

TEACH

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LE PROF

Where's the Beef?
Not in the School Caf!

Futures
Why Education Must Change



CURRICULA:
Glissez une pièce au programme
Quatrième cours :
Les Jeux olympiques





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NOTES

The new year is typically a time for resolutions, goals, and commitments in our personal lives. It is a time where we can start anew. Whether that means continuing the success of the previous year, or making changes that will improve the new one. But when we make positive resolutions as educators, our success can multiply because we are able to inspire change in our students.

The theme in TEACH Magazine's first issue of the year is change. Our feature story looks at how we can improve the lives of all students, especially the ones who are overweight and obese. We can address these issues by focusing on the positive: healthy eating, active lifestyles, teaching nutrition, and implementing changes in school cafeterias and ultimately in our students' lives.

Keeping with our theme, Richard Worzel writes in his Futures column that the advancement of technology has deeply changed the way we live our lives. It is seemingly instinctive for us to adopt the newest trends and tools in order to keep up with the times, so why can't education do the same?

We hope this month's Web Stuff column will inspire you to enact change in the way your school deals with the dangerous problem of bullying. Bullies to Buddies is a website dedicated to fighting bullying in schools and the workplace. The program is effective because it promotes a different tactic for preventing and ending bullying that is based on a psychological approach.

Be sure to have a look at our annual Purchaser's Guide. The full guide is available at teachmag.com. In it, we've put together a collection of new and innovative products for students and educators, many of which have educational discounts.

May the start of your new school term be filled with the hope that we can inspire and motivate our students. We can prepare them for the coming year by being a positive influence and affecting change.

Lisa Tran, Assistant Editor

Next Issue
Technology Supplement
Curricula
Web Stuff
Futures and more

La nouvelle année, c'est en général la période où l'on prend des résolutions, des engagements, où l'on se fixe des objectifs. On repart à neuf en se réjouissant des succès de l'année écoulée ou en envisageant des changements pour celle qui commence. Les résolutions positives que nous prenons, nous éducateurs, décuplent la réussite car elles suscitent le changement chez nos élèves.

Le changement, c'est le thème de ce premier numéro de l'année. L'article de fond étudie les moyens d'améliorer la vie de tous les élèves, notamment ceux qui sont gros ou obèses. Nous pouvons miser sur le positif : manger sainement, mener une vie active, enseigner la nutrition et mettre en œuvre des changements à la cafétéria de l'école puis, en fin de compte, dans la vie de nos élèves.

Sur ce thème, Richard Worzel écrit dans sa rubrique que l'avancement technologique a profondément changé la façon dont nous vivons. Il semblerait que, pour rester branchés, nous adoptions instinctivement les dernières tendances. Pourquoi l'éducation ne ferait-elle pas de même ?

Nous espérons que la rubrique Web Stuff de ce mois-ci vous inspirera pour instaurer un changement dans la façon dont votre école traite le dangereux problème de la brutalité. *Bullies to Buddies* est un site consacré à la lutte contre la brutalité à l'école et au travail. Le programme est efficace et promeut une tactique basée sur une démarche psychologique pour prévenir la brutalité et y mettre fin.

N'oubliez pas de consulter le guide annuel de l'acheteur (le site teachmag.com en donne une version exhaustive). Il contient des produits nouveaux et innovants pour les élèves comme pour les éducateurs, et beaucoup ont la réduction pour enseignants.

Puisse le début de votre nouveau trimestre scolaire être rempli de l'espoir de pouvoir inspirer et motiver vos élèves. Préparons-les pour l'année qui vient en ayant une influence positive et en suscitant le changement.

Lisa Tran, rédactrice adjointe

Dans le prochain numéro
Supplément technologique
Curricula
Web Stuff
Le Futur... et plus encore

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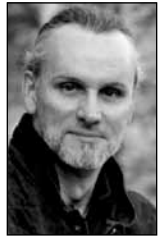
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Richard Worzel, C.F.A.

Why Education Must Change



In my past columns, I focused on how education will change. This time, I focus on why it must change.

The society in which we live is driven mainly by commercial interests. The daily bombardment of advertising and its pervasive yet subtle pressures to own something are so common that we hardly notice its influence. Society does not suffer because these pressures exist; after all, this type of pressure has largely been responsible for the richness and luxury of our lives. Yet, there is more to life than commercial offerings especially because they are shallow and lack deeper purpose. Moreover, commerce and society tends to emphasize novelty and while there is nothing wrong with new things per se, there is much more to life than just the novel.

There are few people however, who would delve deeper than today's satisfactions and that is where education enters the picture. Education provides context to history, art, depth of understanding, and perspective that some people would not otherwise experience. This is part of the traditional role education fulfills in teaching about culture and the transmission of our society's values.

But society is transforming at ever accelerating rates and the shiny baubles that novelty and commerce provide are designed to be "sticky" or addictive. If education wants to capture the attention of children then it must compete with the increasingly effective seductions of commercial offerings. We cannot assume that the six hours a day a student spends in school is sufficient to teach them to appreciate the riches of our society. This, in my view, is short-sighted and foolish. Instead, I believe that education must compete for students' attention and not for their time. The way to do that is to seduce students into a state of fascination with what the wider world has to offer. When I am invited to speak to students, here's what I say: We adults have perpetrated a cruel hoax. We have convinced you that learning is an intolerably boring process that

you must endure, when the reality is that learning is the most fun you can have...period.

Today's students are smarter, hipper, more skeptical, and less likely to believe propaganda than any other generation in history. The way to seduce them into loving education is by appealing to the things about which they are passionate. We must stop teaching the curriculum and start teaching the individual – each individual, every single in-

“We cannot assume that the six hours a day a student spends in school is sufficient to teach them to appreciate the riches of our society. This, in my view, is short-sighted and foolish. Instead, I believe that education must compete for students' attention and not for their time.”

dividual, and teach them as individuals who have unique interests and abilities. We need to stop teaching given the assumption that 25 kids are all the same because that makes education simple for us while excruciatingly boring to them. Frankly, I do not see any way that the current education system can compete with the enthralling but shallow offerings of commerce and society.

Now let me turn to vocational education. The

need for change is even more compelling here.

Nations like China and India, plus fast-gaining countries like Brazil, Mexico, Indonesia, and Malaysia, are providing enormous competition for low-level and low-skilled jobs. These same countries are also aiming for the best jobs that require the highest levels of education. They will not be satisfied with low-skilled jobs that do not pay well and offer little opportunity. This means that our students will be competing with the best in the world in almost every field. Worse, they are starting at a greater disadvantage: our school days are shorter, our school years are shorter, and our society no longer has the devotion to higher education exhibited by parents in developing countries.

But there is another threat that is, perhaps, more worrisome than rising competition from smart kids abroad, and that is automation. Many are familiar with Moore's Law, coined and repeatedly re-framed by Gordon Moore, one of the founders of Intel. It states that computers will double in speed and halve in price every 18 months. Yet Moore's Law is too conservative. We see computers evolving faster than that, and not only is the rate of change accelerating, but the rate of acceleration is increasing. A rough estimate indicates that computers will become about 1000 times faster and more cost-effective over the next ten years. As we develop new and more effective tools and techniques to harness this power, it means that automation will become dramatically more powerful in the next decade.

In the past, automation has led to a steadily rising standard of living as well as new, better paying jobs that offer more opportunity.



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And it still does. Automation, however, is changing standards so quickly that the skills we develop at the beginning of our careers may not be enough to allow us to make a living for more than a few years, and eventually a few months, before they become obsolete.

We are being thrown out of work at ever-faster rates, and if we hope to continue to work, we will need to constantly upgrade our abilities.

Both of these developments – foreign competition and domestic automation – are already evident. When I and my peers left formal education, we had our choice of jobs. Now students finish university and spend years looking for anything more than menial labour; the next ten years are going to make this seem like a happy outcome. Within that time frame, we will face an employment crisis that will shake the foundations of our society, our political system, and our economy. The only answer is education, for adults as well as young people.

But it cannot be the same old education. Back to basics is the wrong approach. What is the value of memorizing facts if you can command them with a wave of a search engine? It is understanding and context that are critically important. Education needs to emphasize our human talents and abilities. We are headed into a world where creativity and innovative thinking will be more valuable than rote learning of any depth. Skills training in most fields, with a few exceptions, will become obsolete at faster rates. We will, instead, need to fall back on those things that are uniquely human, like art, teamwork, leadership, empathy, understanding, creativity, ingenuity, and all of the deeper aspects of human life and society. Computers, robots, and cheaper competition from abroad will take everything else.

For those who say that the only way to combat these things is by protecting domestic jobs and halting the use of automation, let me say that, like King Canute, you might as well try to stop the tide from coming in. Such efforts are not only doomed to fail, but they will make it harder for us to succeed by diverting our attention and efforts away from the real task for tomorrow's education: helping us to blossom into self-actualization, to become the best we can be.

Must we wait and see these problems racing towards us? Do we have the will to do something about them? Those are the questions that will determine why and how we need to change education.

Richard Worzel is Canada's leading futurist, and speaks to more than 20,000 business people a year. He offers his time free of charge to speak to high school students, as his schedule allows. Contact him at futurist@futuresearch.com.

Bullies to Buddies

www.bullies2buddies.com

Bullies2Buddies.com is dedicated to reducing bullying and aggression by teaching wisdom, the solution to life's problems.

It appears that the modern world has attempted to reduce bullying through a legal and law enforcement tactic. This approach requires society to protect us from, apprehend, and punish those who bully us. Unfortunately, as research and experience have demonstrated, this method may be ineffective because the numbers of bullying incidents continue to soar, and in many cases the legal/law enforcement approach intensifies bullying.

Reports indicate that bullying is escalating in our schools. Ironically, during recent times these same schools have been trying most intensively to end the problem. Sadly, we too frequently hear of children who have taken their own lives as a result of bullying. In many of these cases the schools had anti-bullying policies, but they failed to solve the problem. Ten years ago, Izzy Kalman, a school psychologist and psychotherapist, wrote a manual called *How to Stop Being Teased and Bullied without Really Trying*. The manual teaches young people the simple solution to stop being bullied. Countless children have been helped by the manual and they tell Kalman it helped persuade them not to take their lives.

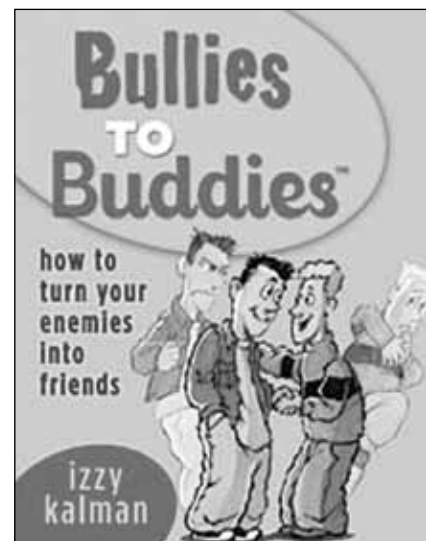
Kalman is so committed to this cause that he has made his manual free online at www.bullies2buddies.com. He claims that everything schools and young people need to know to dramatically reduce bullying can be found on his website.

The Bullies to Buddies™ program proposes a psychological solution to bullying. It is dedicated to ending the suffering of victims from teasing, bullying, cyber-bullying, workplace bullying, and school bullying throughout the world.

The website offers a number of services,

including, training, lectures, workshops, therapy, and the Victim-Proof Your School program that has been greatly successful in the United States. The approach is consistent with the teachings of all major schools of psychology and psychotherapy, including Rational Emotive Therapy and Cognitive Behavior Therapy.

Bullies to Buddies also provides users with access to different resources, including the Bullies to Buddies newsletter, articles, webinars, and the unique Bully Witch Hunt Blog on Psychology Today. Here Kalman fights to reverse the destructive witch-hunt against bullies by blogging about today's issues surrounding the anti-bully movement.



Where's the beef?

Not in the school Caf!

By Lisa Tran



Bobby Smith is spoiled for choice at lunch time. He can choose from Welsh rarebit, Coq au Vin, or steamed Mussels. If you think that Bobby is dining at a high class bistro you would be mistaken. Bobby is not a real person but if he was, he would be eating lunch in his school cafeteria.

There are a few schools in Canada that run an alternative cafeteria like the one in Bobby's school. These eateries deliver unique healthy meal options while dropping the sodium and saturated fats from the menu.

In the heart of Stratford, Ontario, lies Stratford Northwest Secondary School, home to the Screaming Avocado Café, a student-run alternative cafeteria. In the past the Screaming Avocado Café has featured on its menu: rabbit in red wine with squid pasta, chicken wings seasoned with Chinese five spice powder, and chipotle BBQ chicken. Every dish is served with a side salad and the entire meal costs only \$3. The Screaming Avocado Café is run by students taking the school's culinary arts course. The food served at lunch is prepared by the students as part of the day's class.

Similarly, in the "belly" of the town of Fergus, Ontario, the Centre Wellington District High School has a culinary arts program nicknamed "The Food School." The program is founded on a curriculum specially developed by the Ontario Ministry of Education. Here, the students prepare fine dishes that they serve to school functions and community events. Currently, plans are underway to open Café La Ruche, an alternative eatery in the school that will offer a daily menu for students, teachers, and community members prepared by the students of The Food School.

Surprisingly, an unusual menu does not deter students; as many as 200 meals are sold daily in the Stratford school's second cafeteria. Hungry students flock to the Screaming Avocado for a number of reasons. Firstly, there's the nutritious food. There may not be a frumpy lunch lady spooning slop onto a tray in the main cafeteria, but the nutritional value of the gravy slathered fries or greasy cheese pizza may be the same as in the slop. Secondly, and likely more profoundly, students now have greater choice.

Maria Fernanda Nunez, a graduate student and researcher at the



University of Toronto's Nutritional Sciences Department suggests that when schools present students with opportunities to make healthy food choices instead of drawing hypothetical scenarios where they can make choices, the students are taking responsibility and ownership of the food they eat. Nunez says this is "important in maintaining good dietary habits."

Healthy eating should be a concern for educators because 18% of Canadian children and adolescents are overweight (1.1 million) and 8% of them are obese (half million) according to Statistics Canada. Obesity is defined as having a BMI (body mass index) of greater than 30kg/m². Surprisingly, identifying obesity may be the most difficult step in treating it and it is not because patients are in denial. Dr. Glenn Berall, Chief of Paediatrics at North York General Hospital and Assistant Professor at the University of Toronto, Department of Paediatrics, finds that parents can only identify obesity in their children 60% of the time. This raises two alarming issues; not only do the health of these children go unrecognized 40% of the time, but also the identification of obesity is more difficult because

our perceptions change as the number of obese persons increase.

The good news is that obesity can be treated, even cases linked to genetic conditions, such as Prater Willi Syndrome that may cause over-eating in childhood and obesity in adolescence. Dr. Berall diagnoses and treats childhood and adolescent obesity at his clinic. At a recent lecture for the Canadian Obesity Network, Dr. Berall explained that a dietary management system, appetite regulation, reduction in sedentary activity, and environmental management are keys to fighting obesity in youth.

Obese and overweight children are gorging for one reason or another. Perhaps their parents are also overweight and family meals are prepared with poor food choices. Or there may be different cultural perceptions of what is an ideal or healthy weight. Unhealthy eating habits may also be a result of convenience. Parents may have too hectic a schedule to provide nutritious meals and rely on fast food at home and for school lunches.

Teachers cannot change what students consume outside the classroom, but at the same time parents and doctors should not be

WHERE'S THE BEEF?

the only ones bearing the burden of overweight children. Educators can be included in the fight against obesity too. If children spend approximately six hours a day in school, a quarter of their day, and consume one-third of their calories while there, teachers ought to ensure that the classroom setting makes up at least a quarter of a child's environmental management.

When we consider that schools teach healthy eating from grade one (as they do in Ontario), but there are millions of overweight and obese Canadian children, we need to wonder if these students are lacking essential nutrients in their education. When examining the Ontario elementary health and physical education curriculum for example, the specific healthy eating expectations by grade level are clearly spelled out.

By Grade One, students are expected to identify food groups while teachers can suggest healthy snacks they can make or bring to a bake sale, such as whole grain muffins or zucchini bread. In Grade Two, students need to identify a healthy, balanced diet and apply decision-making skills to create menus for healthy meals. If we jump to Grade Five, students are expected to explain the purpose and function of calories and major food nutrients in addition to identifying critical content on food labels. Grade Six students are expected to describe the benefits of healthy eating for active living by the year's end. In Grade Seven, students examine the effects of healthy eating and the factors affecting healthy body weight. In the final year of elementary school, Grade Eight students are asked to adopt personal food plans based on nutritional needs and personal goals to improve or maintain their eating practices.

Is there some ambiguity as to the purposes of healthy eating in these health education curriculum goals? Healthy eating should not be defined as an activity or a dietary choice. Perhaps healthy eating habits need to be juxtaposed with good health.

Teachers can promote healthy eating to their students in a number of ways. First and foremost, they can explain that nutrition is pivotal in students' lives so that they can begin to appreciate its importance and take more control of their dietary habits. Students also need to know about the relationship between good nutrition and health. For example, Nunez says, "a diet high in fat contributes to heart disease; a diet high in sugar and starchy foods is linked to diabetes; high calcium and vitamin D intakes are important for developing strong bones and preventing osteoporosis later in life." Nunez also adds that "students should learn about the relationship between individual nutrients (fat, protein, carbohydrate, vitamins and minerals, fibre) and health."

Students can put into practice what they learn about nutrition by taking responsibility for their food choices. They can begin by helping to prepare meals in the family kitchen or in their culinary arts class. Or there can be healthier lunch options at their schools. Understandably, not all schools can implement a culinary arts pro-



gram to start up their own little bistro. But schools with traditional cafeterias can affect a health conscious movement by updating their existing menus to provide students with a variety of appealing dishes. The menus need not be exotic or feature unusual meals, but they must provide students different choices on a daily basis. For example, Valley Park Middle School in Toronto offers students a chicken breast wrap and salad for only \$3. This simple lunch can serve teachers and educators other ideas for similar healthy

and delicious cafeteria items that will not require a culinary team to prepare.

Schools need to be involved in fighting childhood obesity because they often become the gateway for improving the diet of students who do not have the resources at home. This can come in the form of providing free meals to students, creating a new, diverse cafeteria menu, or simply teaching them about nutrition. School boards can update their curriculum to promote healthy eating as a continuous lifestyle. Teachers can specifically involve parents by asking them to provide information on traditional ethnic meals and add them to the examples of healthy meal options for students.

On a wider scale, schools can provide and/or improve the food available to students by banning vending machines or eliminating the sale of carbonated drinks. Schools can also implement or improve alternative, low-cost or subsidized cafeterias. If the school boards, local or provincial governments cannot cover the full cost of a school-nutrition program, schools can involve parents, the local community, and other nutrition advocates such as local chefs and celebrities to endorse the initiative. Schools can also involve students by starting a community garden that the students will maintain where the produce grown can be used in the school cafeteria.

Finally, it should come as no surprise that there are countless reports demonstrating the unequivocal link between nutrition and school performance. Research shows that standardized test scores and the rate of absences and tardiness can be affected when students receive proper, nutritious meals. As well, observational research indicates that fruits and vegetables are positively correlated with academic performance whereas diets high in "empty-calorie" foods (high in sugar and fat) are detrimental.

Understandably, there are many obstacles teachers, schools, and administrators will face in fighting childhood obesity, in teaching nutrition, and in implementing changes in school cafeterias. These pale in comparison to the struggles that overweight and obese Canadian children endure on a daily basis. These children will continue to experience difficulties later in life if we do not take action on their behalf today.

CURRICULA

Glissez une pièce au programme Quatrième cours : Les Jeux olympiques

www.teachmag.com/teach_mint.html

Introduction

La première preuve documentée des Jeux olympiques de l'Antiquité remonte à près de 2 800 ans, soit 776 avant J.-C. Les Jeux se tenaient alors à un endroit appelé « Olympie ». L'intervalle de quatre ans qui s'écoulait entre les jeux s'appelait une « olympiade ». Par conséquent, quand nous faisons référence aux Olympiades modernes, il ne s'agit pas des Jeux en soi, mais de l'intervalle entre les Jeux. Les Jeux olympiques représentaient en quelque sorte un calendrier réunissant dans les faits tous le quatre ans des composantes de la société grecque alors qu'elle ne formait pas un pays unifié mais comprenait une série de villes-États englobant l'Italie, l'Afrique du Nord et l'Asie mineure. On a aboli les Jeux de l'Antiquité quand la Grèce a été conquise par l'Empire romain vers 146 avant J.-C. L'abolition des Jeux a donné lieu à un affrontement philosophique. Dans la tradition grecque, les Jeux célébraient l'excellence de la performance sportive. Or, selon la tradition romaine, ils devaient être un spectacle destiné à satisfaire un public, où on n'accordait pas d'importance à la recherche de l'excellence. Enfin, en 393 après J.-C., l'empereur Théodose Ier, converti au christianisme, a aboli les Jeux pour de bon. Il a fallu quelque 1 500 ans pour que les Jeux olympiques refassent leur apparition. En 1894, le Français Pierre de Coubertin a eu l'idée de réinstaurer les Jeux olympiques et il s'est inspiré des Jeux de l'Antiquité. Il a fondé, à Paris, le Comité international olympique (CIO). Deux ans plus tard, les premiers Jeux olympiques des temps modernes avaient lieu à Athènes, en Grèce, lieu symbolique qui avait accueilli les Jeux grecs de l'Antiquité. Depuis, les Jeux olympiques modernes ont pris de l'ampleur et de l'importance, avec l'ajout des Jeux d'hiver et l'augmentation du nombre de sports olympiques, et les femmes eurent le droit de concourir. Leur participation a été autorisée au départ sans enthousiasme. Néanmoins, certaines performances des plus impressionnantes sont celles de concurrentes dans des sports d'équipe et des épreuves individuelles.



Photo: © ablestock.com

Lien avec le programme d'études

Évaluation

Rubrique

Voir les documents ci-dessus affichés sur le site www.teachmag.com/teach_mint.html

Activités

Activités pour les élèves des niveaux inférieur (de la 4^e à la 6^e année), intermédiaire (de la 7^e à la 9^e année) et supérieur (de la 10^e à la 12^e année)

Attentes et résultats généraux

Les élèves pourront :

- retracer l'histoire des Jeux olympiques de l'Antiquité et établir un lien avec la version des temps modernes;
- voir en quoi les Jeux olympiques des temps modernes diffèrent de ceux de l'Antiquité;
- comprendre la capacité du sport amateur à influencer sur le caractère et la fierté d'un pays;
- comprendre les symboles qui représentent les Jeux olympiques, leur signification et leur importance;
- créer leurs propres symboles représentatifs des Jeux olympiques;
- en savoir plus sur les Jeux olympiques et leur fonctionnement;
- travailler en équipe;
- perfectionner leurs compétences en évaluation et améliorer leur raisonnement critique.

Concepts et questions clés

Les élèves étudieront l'importance du sport amateur ainsi que son incidence et son importance pour le pays.

Durée

De deux à quatre périodes de cours

Matériel requis

Fournitures artistiques, stylos, papier, marqueurs, ordinateurs avec accès à Internet

Activité pour les élèves du niveau intermédiaire

Les Jeux olympiques : La dimension publique du sport

Attentes et résultats

Les élèves pourront :

- faire des recherches sur l'histoire des Jeux olympiques;
- comprendre les aspects politiques du mouvement olympique;
- faire des recherches sur le concept d'une mascotte, ce dont il s'agit et ce qu'elle représente;
- choisir leur propre mascotte pour les Jeux olympiques d'hiver de Vancouver en 2010;
- faire un exposé à l'intention du reste de la classe;
- travailler en équipe;
- perfectionner leurs compétences en analyse et améliorer leur raisonnement critique.

Ressources

<http://www.radio-canada.ca/turin/>
http://archives.radio-canada.ca/IDD-0-60-1309/sports/olympiques_histoire_radio-canada/
<http://fr.beijing2008.com/68/70/column211717068.shtml>
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www.aboutface-mascots.com/whats.htm (en anglais seulement)
<http://fr.wikipedia.org/wiki/Mascotte>
www.mapsofworld.com/olympic-trivia/olympic-motto.html (en anglais seulement)

Introduction

Les Jeux olympiques concernent de nombreux pays qui envoient des athlètes représentatifs pour concourir dans un éventail de disciplines sportives. À un niveau, les Jeux olympiques célèbrent la recherche de l'excellence en sport. À un autre, ils constituent un événement mondial pour le divertissement de millions de spectateurs. Chaque athlète veut gagner. Chaque pays veut que ses équipes excellent. Les Jeux olympiques sont régis et administrés par le Comité international olympique (CIO) qui a son siège à Lausanne, en Suisse. Le CIO a été créé en 1894, dans le but de réorganiser des Jeux olympiques, ce qu'il a fait en 1896 quand les premiers Jeux des temps modernes ont eu lieu, comme il se devait, à Athènes, en Grèce. Depuis 1972, chaque édition des Jeux olympiques a eu une mascotte ou un personnage représentant l'esprit de la compétition et le thème sélectionné par le pays hôte.

Discuter

Tenez une discussion générale avec la classe sur les Jeux olympiques en tant qu'événement très médiatisé, comportant des cérémonies d'ouverture et de clôture théâtrales et empreintes d'apparat et de faste. Vous pourrez montrer, sur vidéo, certains faits saillants de Jeux olympiques antérieurs afin de préciser le contexte pour la classe, en particulier pour les élèves qui n'ont jamais vu ou regardé les Jeux olympiques. Que pense la classe des symboles associés aux Jeux olympiques? Par exemple, les cinq anneaux, que représentent-ils? Ou, que signifie la devise olympique, « Citius, Altius, Fortius » (plus vite, plus haut, plus fort)? Depuis 1972, les Jeux olympiques ont une mascotte. Les élèves peuvent-ils se souvenir de toutes les mascottes depuis 1972?



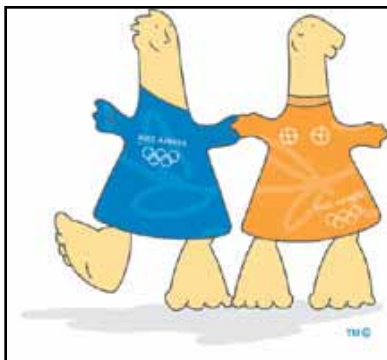
Amik, le castor, mascotte de 1976



Les mascottes olympiques Hidy et Howdy, Calgary, 1988



L'ours Misha des Jeux olympiques d'hiver de 1988 à Calgary



La soeur et le frère, Athena et Phevos, étaient les mascottes des Jeux olympiques de 2004 à Athènes



Ollie le kookaburra, Syd l'ornithorynque et Millie l'échidné les mascottes des Jeux olympiques de 2000 à Sydney, en Australie

Répartir

Divisez la classe en équipes de trois ou quatre élèves.

Effectuer des recherches

Les équipes utiliseront la liste de ressources ci-dessus pour retracer l'histoire des Jeux olympiques de l'Antiquité et des temps modernes ainsi que du Comité international olympique. Il s'agit d'information générale. En se reportant à cette liste, les équipes feront également des recherches sur l'histoire des mascottes en général et sur celles des Jeux olympiques en particulier.

Rédiger

Les équipes fourniront un résumé des conclusions de leurs recherches (une page par sujet, soit un total de deux pages au maximum).

Remue-ménages

Les équipes trouveront des idées de mascottes pour les Jeux olympiques d'hiver de Vancouver en 2010. Soulignez que les équipes doivent proposer des options réalistes et choisir des matériaux facilement disponibles pour la confection de leur mascotte.

Dessiner

Les équipes proposeront deux ou trois dessins de leur mascotte.

Mettre la dernière main

Après une brève discussion, les équipes mettront la dernière main au concept qu'elles privilégient.

Créer

Après avoir mis la touche finale au modèle de leur choix, les équipes créeront maintenant leur mascotte. Elles lui donneront vie autant que possible avec les matériaux disponibles.

Présenter

Chacune des équipes présentera sa mascotte à la classe en expliquant sa signification et son importance.

Activité complémentaire

Chaque équipe prendra la mascotte qu'elle aura créée et l'utilisera comme porte-parole officiel d'une campagne de promotion. La campagne pourra inclure des affiches, des annonces diffusées à la radio, à la télévision ou sur Internet ou un exposé PowerPoint. Les élèves qui prévoient des annonces télévisées mais qui n'ont pas accès à du matériel vidéo voudront peut-être présenter des scénarimages. Ils devront ainsi concevoir le thème de la campagne et son objectif et établir qui ils souhaitent cibler et pourquoi. Les équipes détermineront les médias les plus appropriés pour leur campagne de promotion et elles justifieront leur choix. Une stratégie écrite d'une page ou d'une page et demie doit accompagner la campagne. Chaque équipe présentera ensuite sa campagne de la mascotte olympique au reste de la classe.

Activité pour les élèves du niveau supérieur

Les Jeux olympiques : Que les Jeux commencent

Attentes et résultats

Les élèves pourront :

- retracer l'histoire des Jeux olympiques de l'Antiquité et des temps modernes;
- comprendre comment on organise et administre un événement comme les Jeux olympiques;
- comprendre comment les pièces de monnaie ou les médailles sont fabriquées;
- concevoir une série de pièces ou de médailles olympiques;
- concevoir une stratégie de promotion des pièces olympiques qu'ils auront conçues;
- avoir une idée du coût de l'organisation d'un événement comme les Jeux olympiques;
- effectuer des recherches approfondies à l'aide d'Internet;
- travailler en équipe;
- acquérir le sens critique et des compétences en analyse.

Ressources

<http://www.radio-canada.ca/turin/>

http://archives.radio-canada.ca/IDD-0-60-1309/sports/olympiques_histoire_radio-canada/

<http://fr.beijing2008.com/68/70/column211717068.shtml>

www.olympic.org/uk/games/ancient/index_uk.asp (en anglais seulement)

http://archives.cbc.ca/IDD-1-41-1344/sports/olympics_summer/ (en anglais seulement)

www.canadianencyclopedia.ca/index.cfm?PgNm=TCE&Params=A1ARTA0001319 (en anglais seulement)

http://fr.wikipedia.org/wiki/Comit%C3%A9_international_Olympique

www.solarnavigator.net/olympic_games.htm (en anglais seulement)

http://archives.cbc.ca/IDD-1-41-597/sports/sports_funding/ (en anglais seulement)

<http://www.olympic.ca/FR/2006turin/fullcal.shtml>

www.hickoksports.com/history/olopenclose.shtml (en anglais seulement)

http://fr.wikipedia.org/wiki/Jeux_olympiques_d%27%C3%A9t%C3%A9

Durée

De six à dix périodes de cours

Matériel requis

stylos, papier, ordinateurs avec accès à Internet



Le dollar porte-bonheur des Jeux olympiques d'hiver de 2006



Pièce de 5 \$CAN commémorant les Jeux olympiques de 2006 à Montréal



Logo des Jeux olympiques de 1976 à Montréal



*L'Inukshuk « Illanaaq »
- L'Inukshuk est un symbole
amérindien, et Illanaaq signifie
"ami" en langue Inuit.*

Introduction

L'organisation d'un grand événement comme les Jeux olympiques requiert une énorme planification, une grande organisation active et beaucoup d'argent. Les villes souhaitant présenter leur candidature pour la tenue des Jeux olympiques consacrent beaucoup d'années et de millions à la préparation de leur candidature au Comité international olympique. La ville dont la candidature est retenue jouit d'un énorme prestige et peut montrer ce qu'elle et son pays ont à offrir. Le Canada a tenu les Jeux olympiques deux fois : ceux d'été à Montréal, en 1976, et ceux d'hiver à Calgary, en 1988. Il sera à nouveau le pays hôte des Jeux olympiques d'hiver de 2010 à Vancouver.

Discuter

Tenez une discussion générale sur les Jeux olympiques en tant qu'événement important et complexe nécessitant de nombreuses années de planification et d'organisation. Si c'est possible, montrez à la classe quelques vidéoclips ou au moins des photographies de cérémonies d'ouverture et de clôture. Demandez aux élèves ce qu'ils pensent des Jeux olympiques et en particulier ce qui distingue un événement réussi d'un événement raté.

Répartir

Divisez la classe en équipes de quatre ou cinq élèves.

Effectuer des recherches

À l'aide de la liste de ressources ci-dessus, demandez aux équipes de faire des recherches sur le contexte et l'histoire des Jeux olympiques. Invitez-les à se concentrer sur les aspects organisationnels et logistiques des Jeux, en essayant de comprendre comment ils sont organisés, ce qui est requis et quelles sont les diverses facettes des Jeux olympiques.

Rédiger

Les équipes rédigeront en style télégraphique un résumé des recherches réalisées (deux pages au maximum).

Remue-méninges

Une nouvelle série de pièces de monnaie olympiques doit être conçue pour les Jeux d'hiver de 2010 qui se tiendront à Vancouver. Les équipes trouveront des idées et des concepts pour cette nouvelle série.

Effectuer des recherches

Les équipes effectueront des recherches sur les méthodes et les procédés utilisés pour concevoir et fabriquer les pièces olympiques.

Rédiger

Les équipes résumeront l'information recueillie concernant la frappe de pièces (deux pages au maximum).

Concevoir

L'équipe ébauchera quelques motifs pour la série de pièces olympiques.

Rédiger

L'équipe rédigera un court document décrivant le motif, notamment ce que devrait signifier la série de pièces et pourquoi le motif en question a été choisi.

Discuter

Chaque équipe discutera de ses motifs et décidera de celui qu'elle préfère.

Mettre la touche finale

Les équipes mettront la touche finale à leur série de pièces.

Produire

Les équipes produiront un motif fini pour la série de pièces. Elles pourront le dessiner à la main ou sur ordinateur ou encore réaliser une maquette.

Présenter

Les équipes présenteront leur motif de pièces au reste de la classe.

Activités complémentaires

1. Les équipes planifieront, élaboreront et créeront les volets d'une campagne de promotion ou de marketing pour leur série de pièces olympiques. Elles concevront une stratégie médiatique, c'est-à-dire établiront le marché cible et la meilleure façon de le joindre. Les équipes prépareront également un budget pour leur plan-média, lequel devrait être très précis. Par exemple, si une équipe juge que la télévision est le meilleur média à employer, elle devra alors établir un calendrier et noter les choses suivantes : les stations et les programmes pendant lesquels elle veut faire ses annonces, et le nombre d'annonces qu'elle diffusera ainsi que la période de diffusion. Les équipes créeront un scénarimage de la campagne illustrant les divers volets. Elles pourront choisir de mener une campagne média intégrée qui inclut par exemple la télévision, la radio, la presse écrite, Internet et la baladodiffusion. Une fois qu'elle aura peaufiné la campagne et établi tous les éléments et le budget, l'équipe fera une présentation de manière professionnelle à la classe comme si elle se trouvait devant un vaste public plus influent. Le « public » fera part de sa rétroaction.
2. Les équipes passeront en revue les recherches effectuées sur la logistique et la planification se rapportant à l'organisation d'une épreuve des Jeux olympiques. Chaque équipe recevra un budget de 10 millions de dollars, qu'elle allouera à la cérémonie d'ouverture ou de clôture des Jeux olympiques d'hiver de Vancouver en 2010. Les équipes fourniront un plan et un budget détaillés et expliqueront comment cet argent sera dépensé pour la cérémonie choisie. Le budget devrait inclure des éléments comme le site, le divertissement, les artistes, la musique, le matériel et les services techniques, la sécurité, les concessions, la décoration scénique et la construction de la scène, l'éclairage, la maintenance, etc. Les équipes présenteront en PowerPoint leur plan de la cérémonie à la classe. La présentation devrait être aussi réaliste que possible et inclure des images qui donnent une idée des divers éléments et volets de la cérémonie proprement dite.

FIELD TRIPS : what's on

Welcome to the latest installment of Field Trips: What's On where we present ideas for a future field trip. In this, the January/February edition, the spotlight subject is PhysEd. A day excursion for PhysEd class is great because many of the destinations provide students with educational activities that keep them active and require teamwork while providing them with a hands-on learning experience.



FIELD TRIP LOCATIONS

British Columbia

Glacier National Park of Canada and Mount Revelstoke – Revelstoke

Glacier National Park of Canada protects a portion of the Columbia Mountains Natural Region found in the interior wet belt of British Columbia. The park protects unique stands of old-growth cedar and hemlock and is a critical habitat for threatened and endangered wildlife species such as the mountain caribou, mountain goat and grizzly bear. The steep, rugged mountains, warm, moist climate and wide variety of plant and animal life are typical of this natural region.

Mount Revelstoke National Park is a place of contrasts. It has dense, old-growth rainforest of

giant cedar and pine, while further north is found subalpine forest, and finally alpine meadows and tundra.

PHYS ED SCHOOL PROGRAMS:

Predator Prey

(Grade 7 PE or Science, available in fall or spring)

In this large group activity, students take on the role of an animal in the local forest. Students collect food and water tokens to keep their animal alive, and find hiding spots (shelter) to protect them from predators. The game introduction and debrief sessions examine predator-prey relationships and food webs.

Location: Mount Revelstoke Chalet

Snowshoeing

(Grades 5-12 PE and Science, available in winter)

For PE classes, safe winter travel and preparedness are the main focus. It will include travel on

trails and active games. For science classes, there is an interpretive emphasis on winter ecology, as well as plant and animal adaptations to winter.

Location: Mount Revelstoke Chalet or Wheeler Hut

Orienteering (Grades 8-12 PE, Grade 8 Social Sciences, available in fall or spring)

Students are taught how to use a compass and how to estimate distance, using pacing. They complete an outdoor compass course, in which they find a number of stations in the forest using their compasses and maps.

Location: Mount Revelstoke Chalet

Fee: Bussing to programs is paid by the school board British Columbia. Park programs are free. Entry fees are charged at some locations (\$2.90/student).

Instructors: Verena Blasy (BSc, BEd) and Alice Weber (BSc) bring their enthusiasm for teaching, fascinations with nature, and passion for the past to every learning adventure. They have twenty years combined teaching experience in classrooms and outdoor schools. All programs are linked to the B.C. curriculum

For booking information contact:

Alice Weber & Verena Blasy

Phone: (250) 837-7500

Email: RevGlacier.Outreach@pc.gc.ca

Website: www.pc.gc.ca/eng/pn-np/bc/glacier/index.aspx

Humber Arboretum – Toronto, Ontario

The Humber Arboretum is a joint venture of the City of Toronto, Humber College and Toronto and Region Conservation.

The park is situated on the West Humber River in northwest Toronto. The park allows you to wander along trails and boardwalks through gardens, forests, meadows, and wetlands. It is located behind Humber College's North Campus is open to the public during daylight hours.

PHYS ED SCHOOL PROGRAMS

Survival Game (Grades 3, 4, 6, 7, available January to December)

This unique game highlights the challenges animals face in nature, in order to survive. Students will be split into different groups including herbivores, omnivores, carnivores, elements, and disease. Students are brought to a natural setting where they will try to locate food and water stations to ensure their survival. Maximum participants: 60.

Tobogganing (All Grades, available December to February)

Discover the historical importance of toboggans and enjoy this winter activity (weather permitting). Available for French Immersion students. Maximum participants: 30.

Snowshoeing (All Grades, available December to February)

Discover the historical importance of snowshoes and enjoy this winter activity. Weather permitting. Available for French Immersion students. Maximum participants: 30.

Winter Survival (Grades 1-4) FI

Uncover through a mix of discussion and activities, animal survival techniques.

(December-February)

Orienteering (Available Mid-May to November, inclusive)

Students are given a brief introduction to the fundamentals of compass and map reading. Students, using a special arboretum map and compass, work to complete a walking orienteering course. Available for French Immersion students. Maximum participants: 30.

Survival Game (Grade 9, available all year)

Same as above. Maximum participants: 30.

Follow up sheets are available for most of programs at the Arboretum's website. They contain information and activities that can be used in the classroom following your visit to the Arboretum.

Each program is a half-day in duration. It is recommended that teachers choose two programs to make a full day at the Arboretum for grades one and up. Students should be suitably dressed for outdoor activities (i.e. comfortable shoes, raincoats, hats and mittens, etc.).

Cost:

Half day, 1 program \$6.83 (\$6.50+GST) per student

Full day, 2 programs \$10.50 (\$10.00+GST) per student

School groups must have a minimum of 20 students.

Please note that your school may be eligible for funding through local sources. To find out more contact the Arboretum at the Centre for Urban Ecology.

Book information:

205 Humber College Blvd.

Toronto, Ontario

M9W 5L7

Centre for Urban Ecology and Humber Nature Programs:

416-675-5009

Gardens: 416-675-6622 Ext. 4467

Fax: 416-675-2755

E-mail: naturecentre@humber.ca

Website: www.humberarboretum.on.ca/

The places chosen are not personally reviewed or endorsed by TEACH Magazine. They only represent ideas for your next field trip.

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Learningvillage.com, is an online guide to the best in learning software from Canadian teachers, for Canadian teachers and families.

Learning Village is an independent review and advisory centre for parents and teachers who are looking for credible information on the best in educational software. In Learning Village's Software Guide, you will find our short list on the best we have seen, with complete software profiles, who each program best suits, and commentary from teachers and children who have used the program. Online ordering links and ordering by phone are available on the site, through Learning Village's online partner, the CDROM Store, one of Canada's best educational software retailers.

Learning Village is sponsored by TV Ontario.
www.learningvillage.com



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TEACH Magazine is proud to present the third in the series of teen adventure stories for readers aged 11-16 years.

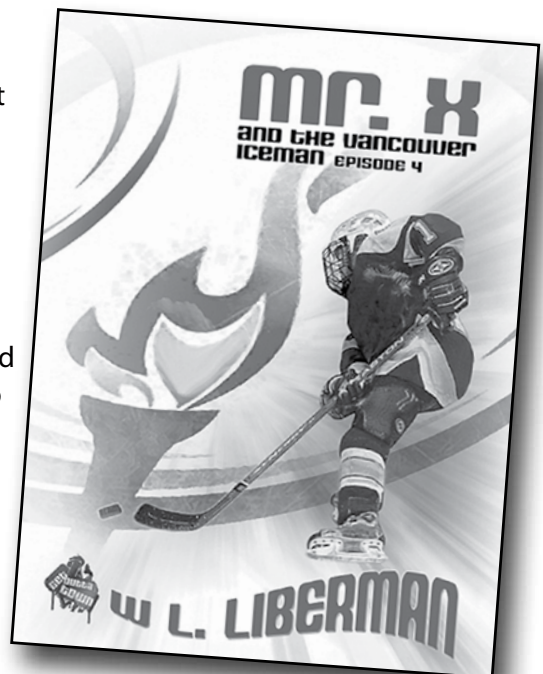
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For more information, please contact TEACH Magazine at info@teachmag.com

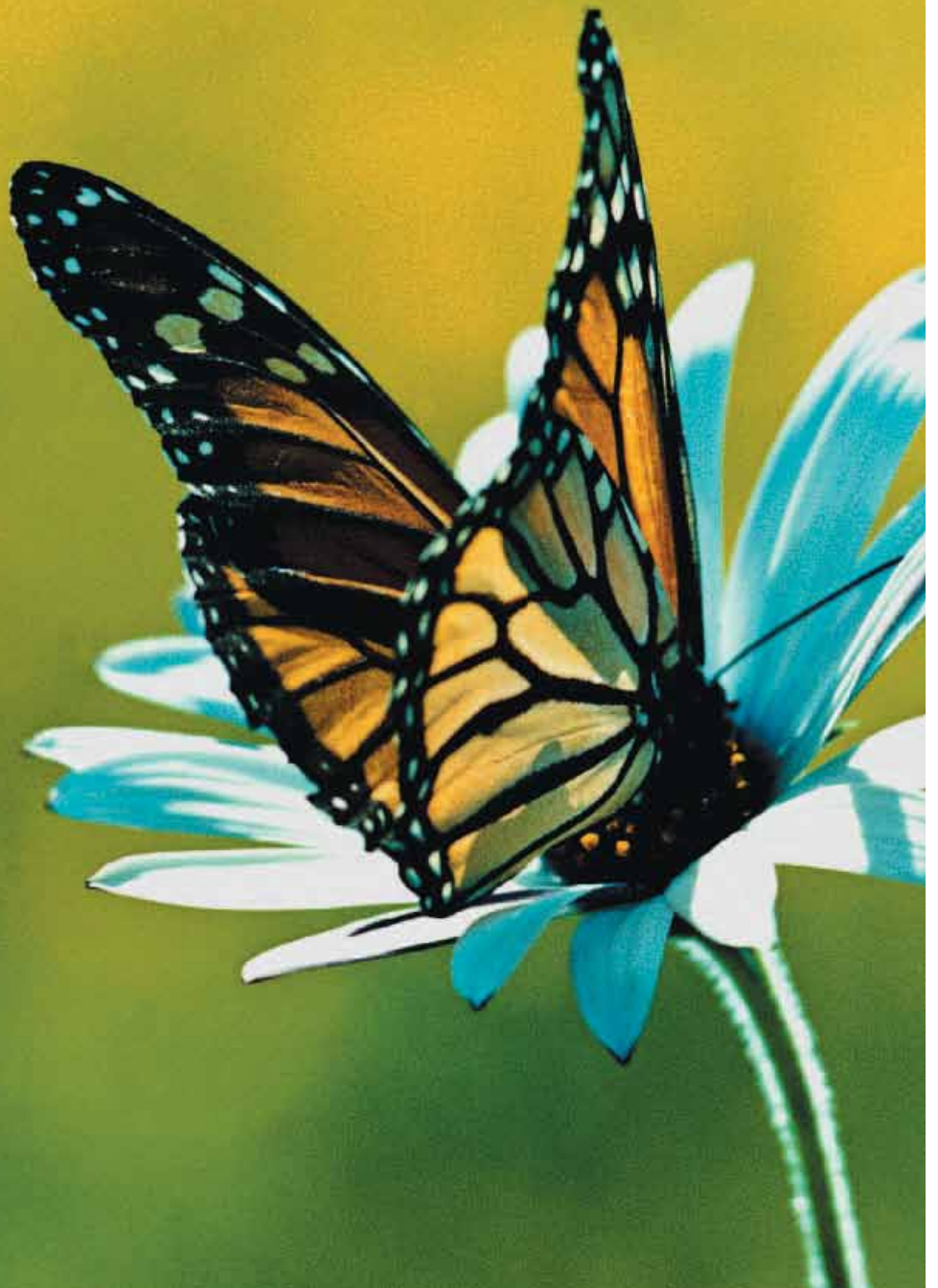
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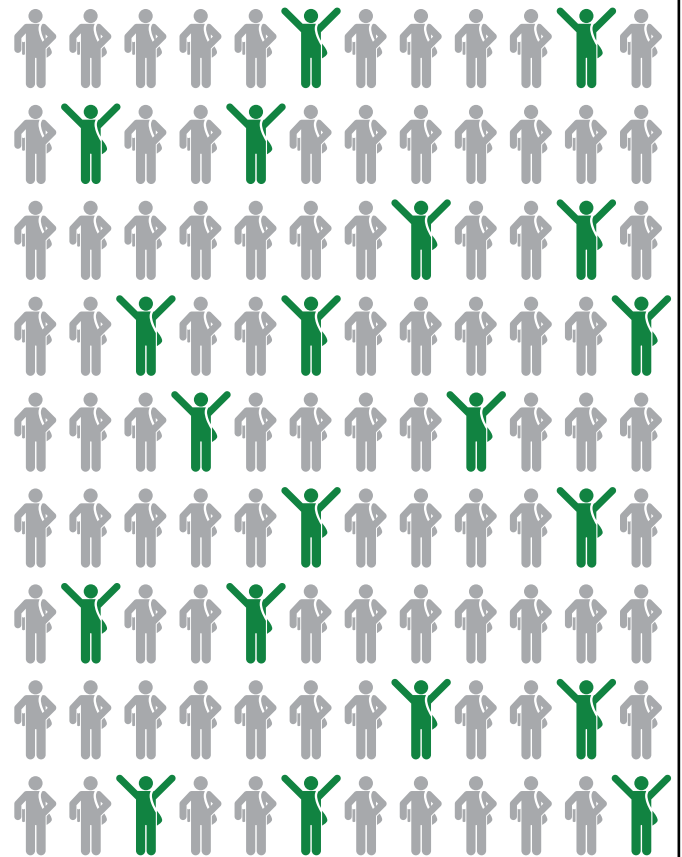


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HEALTH CANADA

CURRICULUM LINK: NUTRITION

The Eat Well - Be Active Winter 2010 Challenge

With the Winter Games upon us, this is the ideal time to show your students the importance of goal-setting—specifically when it comes to healthy eating and physical activity.

Teach your students the importance of setting SMART goals by having them participate in **The Eat Well - Be Active Winter 2010 Challenge!** Visit popmagazine.com to download SMART goal-setting tips and examples; plus a goal Tracking Chart for your class. After completing the 7-day Challenge, enter online for a chance to win a \$100 gift card to Staples!

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POP! JR's **Creativity without Borders** take readers on an arts and crafts adventure to demonstrate that art has no limitations. Kids will love the many art and craft activities that fill the pages of this edition of *POP! JR*. Plus, *POP! JR* and Elmer's developed exciting art lesson plans for Junior Kindergarten to Grade Two! Visit popmagazine.com to download the classroom ready lesson plans and win great Elmer's prizes with the Creativity without Borders classroom contest!

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CURRICULUM LINK: CROSS CURRICULAR

The Toronto Maple Leafs Hockey Club is proud to present the 11th year of **Leafs@School**. This online program uses the sport of hockey and members of the Toronto Maple Leafs to teach your students the Ontario curriculum from math through to language. In addition to the many classroom-ready lesson plans, Leafs@School offers an English as a Second Language unit. Visit leafsatschool.com to find out more.

OILERS@SCHOOL

CURRICULUM LINK: CROSS CURRICULAR

The Edmonton Oilers Hockey Club proudly launches the 2nd year of **Oilers@School**, sponsored by Encana. This web based program offers teachers free curriculum based, hockey themed stories and lessons plans highlighting the Oilers history and its current stars. The exciting language arts, social sciences, mathematics, physical education and fine arts projects will capture your students' attention and help make learning fun. Visit oilersatschool.com to find out more.

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