justifiez vos raisons et vos choix. Comment pourrait-on présenter les événements différemment? Et que pensez-vous de l'utilisation des vidéos et audioclips? Sont-ils pertinents et adaptés à l'histoire? Examinez une couverture similaire dans le Web et, à partir des mêmes critères, effectuez une analyse des récits et de la façon dont ils sont présentés.

5. Concernant le site Web d'Envers et contre tout, la section FAITS répertorie l'histoire personnelle de plusieurs réfugiés, dont certains sont connus.

Choisissez deux de ces récits et décrivez chacune des personnes mises en vedette.

Activités créatives

Les élèves doivent effectuer au moins deux des exercices suivants :

1. Votre école et votre collectivité ont décidé dans l'année qui vient de lancer une campagne de sensibilisation au sort des réfugiés. Constituez une équipe et montez un dossier promotionnel complet à l'appui de la campagne à venir. Cela pourrait inclure l'élaboration d'annonces publicitaires dans divers médias, notamment la presse, la radio, la télévision et Internet, de même que des panneaux publicitaires. Répartissez les responsabilités entre les membres de l'équipe et confiez-leur des tâches. Vous disposez d'à peine un mois pour effectuer la recherche, rédiger, produire et distribuer le matériel. Vous jugerez peut-être utile de rattacher la campagne à un événement d'envergure dans la collectivité comme une conférence ou un symposium, voire une marche ou défilé.

2. Fixez une date pour un débat en classe sur la question suivante : « Les réfugiés constituent-ils un fardeau économique trop lourd pour la société canadienne? ». Choisissez les équipes qui débattront,



Écran du jeu

chacune avec des arguments pour et contre. Demandez aux équipes de faire des recherches et de préparer des exposés. Le reste de la classe se prononcera pour déterminer qui a gagné le débat.

3. Le célèbre dramaturge allemand Bertolt Brecht, lorsqu'il était en exil en 1933, contraint de fuir l'Allemagne nazie, a écrit un célèbre poème « Sur le sens du mot émigrant » :

« J'ai toujours trouvé faux le nom qu'on nous donnait : émigrants.

Le mot veut dire expatriés; mais nous

Ne sommes pas partis de notre gré

Pour librement choisir une autre terre;

Nous n'avons pas quitté notre pays pour vivre ailleurs, toujours s'il se pouvait.

Au contraire nous avons fui.

Nous sommes expulsés, nous sommes des proscrits

Et le pays qui nous reçoit ne sera pas un foyer mais l'exil.

Ainsi nous sommes là, inquiets, au plus près des frontières,

Attendant le jour du retour. »

Qu'est-ce que Brecht voulait dire lorsqu'il écrivit ces mots? Quelle est exactement la différence entre un émigrant et un réfugié? Dans la plus grande partie de son œuvre, Brecht explore le thème de l'aliénation. Comment est-ce que sa vie personnelle et sa situation reflètent ce thème? Faites une courte dissertation et, dans la mesure du possible, reportez-vous à des exemples précis puisés dans les pièces de théâtre de Brecht et dans ses autres œuvres.

4. Pour changer les choses, l'une des façons de procéder pour les jeunes et les groupes communautaires consiste à épouser une cause particulière. Voici une lettre type que l'on peut envoyer aux médias, c'est-à-dire au journal local, aux stations de radio et de télévision, aux canaux communautaires par câble, et à la classe politique pour les sensibiliser au sort d'une personne ou d'un groupe. Cette lettre concerne une jeune mexicaine nommée Ruth Yudit Ortega Orozco. Elle est adressée aux autorités mexicaines : « Votre Excellence, je m'adresse à vous pour vous faire part de mes préoccupations concernant la sécurité de Ruth Yudit Ortega Orozco, leader étudiante et militante des droits de la personne, qui est apparemment la cible d'une

campagne de harcèlement systématique et qui a été enlevée et torturée par les forces de sécurité. M^{lle}

Ortega a été enlevée à deux reprises, notamment lors d'un incident à Mexico,

le 4 novembre 1996, où elle a été torturée. Elle a personnellement, de même que sa famille, été la cible de menaces de mort. Ces menaces se sont poursuivies et après qu'elle eut soutenu les balayeurs de rue qui ont fait la grève de la faim pour améliorer leurs conditions de travail, elle a été menacée de mort. On lui a dit que les balayeurs de rue du Tabasco n'étaient pas morts mais que, elle, elle mourrait. L'activité politique pacifique ne devrait pas faire courir le risque de torture et de mort. Je vous exhorte à veiller à ce qu'elle soit protégée contre d'autres violences et je vous demande instamment qu'une enquête indépendante et impartiale soit menée sur ces enlèvements, tortures et harcèlement, et que les personnes jugées responsables soient traduites en justice. Je vous prie d'agréer, Monsieur, Madame, ... etc. Explorez le cas d'autres personnes ou groupes que les élèves pourraient défendre.

5. Comment le fait de jouer à Envers et contre tout peut-il faire prendre davantage conscience du sort des réfugiés? Les élèves déconstruisent le jeu en mettant l'accent sur les éléments qui créent un impact psychologique et émotif. Ils décriront comment le jeu a été efficace en les aidant à comprendre ce que vivent les réfugiés. Ils donneront également une description des éléments techniques tels que les images et les éléments audio qui ajoutent une dose de réalisme. Pourquoi ces effets sont-ils prégnants et puissants?

6. Créez un album de coupures de presse sur les réfugiés. Cela implique que vous devez vous adresser à la collectivité ou parler à d'autres élèves de votre école. Documentez l'expérience de ceux qui ont fui leur patrie. Soyez délicat et tenez compte de leur situation





Syrie / Réfugiés palestiniens d'Irak au camp Al-Tanf sur la frontière syro-irakienne. / UNHCR / J. Vredford / 14 juin 2007.

et de leurs besoins, cependant. Peut-être pourraient-ils participer en relatant ce qu'ils ont vécu ou en apportant des photos. Ajoutez à l'album vos propres écrits sur cette question et ce que vous avez découvert. Étoffe le tout avec des dessins, des illustrations et des photographies de ceux avec qui vous parlez (rappelez-vous qu'avant de prendre des photos, il faut d'abord demander l'autorisation). Communiquez avec des groupes communautaires locaux qui travaillent auprès des réfugiés et demandez-leur leur aide et leur avis. Une fois l'album terminé, présentez-le au reste de la classe. Peut-être pourrait-il faire partie d'une exposition générale présentant d'autres albums de coupures de presse ou documents explorant le thème des réfugiés. Si vous préférez, l'album peut être sous forme électronique et affiché dans un site Web sur le même thème.

Projet final

Pour terminer, on fait la synthèse des éléments qui ont été explorés jusqu'à maintenant. Lancez une exposition d'art dans votre école dont le thème sera :

« l'expérience d'un réfugié canadien – vue avec les yeux d'un enfant ». Cela signifie plusieurs choses, c'est-à-dire que les œuvres créées par les élèves reflètent ce qu'ils ont appris à ce jour ou explorent une expérience personnelle. Le plus souvent, ce sont les femmes et les jeunes enfants qui sont le plus touchés par les bouleversements qui provoquent l'exil de certaines populations. Par conséquent, il est important de représenter leur expérience et de mettre la créativité au service de la quête de sens. L'exposition pourrait

également comprendre des documents présentés par des réfugiés ou des organisations de réfugiés, ce qui aiderait à faire la publicité de l'événement. On pourrait inclure des dessins, des illustrations, des collages, des photographies, des murales, des affiches, des tapisseries, etc. Toutes les étapes de l'exposition, planification, mise en œuvre et promotion doivent être planifiées avec soin. Faites-en un événement dans la collectivité qui permettra à chacun de voir les travaux. Peut-être y a-t-il une galerie d'art locale qui serait en mesure d'aider les élèves. Alerte les médias locaux pour obtenir la couverture la plus importante possible. Si votre classe ou école a accès à Internet, vous jugerez peut-être utile d'envisager une exposition d'art en ligne sur le même thème. Les œuvres d'art pourraient être affichées dans le Web afin d'être vues par le maximum de gens. Les écoles de partout au pays, voire du monde entier pourraient participer et présenter leurs propres œuvres d'art en vue de l'exposition « en ligne ». Rattachez cette exposition au jeu Envers et contre tout. Y a-t-il d'autres façons créatives, à l'instar des jeux et des simulations en ligne, qui peuvent vous aider à faire connaître et expliquer le sort des réfugiés?

Dan Lang



Real Lives: Interactive Life Simulation

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

Real Lives is a simulation program that allows students to explore the personal lives and the social environment of individuals from anywhere in the world. The simulation extends from birth to death for each individual within the program, covering such areas as health, education, careers, social issues, relationships, family planning, and finances. The strength of the program lies in the broad range of lives it can simulate.

When a simulation is started, the program randomly generates a character from virtually any country in the world. The simulation relies on statistics to determine the character's socio-economic, cultural, and religious background, as well as their initial health and likelihood for survival.

When using the simulation, students are free to explore all kinds of information about the character's country, family, and life, ranging from politics and religion, to access to health care and clean drinking water. Each time the student tells the computer to advance one year in the character's life, new choices become available. Initially, these choices are limited to how to spend free time, but each choice shapes the child's future. Also, many uncontrollable events can occur in the character's life, be it natural disasters, health problems, acts of violence, or peer pressure.

Decisions to help others influence the character's conscience score, while decisions to start relationships or have a family affect happiness, as does the balance between a character's work and leisure activities. A decision early in

life to accept alcohol, cigarettes, or drugs can result in health problems for the character as the simulation progresses. Choosing to have your character become politically or socially active can result in job loss, expulsion from school, imprisonment, and even torture, depending on the character's native country.

One prominent feature of this program is the ability to review the character's life journal, and you can even prompt the character to revert

to an earlier age and alter their life by changing decisions that were made. This feature allows students to consider the consequences of actions and determine how different choices can influence one's life. Another useful feature of the program is the series of Web links for interesting sites such as One World News, Lonely Planet Travel Guide, Religious Tolerance Site, and CIA World Fact Book. These links provide students with a starting point for further research into many different areas.

This is a must-have program for social studies and world issues teachers. Real Lives works best in a classroom setting, especially as a teacher-led project. The questions generated from the simulation allow students to branch off into independent projects. Within a couple of weeks, one character's life can be followed from birth to death, and then a new simulation can be started, introducing new issues specific to that character's circumstances.

Alternatively, multiple copies of the program provide an excellent opportunity for individuals or small groups of students to teach each other about issues they encountered in their own simulations. This program is intended for adolescents, although the level of sophistication is such that any interested adult could spend hours exploring the various simulations.

Real Lives succeeds as an educational resource because of the thoughtful and creative way it addresses the complex relationship between important social, political, and personal issues. The program incorporates such a broad range of factors that it truly gives a sense of what life in the real world can be like. It draws attention to many of the inequities between west and east, north and south, and it explores the unique challenges of growing up and becoming a responsible citizen in any country around the world. The Web links provided can help educators and students gather more information on these topics and the user's guide includes several useful lesson plans for teachers.

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: Educational Simulations

Learning Areas: The life experiences of individuals from different cultures and political systems and the economic opportunities, health issues, family issues, schooling and work choices that they may face in their particular culture.

Age Range: 13 – 17 **Grades:** 7 & up

Minimum Requirements: Windows 98SE/XP or higher, Mac OS 9.1/OS X

Ordering Info: Windows 95/Pentium III, PowerMac OS 7

Stemming the Tide of Aggression:

Strategies that Work

By Carmen Berg

“Contain if necessary, resolve if possible, best of all prevent.”

William Ury

A parent is charged with assaulting a Calgary principal after throwing the woman down and hitting her in the face several times.

A high school student from Ulukhaktok, N.W.T., pleaded guilty to mischief after urinating in his teacher’s water bottle.

Four junior high students were expelled and 20 others suspended for creating imposter profiles about two teachers on Edmonton-based social site, Nexopia.

These incidents coupled with the unregulated and unsubstantiated claims made on sites like *ratemyteacher.com* suggest that the nature of harassment of teachers has changed. “Comments made on the playground to a friend or community member are now being posted on the Internet resulting in increased exposure,” says Robert Bisson, coordinator of Member Services for the Alberta Teachers Association. “This exposure has much more meaning for the recipient. The effects are far more devastating.”

Several provincial and territorial teachers associations indicate that their members are increasingly reporting incidents of inappropriate behaviour from students, parents, and other adults. A survey by the Elementary Teachers’ Federation of Ontario, the Ontario English Catholic Teachers’ Federation of Ontario and the Ontario Secondary Teachers’ Federation of Ontario, found that over half of elementary and secondary teachers have been personally bullied during their professional careers. A College of Teachers members’ survey reports that 84% of teachers have been cyberbullied.

This increased harassment and bullying behaviour may reflect a Canadian cultural tolerance of aggression—that aggression is an effective solution to social problems. Consider the 2007 Junior Achievement/Deloitte Teen Ethics Survey. In it, nearly one-quarter of all teens surveyed think violence towards another person is acceptable on some level. Media Awareness’ Young Canadians in a Wired World – Phase II reports that 17% of young people, who have assumed a different identity on the Internet, pretend to be someone else so they “can act mean to people and not get into trouble.”

While school districts are charged with the responsibility to ensure that proper supports, training and procedures have been put in place to enable teachers to work without threat to their own safety, they do not have the funding for aggressive and complete security programs. They cannot afford well-trained, full-time security personnel and issues of privacy, potential human rights violations, and resulting lawsuits may prohibit or complicate the use of some of the available security technologies.

“Schools are highly charged environments where the dynamic between parents and teachers over students’ academics can easily escalate to a power struggle. Worst case scenario, violence erupts,” University of Calgary professor, Jim Field says in an article for the Calgary Herald. It seems that when education becomes a less positive experience, school climate suffers, students become angrier and more confrontational.

The challenge for educators then, is not to suppress conflict but to minimize its destructiveness. Individual schools as well as classroom teachers must be proactive in their approach to conflict management and resolution. This can be achieved by establishing and maintaining a positive school climate, providing and participating in appropriate professional development opportunities and training, and by integrating and modeling conflict resolution skills for all stakeholders. According to the National Strategy on Community Safety and Crime Prevention, harassment and bullying behaviours are less prevalent where there are supportive relations among school staff, warm relations between staff and students, shared decision making, and modelling of appropriate social behaviour.

Positive School Climate

A positive school or learning climate is best achieved when there is respect and recognition of individual strengths, not merely academic proficiency or performance. Characterized by effective relationships with all stakeholders, good communication is imperative. Started early in the school year, contact should be maintained throughout the duration of the instructional period. While face-to-face communication is best, especially when delivering sensitive information, other forms such as telephone, email, snail mail, Web sites, notices home, and school agendas can also be used. A positive educational environment means cultivating liaisons with a wide variety of community members including, but not limited to, community health, local law enforcement, and other mental health professionals. Furthermore, efforts should be made to initiate and participate in workshops and events that engage discussion between parents, students, and teachers about appropriate behaviour in and out of school. Prompt acknowledgement of concerns with a swift remedy helps set the tone. If nothing is done, then that lack of accountability emboldens others to go ahead with their bad behaviour. When there is avoidance and denial, bullying emerges.

Professional Development

Within all school professional development activities, workshops, seminars, or conferences, training should cover topics like verbal de-escalation skills, management of aggressive students, conflict and bully recognition, as well as the law and individual rights.

Verbal de-escalation skills focuses on different non-verbal and verbal techniques that, when practiced, enable an educator to appear calm, self-controlled and confident while still maintaining the ability to give clear, assertive instructions in highly emotional or animated situations. Topics covered should include tips and techniques on posture, placement of limbs, eye contact, tone, volume and pitch of voice, use of appropriate language, speech delivery and concepts like personal space, confrontation, arguments, and audiences.

Management of aggressive students outlines particular guidelines regarding the type of classroom environment, expectations and rules, as well as best practices for learning strategies and supervision requirements.

“This increased harassment and bullying behaviour may reflect a Canadian cultural tolerance of aggression—that aggression is an effective solution to social problems.

Consider the 2007 Junior Achievement/Deloitte Teen Ethics Survey. In it, nearly one-quarter of all teens surveyed think violence towards another person is acceptable on some level.”

Conflict and bully recognition increases an individual’s awareness of and ability to distinguish bullying from other forms of conflict. Topics include the sources of conflict, the signs of pending conflict, steps to take to solve conflict that include acknowledgement, definition, information, goal setting, strategy, timeline and expectations as well as the steps to take if conflict continues.

The Law and Individual Rights

Many different pieces of legislation, including the Criminal Code, the Human Rights Act and various provincial education or school acts, define inappropriate behaviour inside and outside of the school. While it is the individual educator’s responsibility to know their rights, each harassment situation is unique and should be dealt with in consultation with the appropriate authorities. This may include local administration, school board representatives, member services from the teachers’ association or union, as well as personal legal counsel and local law enforcement. Regardless, teachers should ensure that they are always part of the remediation process.

Proactive, site-based programming

Site-based programming can also weave conflict resolution curriculum into existing frameworks or be modelled within behaviour codes identified in the student code of conduct. Curriculum-based models include conflict resolution, peace-making circles, peer mediation, restorative approaches, and student threat assessment teams (STAT). These are easily integrated within language arts, social studies programs, and life skill classes. Conflict resolution education can also be used within other classrooms settings for solving normal conflicts since most students are prepared to work through their problems in a collaborative manner.

Conflict resolution is a problem-solving approach to conflict. A mediator guides the complainants through a discussion of the conflict to help them solve their differences. Peace-making circles are structured group dialogues led by a trained, impartial circle facilitator. Utilizing a holistic approach, the facilitator assists group members in discussing difficult issues.

Peer mediation is a voluntary process which helps solve conflicts between two or more people. Disputants decide on their own solutions. Peer mediators are expected to show respect, fairness,

and maintain the confidentiality of the people involved. It is most effective when it is a part of a school-wide, proactive approach to dealing with conflict.

Restorative approaches bring together the victim, the offender, and other community members in a face-to-face meeting to discuss the harm done by the offender and what steps the offender can take to repair the harm.

STAT are used to gauge the seriousness of threats and help determine an appropriate course of action. STAT should be accompanied by additional preventative and enforcement policies. Unlike suspensions, the aim of a STAT is to keep kids in school, where their behaviour can be monitored and their problems addressed.

In addition to modelling desired behaviours, schools should have updated acceptable use policies for emerging technologies. These policies should be regularly reviewed and updated and possess language against violence that includes violence against teachers. Codes of conduct must address wireless technology, online harassment, and use of home computers. In establishing more stringent penalties against offenders, schools should work together with community partners including police and mental health professionals, promoting attitudes that support empathy for the victim while condemning the aggression of the bully.

Experts, focused research, and topic-specific literature agree that when conflict occurs, avoidance only aggravates the situation. Instead, acknowledgement of the conflict is essential. To facilitate this, teachers should engage in appropriate professional development that properly equips them with a variety of techniques and strategies to either minimize or constructively cope with conflict. These techniques are most effective when implemented within a positive learning environment that includes good communication, the modelling of desired behaviours, and incorporates effective conflict resolution curriculum where appropriate. When these steps prove ineffective, teachers should seek out the appropriate assistance and in severe cases, those involving threats or assaults, contact the police or RCMP.

*Carmen Berg is a contributing author for **Physics** published by Pearson Education Canada and a regular contributor for **Calgary's Child**. She can be reached at ccrberg@hotmail.com*

Courses on Conflict Resolution:

<http://www.cjibc.org/Training.htm>

(Upcoming public training sessions)

http://www.safeschoolsmanitoba.ca/edu_workshops.html

(Organization that offers workshops)

http://www.media-awareness.ca/english/catalogue/products/descriptions/wa_tea.cfm

(Professional development workshops for teachers)

<http://www.canadiansafeschools.com/professional/pastpd.htm>

(Professional development opportunities—mainly in Toronto)

<http://www.langara.bc.ca/liberal-arts/peace-conflict/>

(Certificate courses)

http://www.unbf.ca/arts/departments/conflict_studies.html

(Outreach program of public lectures)

<http://www.jibc.ca/conres/index.htm>

(List of courses available in BC, Alberta and online)

<http://www.carleton.ca/ccer/education/workshops.htm>

(Lists upcoming workshops)

<http://conted.mtroyal.ca/conflict/>

(Certificate program in conflict resolution)

http://www.cicr-icrc.ca/english/courseschedule_e.htm

(Course schedule available in Ottawa)

Professional Development workshops offered by the ATA:

<http://www.teachers.ab.ca/Professional+Development/Workshops+Courses+and+Presentations/Workshops+Seminars+Courses/Legal+Issues+Affecting+Teachers/Dealing+with+Harassment.htm>

<http://www.teachers.ab.ca/Professional+Development/Workshops+Courses+and+Presentations/Workshops+Seminars+Courses/Legal+Issues+Affecting+Teachers/E-Liability.htm>

<http://www.teachers.ab.ca/Professional+Development/Workshops+Courses+and+Presentations/Workshops+Seminars+Courses/Legal+Issues+Affecting+Teachers/Parents+and+the+School.htm>

Print Resources

Van Gorp, Hetty. *The Peaceful School*. Portage & Main Press. Winnipeg. 2002

Van Gorp, Hetty. *Peer Mediation: The Complete Guide to Resolving Conflict in our Schools*. Portage & Main Press. Winnipeg. 2002

Jones, Tricia S. and Randay Compton. *Kids Working It Out*. Jossy-Bass. San Francisco. 2003

Wiseman, Rosalind. *Queen Bee Moms & Kingpin Dads*. Crown Publishers. New York. 2006

Keel, Robert G. and Nadia Tymochenko. *The Educator's Guide to Parental Harassment*. Canada Law book. 2004

Online Resources

<http://www.legal-info-legale.nb.ca/assets/pdf/Teachers-Rights-E.pdf>

http://www.nlta.nf.ca/HTML_Files/html_pages/publications/brochure/tchrs_rights.pdf

<http://www.teachers.ab.ca/Quick+Links/Publications/Other+Publications/Teachers+Guides/Beyond+the+Norm.htm>

<http://www.oecta.on.ca/agms/agm2001/other/parenttchr.pdf>
<http://www.bced.gov.bc.ca/sco/resources.htm>

http://www.bhncdsb.edu.on.ca/news/File/parental_protocol.pdf

<http://www.oise.utoronto.ca/orbit/legal.html>

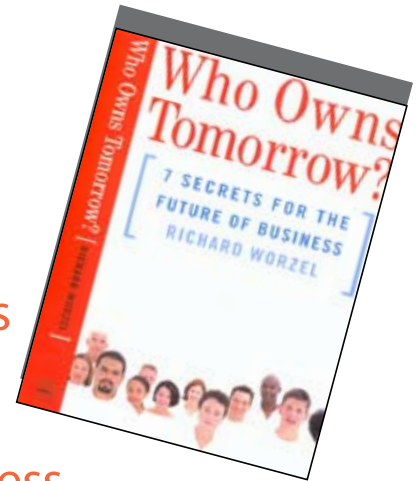
<http://www.teachers.ab.ca/NR/rdonlyres/419E49E9-E3FF-4B15-8896-3883AFD74E59/0/monograph12.pdf>

http://www.edu.gov.mb.ca/k12/iru/library_publications/bibliographies/conflict-2005-06.pdf

<http://www.ed.uiuc.edu/wp/crime-2002/harassment.htm>

<http://www.wcs.k12.va.us/users/honaker/cyberbullying-for-teachers.pdf>

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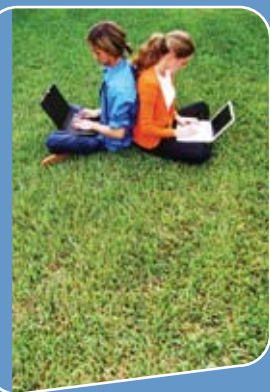
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Like many senior administrators, Anita Townsend, Principal of Curriculum K-12 for the Simcoe County District School Board strives to provide teachers with the Information Technology (IT) tools they need to prepare themselves and students for the 21st century classroom.

“It is difficult,” she says, “because they (teachers) have to change some of their teaching methods and need a level of support that we can’t always afford.”

But then, earlier in 2008, Ms. Townsend attended a symposium hosted by Hewlett-Packard (Canada) Co. (HP Canada) where she learned about a new, affordable Professional Development program that enables teachers to develop the ideas, capabilities and skills they need to enrich the learning experience and integrate IT into the curriculum.

“I immediately had an ‘aha’ moment. When I listened to the structure of the program, I thought it would work,” she says.

The “program” to which Townsend is referring is sold by HP Canada and is unique in that, according to Joan Rocha, Education Solutions Consultant at HP, “The HP Professional Development Program is a framework which allows teachers to become more comfortable and effective in the use and application of technology in the classroom. It is not tied to HP technology or curriculum.”

Curriculum is the domain of school boards and districts. In this case, there is adherence to a set of technology standards developed by ISTE (International Society for Technology in Education). While the HP PD program has an inherent structure and sequence, it can be customized to incorporate the specific goals or targets that a school board or district is working towards. Participants are guided to align their work with their larger organizational goals.

So, what is different about this? The HP professional development program is mentor-based and executed in an ongoing, online, collaborative working environment. Each group of five educators connects online with up to five other groups of educators to form a team. Each team is paired with an educator-mentor. The mentor is an experienced educator who has a proven track record of improving instruction and student learning through effective technology integration. These mentors work with the team over the course of the program (up to 10 months), providing suggestions, guidance and feedback on team and individual



Online Connections: A New Approach to PD

By Wili Liberman

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work, giving the educators a chance to try new skills in the classroom while receiving coaching and guidance as they do so.

The job-embedded learning takes place via a variety of online tools including an online portfolio, threaded discussions, chats, blogs, podcasts, email, video conferencing, webinars, and message boards. And School-based groups have the option to meet physically while working through the project they have elected to pursue. The focus of the selected project is to improve student achievement through the use of technology. As a given project unfolds over the course of the academic year, the groups monitor each other’s development, report on progress and findings and measure student and teacher achievement against the highly respected set of Technology Standards (known as NETS) developed by ISTE (Please see Web links below).

The HP Professional Development program evolved from a separate HP Philanthropic program called the HP Technology for Teaching Grant Initiative that began in 2004. In 2008, 10 K-12 schools and five higher-education institutions across Canada were awarded a total of more than \$775,000 in technology, cash and professional development to develop new lessons and projects that enhance education through greater access to technology.

In 2005, Bev Wilkinson, a science teacher at Brookfield High School in Ottawa, along with four other teachers in her school were invited to submit a Technology for Teaching grant application to HP. Their successful proposal focused on the technology they would need to study the environmental health of the school and to explore the area’s biodiversity that included the Rideau River.

“The grant gave us Professional Development and technology that we integrated into the classrooms,” Wilkinson says. For example, using the projectors, she could show the Internet on screen in class and use it as an electronic chalkboard, which she said was great for teaching Physics.

“Using a PC was more dynamic, more visual, easier to see and you can also do graphs, animations and experiments like running a pendulum and seeing what happens when you take away gravity,” she says. Another benefit involved taking the tablet PCs on field trips and entering data, capturing information accurately while involving students in a real-time data analysis activity.



Either HP program (HP Professional Development or the HP Technology for Teaching Grant Initiative) provides support to education professionals to help them incorporate technology into teaching programs, processes and environments enabling improved student engagement.

The benefits of the professional development program, says Hilary Lamonte who leads ISTE's professional development efforts is, "teachers get to leapfrog trial and error, making technology a useful and beneficial part of class work. The theme we hear from teachers is they have really changed teaching and will never go back. And that the ongoing, anywhere, anytime support was the key to that change."

According to Ms. Townsend, the Simcoe County District School Board is primed and ready to roll out the Professional Development framework.

"We are looking at involving 15 teachers working in groups of five who will be part of other networks beyond our own board, in other boards, provinces and in the States and this will deliver benefits. We have realized the power of putting teachers together into professional learning communities. We are better now at tracking student achievement, knowing what they need to have to move forward on learning. We can focus on student needs."

The Simcoe Board is also planning to have the teachers released several times a year so they can meet and share information. Later on, there will be an open session where any teachers interested in professional development will be invited to attend. The teacher teams will demonstrate what they have done and that will further generate interest in this approach to professional development.

"This is a new shift," Ms. Townsend says. "We have been content-driven in the past, we had a curriculum to deliver. We need to focus on data we get from students and focus teachers in that direction. We will get far more satisfied students and teachers. Students want to learn in different ways and we have to make that shift. We will shift those classrooms to the 21st century and Web 2.0 technology. IT will make it more exciting and powerful to people involved."

Each team-generated project will run throughout the school year and as it evolves, teachers will evaluate their performance based on the ISTE standards as well as those of their students using the ISTE criteria. Each team submits a plan and the mentor works with them on implementation. For example, if the project focus is non-fiction writing for grades six to eight, curriculum goals are examined as well as school board objectives. Teachers discuss and figure out how to integrate the use of technology to meet those goals and objectives. If they get stuck, the mentor will push them and offer up ideas,

such as writing an online journal that could relate to mathematics or an aspect of science. When a problem arises, there needs to be a consensus within the team or teams as to the solution, again with gentle prodding by the mentor. There are always other resources upon which to draw online...the community of teachers who are also learning as they go.

For Bev Wilkinson, the use of technology within her school has evolved to such an extent that the George Lucas Education Foundation came to film a seven-minute video on how they were integrating technology in their classes. And the integration of technology has mushroomed to include video conferencing with schools in other countries, trade fairs, environmental projects, interactive displays in the school foyer and more. "Being given technology on its own is not effective," she says. "It was the professional development that made the difference."

To find out about the HP Professional Development program, please go to www.hp.ca/education or call 1-800-563-5089.

Wili Liberman is editor and publisher of TEACH Magazine (www.teachmag.com) and you may contact him at wliberman@teachmag.com



LINKS

Brookfield High School on YouTube as filmed by the George Lucas Educational Foundation (Edutopia)
http://www.youtube.com/watch?v=LPsToU9uG_o

Technology Standards from ISTE Overview

<http://www.iste.org/AM/Template.cfm?Section=NETS>

Technology standards for Students (released 2007)
http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/NETS_for_Students.htm

Technology standards for Teachers (released 2008)
http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/NETS_for_Teachers.htm

Technology standards for Administrators (new version to be released in 2009)
http://www.iste.org/Content/NavigationMenu/NETS/ForAdministrators/NETS_for_Administrators.htm



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CURRICULUM LINK: SCIENCE & TECHNOLOGY

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The deadline for entries is **Wednesday October 15, 2008**. Visit www.popteachers.com for the full contest details, official rules, and for more information on OPA!



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