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TEACH

EDUCATION FOR TODAY AND TOMORROW

VIRTUAL
FIELD TRIPS:
HONEY BEES

WEBSTUFF:
GARDENING APPS

SUMMER 2021
HOME AND CLASSROOM
ESSENTIALS FOR TEACHERS

Many of us are pleased to say goodbye to the 2020-21 academic year and are

looking ahead to the fall for some COVID respite. It has been an arduous year with lockdowns and other restrictions taking effect. Not to mention the continuous opening and closing of schools, the adjustment to remote working and learning for parents and kids, and the social and physical isolation that goes along with not being able to see friends and family for extended periods of time.

Our feature article, written by Adam Stone, explores the topic of “social stamina” and what happens when kids find themselves re-immersed in a school’s physical environment after learning at home for so long. Some may experience anxiety or depression. Others may find their social skills have atrophied and their ability to navigate in-person interactions has diminished. This may be both jarring and disorienting, and can have serious impacts on students’ health and well-being. Speaking with a range of experts, Stone presents a variety of strategies that teachers can use to help guide their students through this period of social adjustment. Everyone wants a successful start and finish to the upcoming school year. Until students return to the classroom, however, the depths of the challenges that lie ahead are currently unknown.

As a summer special, we are departing from our usual content to provide a bright menu of “Summer Essentials” for teachers. From impressive coffee table books to customizable lesson plan organizers, this list covers a variety of items that teachers can enjoy at home during their time off or can use to begin preparing for another year in the classroom.

NOTES

This issue’s Classroom Perspectives section explores how one U.K. teacher single-handedly revived and revitalized

a modern languages program that previously had very little interest—on the part of both students and other teachers. In this case, the language in question was

French, which, thanks to this teacher’s hard work, is now freely spoken and embraced in the school’s culture. From the initial foray into French, other foreign language programs such as Spanish and Mandarin have also blossomed, giving the students a more global perspective.

Our Field Trips column focuses on an iconic—and very important—summer insect: bees. These creatures are essential to our health and our economy; without bees, agricultural industries would literally wither on the vine. Unfortunately, our buzzing friends are under siege and need to be rescued. To help, we’ve selected several top-notch virtual experiences that can be used to teach students all about bees and how to protect them. In keeping with the themes of nature and agriculture, Webstuff explores a range of gardening apps. Lockdowns and stay-at-home-orders have presented ideal opportunities to start home gardens, and this column provides tips on how to help them really flourish.

Finally, our built-in lesson plan, CURRICULA, highlights the very first Canadian hockey team ever to win a gold medal at the Olympic Games. This took place in the year 1920 at Antwerp, Belgium. A local Manitoba club, the Winnipeg Falcons, became ambassadors for the game and the country, earning global kudos as a result while playing some mighty fine hockey as well.

Until next time.

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Summer 2021 Home and Classroom Essentials for Teachers



School's out for the summer, and after such a challenging year, it's important to give yourself time to recharge. Here are a few items that can help you catch up on much-needed rest and relaxation, while also taking away some of the stress that comes with preparing for the fall. Check out these teacher must-haves for the summer of 2021.

COFFEE TABLE BOOKS

Even though in-person travelling might be restricted this summer, these beautiful volumes can help scratch that itch to explore by taking you on visual journeys to stunning locations. They also have the added benefit of making great display pieces.

Remote Places to Stay: The Most Unique Hotels at the End of the World by Debbie Pappyn and David De Vleeschauer

The Rainbow Atlas: A Guide to the World's 500 Most Colorful Places by Taylor Fuller

Bliss: Beaches by Randall Kaplan





Kentia palm
(*Howea forsteriana*)

Areca palm
(*Dypsis lutescens*)



PALM PLANTS

If you're looking to add a tropical, relaxed feel to your home or classroom, palm plants are a good place to start. These plants can be great for beginners because they don't require too much effort. Many are tolerant of low-light conditions, don't need to be watered too often, and are non-toxic to most pets.



Parlor palm
(*Chamaedorea elegans*)

HAND SANITIZERS

Show students you're up on your TikTok culture by sporting this new "next generation" hand sanitizer that went viral on the app. Touchland is a female-led brand that creates vegan and cruelty-free products. Currently they are dedicating 5% of their profits to providing sanitizing solutions for public schools in the U.S.

Here are some other unique hand sanitizers to try: Sanikind and Evolved By Nature.

Touchland



Evolved By Nature



Sanikind



ORGANIZATION APPS

With the arrival of summer vacation comes summer activities—for both you and the kids. Keep track of everyone's schedules with Cozi, the family organizer app. It also records chores, grocery lists, favourite recipes, and more!

Other great apps to help you stay organized include Remember the Milk and Pocket.

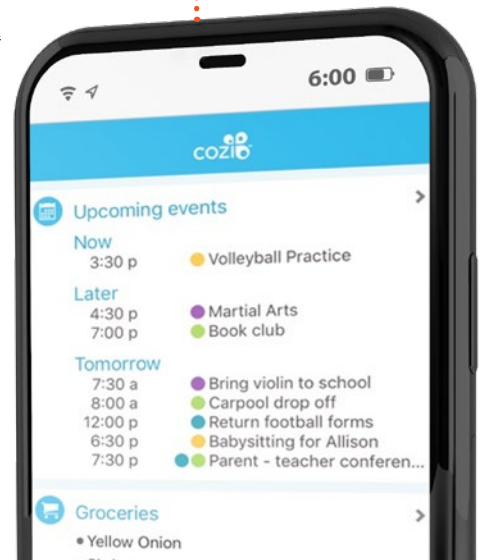
Remember the Milk



Pocket



Cozi



LESSON PLANNERS

The start of a new school year is always a bit hectic, but a good planner can be a lifesaver when it comes to managing the chaos. With different binding options, interior layouts, and plenty of fun covers, these customizable teacher lesson planners from [Erin Condren](#) are sure to meet your needs.

For other good options, take a look at the planners from [The Happy Planner](#) and [Teacher Created Resources](#).



Erin Condren



The Happy Planner



Teacher Created Resources

NON-ALCOHOLIC DRINKS

[Three Spirit Drinks](#) focuses on promoting happier and healthier ways to socialize through their plant-based drinks, which are designed to stimulate the mind, body, and palate. Best of all, their products are 100% vegan, cruelty-free, and are delivered in zero-plastic recyclable packaging.

For other alcohol-free options, check out [Everything Dry](#) and [Seedlip](#).



Seedlip

Everything Dry



Three Spirit Drinks



Bonjour! Making French Class Fun

By Ellie Chettle Cully



It's fair to say that languages other than English have never been top of the educational agenda in the U.K., where I live and work as a primary teacher at an inner-city school. Once upon a time, it was compulsory for all students to study a Modern Foreign Language (as we call them here) until the age of 16. However, students are now only required to take a modern language until age 14. This has led to a significant [decrease](#) in the number of students who continue their second language studies as far as university. The view that English is “enough” seems to prevail.

Then in 2014, changes to the country's National Curriculum made it mandatory for children ages 7-11 to begin studying a second language. This was part of a government-led process aimed at helping kids to become multi-lingual and culturally-aware citizens. A great idea

in theory, of course, except it still isn't being put into practice in many places.

RESIDENT FRENCH EXPERT

A few years later, in March 2017, I was sitting opposite my then-principal as she outlined her plans for my return to work from maternity leave. “I was wondering,” she said, “whether you'd like to teach French to the whole school?” I was thrilled. I had a degree in French and Hispanic studies, but since starting my teaching career, had encountered very few opportunities to actually use my languages skills in the classroom. The thought of creating and teaching an official French program for the entire school filled me with excitement.

It was only on the drive back home that the enormity of the task I'd been given began to sink in. Languages had been part of the primary school curriculum for the past 3 years, but the coverage in most schools was patchy at best and ours was no exception. A few teachers, like myself, with some background knowledge were squeezing in about 30 minutes a week amongst other subjects but most weren't even doing that. To say that modern languages in my school were bottom of the pile when it came to status would be a grotesque understatement.

I didn't really know where to start. I would need to devise a whole program of lessons—complete with accompanying resources—for eight different classes of students, many of whom had never had a French lesson before. I didn't have any training in how to deliver French myself and now I was going to be the school's resident "expert." And so began a long period of studying, learning, and observing. I joined a fabulous Facebook group for primary school Modern Foreign Languages teachers. I also attended training seminars and asked plenty of other teachers if they would allow me to observe their lessons and listen to their stories.

THE FIRST YEAR

Over the course of the following academic year, through lots of trial and error, the lessons I taught gradually improved and I began to see my students make progress. But often it was an uphill battle. There were some students who found the less formal nature of the lessons, with a heavy focus on oracy, difficult to cope with and used any excuse to mess around. Others claimed French was "too hard," and became disruptive and difficult. At times I wondered if there was any point in putting in so much effort, just to have my lessons derailed by constant disruptions.

Coming back after a year on maternity leave I sometimes questioned whether I was still any good at teaching. But slowly the students came around, thanks to plenty of patience on my part, along with a few tricks I had up my sleeve. One of the most successful tools was my big silver prize box. At the end of each lesson I would choose one hard-working child, or maybe two if I was feeling generous, to pick a prize from the box. It contained only cheap little pens, pencils, and erasers but the students loved it and the motivation it provided was incredible.

I also found games and activities that the children

particularly enjoyed and started to using those as motivational tools. I knew which games would really get students engaged, and used those again and again in various guises to keep everyone enthused about their learning.

At the end of my first year of French teaching I organized a special Bastille Day celebration (*le 14 juillet*) for all of my learners. We played [pétanque](#)—a French boules-type game—on the playground. Students also participated in a French cheese tasting. Most didn't seem to mind the brie and the goat cheese, but the Camembert and Roquefort were definitely an acquired taste. Many strange faces were pulled when eating those!

There was even an Eiffel Tower-building contest, where students competed to see who could construct the tallest free-standing tower. The structures were made from a wide range of materials: newspaper, cardboard, sticky tack, modelling clay, wooden doweling rods—even dried spaghetti and mini marshmallows! Some of the towers actually ended up being as tall as the younger students.

Last but not least, the celebration's pièce de résistance. A French café in the hall, complete with croissants and orange juice served by the most talented linguists from each class, who worked as French-speaking waiters for the day. Looking around at the happy faces of both children and staff members alike, I realised that we had come a long way.

And that was just the start.



CELEBRATING LANGUAGE

Since then, little by little, I have helped pull French from the bottom of the pile to one of the most visible subjects in the school. I've covered the walls of classrooms and corridors with displays of the children's work. I've also created "take-home bags" for each class, which give students the opportunity to bring their language-learning home with them. Each bag is full of games, books, puppets, postcards, and activities that the children can use to showcase what they have learned to their families. Every week the bag is returned to school so another class member can have their turn.

These days I run a variety of clubs after school as well, allowing children to further expand their language-learning experience. With the help of local groups and experts, I have started up Spanish, Latin, and Mandarin clubs, which any student can attend for free after class. I've made links with partners in other French-speaking countries—such as Guadeloupe, Rwanda, and Djibouti—so students can learn more about the Francophone world and exchange information with other children across the globe. One year I even organized a school trip to France!

Raising awareness of the French language within my school has caused fellow teachers to start highlighting the languages that our students speak at home too. We have over 50 different languages represented within our school

community, and every September I now help organize a special day to celebrate them. On this day, children learn more about the linguistic and cultural backgrounds of their peers through geography, art, and cookery. Students teach their classmates simple vocabulary in their home language, and we even invite parents to come and teach lessons or give book readings.

Our school calendar has more of a global mindset now, with the month of December heralding another celebration of culture: "Christmas Around the World." For this event, each class chooses a different country and learns about their festive traditions. This could work with any other winter holiday as well.

Making French a key part of our school curriculum hasn't been easy, but all my efforts are worth it when I walk down the school corridors and find myself greeted everywhere with a string of "Bonjour!" There is no better feeling than knowing that I'm helping to pass on a little bit of my passion for language-learning, one lesson at a time. I can honestly say I think I have the best job in the world!

ELLIE CHETTLE CULLY is Languages and International Lead at an inner-city primary school in Leicester, U.K. She teaches French, alongside extra-curricular Spanish and Latin, as well as runs training sessions in the delivery of languages to teachers in her local area.





Mystic Learnings: The Group of Seven

MYSTIC LEARNINGS: THE GROUP OF SEVEN is a digital literacy title that explores some of Canada's most famous painters and how their art helped shape Canadian identity. A great resource for teaching art, social studies, history, and literacy.



WWW.GROUPOFSEVEN1920.COM

Refreshing your classroom's approach to cybersecurity in 2021

By Fred King. Business solutions architect on Cisco's Global Education Team.

Before the COVID-19 pandemic, much of the conversation around security in schools was focused on physical safety. Virtual security was often an invisible afterthought for educators, and dealt with by IT administrators focused on protecting the school's network and the devices that connect to it.

With the transition to remote learning, all that has shifted. The school is also no longer the central hub and devices are spread across students and teachers' homes -- meaning less control over these personal networks, and less in-person oversight into websites and applications being accessed.

As we enter the second half of a challenging school year, here are three security practices educators should consider adopting (or revisiting) in the new year.

Contain your app sprawl

The transition to remote learning has naturally led to experimentation in the classroom with many educators embracing collaboration tools and online applications to keep students connected and engaged. This has also led to an unfortunate side effect: app sprawl.

Getting the number of separate logins under control is one step you can take to streamline classroom security and reduce the risk of a breach.

Start by checking if your preferred apps have integrations within the school's chosen learning management system. If not, is there a close equivalent? Over the past few months, LMS companies have expanded partnerships to embed apps and collaboration platforms, like **Cisco Webex Education Connector**, directly into platforms like Canvas, Moodle, Schoology and many others.

Know what security threats exist

As students and educators are spending even more time online -- and on networks that lack security protections -- it's tempting for attackers to target and exploit their devices. In the US, the FBI **issued a warning** that school boards are increasingly being targeted by hackers. This was spurred by a ransomware attack in a Baltimore school network, which led to lost data, network downtime and ultimately the cancellation of online classes.

Just as media literacy has become important, students of all ages and educators need to understand what potential threats exist online and how to avoid falling into a hacker's trap. Bad actors are using email phishing scams, unpatched software, and even remote desktop applications to gain access to sensitive data.

Go back to security basics

You don't need to be an IT expert, but being aware of what security solutions are in place and responding appropriately when they're activated can be crucial in preventing a breach. Good security is often invisible and will only make itself known when presented with a potential threat -- this could be a pop-up notification or blocking access to a website.

It sounds simple, but taking time to read the security notification on a website, email or installing a security update in a timely manner (we know the "ask me again tomorrow" button is tempting), and encouraging students to do the same builds good habits for the long term.

See how Cisco is reimagining education [here](#).



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The bridge to possible



Supporting “Social Stamina” as In-Person Learning Returns

By Adam Stone

As schools prepare for a return to in-person learning in the fall, Dr. Tere Linzey has been thinking about what she calls “social stamina.”

“That is the bandwidth that we have to be socially aware and to get out there in society,” says Linzey, an education psychologist and founder of the learning program [BrainMatterZ](#). Social stamina is a way to talk about kids’ resilience, the emotional tools they have available in their encounters with others.

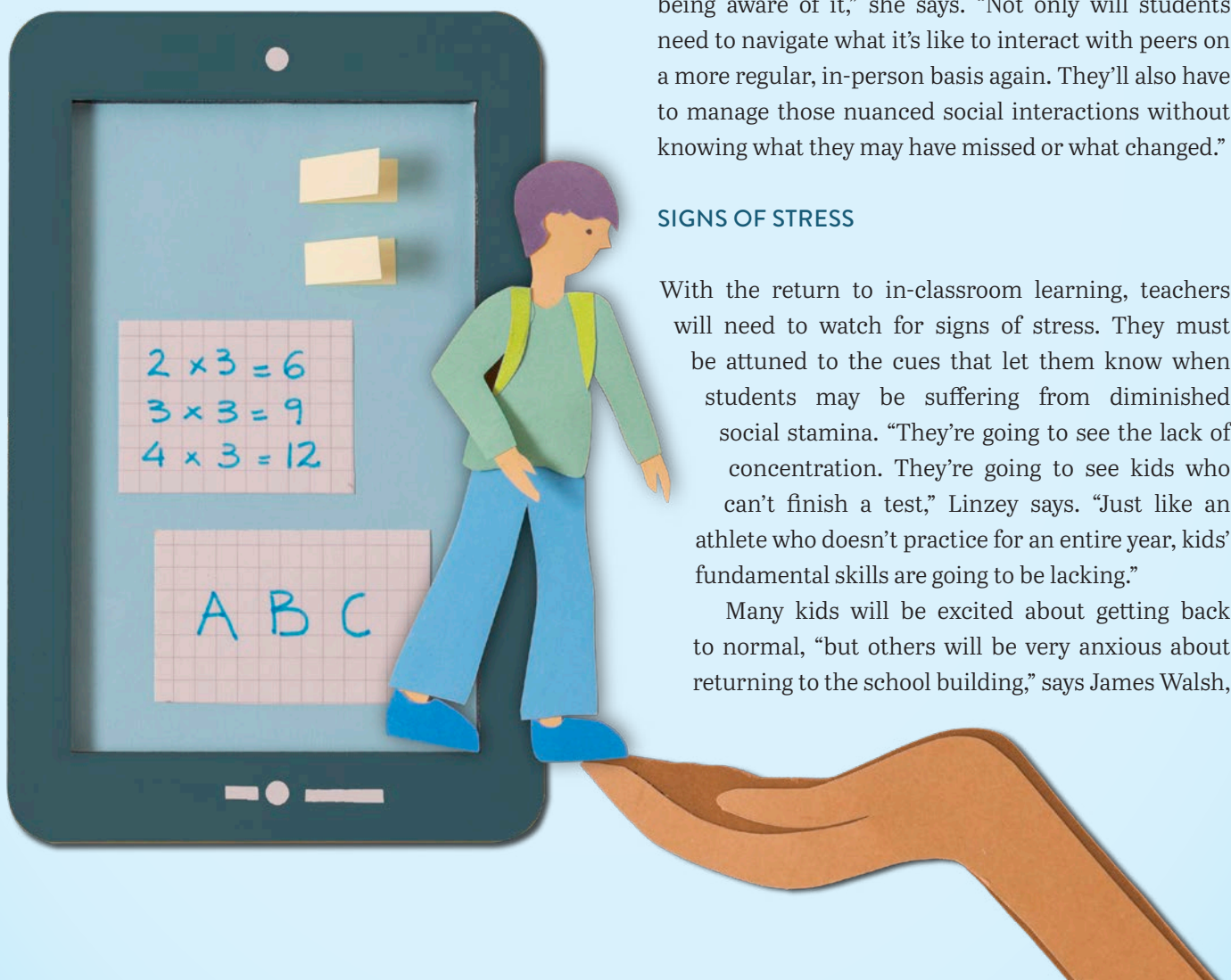
Those tools may be a little rusty after a year of remote education. “For some students, this will be the first time they step foot in the school building in 18 months,” says Katy Fattaleh, senior program director at the inclusivity advocacy group [The Nora Project](#).

“Social dynamics may have shifted without them being aware of it,” she says. “Not only will students need to navigate what it’s like to interact with peers on a more regular, in-person basis again. They’ll also have to manage those nuanced social interactions without knowing what they may have missed or what changed.”

SIGNS OF STRESS

With the return to in-classroom learning, teachers will need to watch for signs of stress. They must be attuned to the cues that let them know when students may be suffering from diminished social stamina. “They’re going to see the lack of concentration. They’re going to see kids who can’t finish a test,” Linzey says. “Just like an athlete who doesn’t practice for an entire year, kids’ fundamental skills are going to be lacking.”

Many kids will be excited about getting back to normal, “but others will be very anxious about returning to the school building,” says James Walsh,



a professor at The Chicago School of Professional Psychology. Students “may experience a sense of being ‘judged’ by peers or adults when they go back to school. They may have a longing to stay in the relative comfort and safety of home.”

Some may be especially hard-pressed to adapt. For those who struggle with social anxiety or difficulties with attention and self-regulation, for example, “the return to physical schooling presents more of a challenge,” says Mara Koffmann, a learning specialist and co-founder of Braintrust Tutors.

“For these students, remote schooling offered a relief from the difficulties and frustrations of in-person learning. Accordingly, a return to school means a return to familiar challenges,” she says.

While some students will show overt signs if they are having social difficulties, “even children who do not exhibit serious symptoms... may still experience some degree of emotional distress,” says Yamila Lezcano, assistant professor in the Undergraduate Psychology and Education Program at Albizu University Miami Campus.

She points to a number of areas where social stress may manifest, including:

- Challenges adjusting to the school routines structures, and rules.
- Exhibiting anxiety and depression-related symptoms due to separation from parents and caregivers.
- Behavioral issues related to the traumatic stress of the pandemic, such as anger outbursts and attentional issues.
- Irritability with friends, teachers, and events.

In general, the social pressures of in-person learning create potential complications for kids who have been out of their usual social routines for a year or more. Their social stamina—the ability to navigate a complicated interpersonal landscape—may have diminished through disuse.

Experts say teachers and administrators can play a pivotal role in ensuring that students are able to adapt to



in-person learning. Classroom educators have a unique influence in helping students navigate not just the academic but also the social challenges of post-pandemic education.

THE TEACHER'S ROLE

Sophia Arnold is a Special Education teacher at Kenwood Academy High School in Chicago. She recommends that teachers take explicit steps to guide their students through this period of social adjustment. “Transitioning back inside the building can be a bit overwhelming, especially if students have been staying inside and not interacting a lot with others,” she says. “I would encourage teachers to conduct frequent emotional check-ins with students.”

Teachers can initiate these conversations, or even deliver mini-lessons where they model the sharing of feelings. The teacher might say: “I have not been around so many people in such a long time. I feel a bit nervous.” She could then ask students whether they feel the same way. “The lesson will continue with similar thoughts being modeled out loud,” says Arnold.

A licensed therapist specializing in academic challenges, Sally Berkowitz describes these as “turn and talk” or “table talk” activities. She encourages such sharing time at the beginning of the day or period.

Education consultant Keith L. Brown says conversations like these will be needed before teachers can effectively reengage kids in the educational processes. Even before tackling academics, “school districts must emphasize taking mental and emotional pulse checks, to make sure our kids know they’re in safe, loving environments,” he says.

“I’ve been giving schools nationally and globally eight affirmations to assist students with building their social stamina: I Love Myself! I Believe in Myself! I’m Proud of Myself! I’m a Genius! I Can! I Will! I Must! I’ve Got This! When recited daily [along with] classroom discussions on resilience and empathy, these affirmations will be very





relevant and help enhance students' inner fortitude," he says.

Others point to physical wellness as a key component of emotional wellness, and they urge teachers to take this into account. "One of the best things you can do is to encourage good health behaviors for the students. This includes opportunities for breaks and exercise during the day and the ability to drink plenty of water to stay hydrated," Walsh says. "People who take good care of themselves are less drained by the tasks of the day."

CLASSROOM PRACTICES

While open conversations can support the entire group's efforts to re-adjust, teachers also will need to pay individual attention to those who don't seem to be fully engaged.

When students appear to be having difficulty navigating the social challenges of an in-person classroom, Linzey says, a one-on-one approach is key to helping them reorient. "You can stay after class to talk with them alone, or just have them step outside in the hall to have a private conversation: How can we handle this better next time? What could we do instead?" she says. "By keeping it private, you give them the opportunity to grow and to not feel criticized or judged. That's really what teaching is about: allowing students opportunities to grow and guiding them in that growth."

Teachers can also structure their classroom efforts in such a way as to give students opportunities to

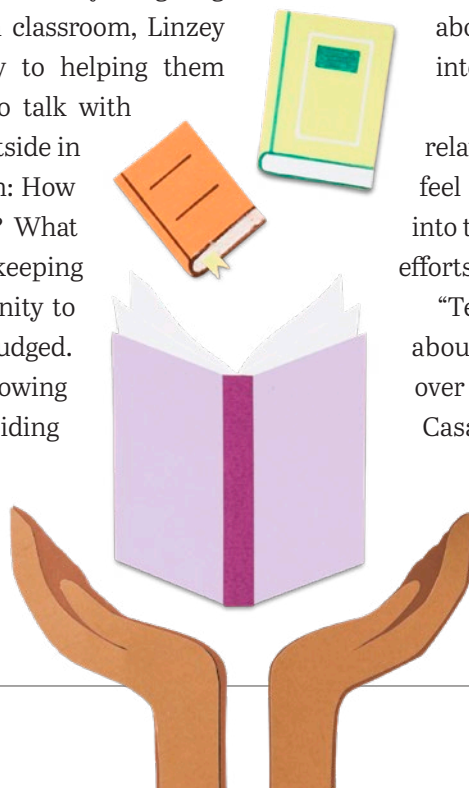
practice and potentially strengthen their social skills. "Younger children will need social opportunities within the school day. Middle school and high school students need opportunities to socialize inside and outside of the classroom," Berkowitz says. To that end, "group work, partner work, and whole-class learning should be integral to the new class environment."

In addition to structuring classroom time with social outcomes in mind, teachers can also be looking for informal opportunities to help students bolster their (possibly rusty) interpersonal skills. "Do everything you can to help students connect not only with you, but with one another," says Fattaleh.

"Whenever possible, help students understand what it means to be a good friend," she says. "While you're teaching lessons, try to choose books with characters that demonstrate empathy and make time to talk about what students notice about those interactions."

Educators also can leverage their relationships with parents in order to get a feel for where students are at as they come into the school year, and also to track students' efforts to readjust over time.

"Teachers should ask parents directly about struggles their children faced socially over the past fourteen months," says Whitney Casares, MD, MPH, FAAP, a board-certified, practicing pediatrician and the creator of [Modern Mommy Doc](#). They can also do more regular check-ins with parents than in prior years.



Koffman meanwhile offers three practical tips for those looking to strengthen kids' social stamina:

- “Start the year simple and then slowly but surely build more rigorous expectations for student behavior and performance. This will create more opportunities for kids to experience success as they return to the classroom, which will help to build their confidence.”
- “Make positive reinforcement a goal. By creating clear and consistent structure in the classroom, kids will be better positioned to do well. Highlight and celebrate each and every effort and achievement to help kids build a more positive relationship with school and learning.”
- “Create a supportive environment with an emphasis on communication and relationships. Kids have been

largely living in isolation for over a year, and they'll need some practice as they learn to communicate with people in the real world once again.”

Overall, she says, it's important to recognize that it may take some time for kids to reestablish their social abilities after a long period of disuse. “The most important thing teachers can do as students return to physical schooling is to be patient,” she says. “Thankfully, it is also one of the things that we teachers do best!”

ADAM STONE is a seasoned journalist with 20+ years' experience. He covers education, technology, government and the military, along with diverse other topics.

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Virtual Field Trips: Honey Bees

Almost 80 percent of flowering plants around the globe need the help of pollinators. One of every three bites of food we eat is due to their pollinating efforts, and honey bees alone are responsible for adding nearly \$6 billion to the Canadian economy each year. But bee populations are rapidly declining due to pesticides, parasites, and habitat loss. In some areas, up to 90 percent of bees have disappeared. It is important to teach students about the essential role bees play in food production and how they contribute to healthy ecosystems. Celebrate the complex and fascinating world of honey bees—and learn what steps can be taken to protect them—with these virtual field trips.





BEEKEEPERS: HOW HONEY IS MADE

by Kidvision
Video for grades K-3



BEES

by PBS Learning Media
Resources for grades K-12

HONEY BEES

by Oregon Agriculture in the Classroom
Virtual field trip for grades 3-5
(A virtual field trip for grades 6-8
is also available)



VIRTUAL BEEHIVE

by Arizona State University
Bee Laboratory
Virtual tour for grades 4-6

VIRTUAL FIELD TRIPS ABOUT BEES

by Gees Bees
Virtual field trips for grades K-6
(Also available in French)



VIRTUAL HONEYBEE CENTRE CLASSES

by Honeybee Centre
Virtual presentations for grades K-6
(Be sure to check out the accompanying
Teaching Resources as well)



The 100th Anniversary of the Winnipeg Falcons' Olympic Win

By Susan Hughes

GRADES:

9 TO 12

SUBJECTS:

SPORTS,
CANADIAN HISTORY

DURATION:

4 TO 5 CLASSES



KEY CONCEPTS & ISSUES

When the scrappy underdog Winnipeg Falcons hockey team found themselves winning a spot at the Olympic Games in the summer of 1920, they had to fundraise to afford the trip across the ocean to Antwerp, Belgium. Once there, they ended up winning the first ever gold medal in ice hockey, thrilling Canadians country-wide. How might examining sports teams and events of the past be useful to us today? How might sports affect relationships between people (for example, bringing them together)? Students will reflect on whether, and how, sport affects our identities as individuals and as Canadians (such as personal and political values and beliefs).

- Political Identity
- Concept of Personal Identity
- Concept of Canadian Identity
- Cause and Consequence
- Historical Significance

Mural located in the Winnipeg Falcons exhibit at the MTS Centre, Winnipeg.



MATERIALS REQUIRED

- *Golden Boys: The Winnipeg Falcons of 1920* graphic novel (available on winnipegfalcons1920.com)
- Computers or devices with Internet access
- Materials needed for preparing presentations (notebooks, pens)



EXPECTATIONS/OUTCOMES

The overall expectations listed below serve as an entry point for teachers. Students will:

- Explain how sports activity may affect social-emotional learning skills and the ability to learn and build resilience;
- Describe how some fundamental values and beliefs, both personal and those associated with democratic citizenship in Canada, may relate to sports activities and organizations;
- Explain how various individuals, groups, and events, including some major international events, contribute(d) to the development of identities and citizenship in Canada;
- Communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose.



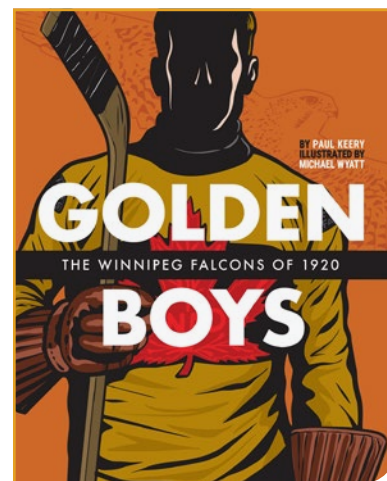
CURRICULUM LINKS

- Canadian and World Studies/Canadian History (various)
- Law
- Civics and Citizenship/Politics in Action
- English Language Arts
- Equity, Diversity, and Social Justice



BACKGROUND

Canada has always been a land of immigrants. Manitoba is no different. By the early 1900s, it was home to its First Peoples, as well as Métis, and many settlers from Europe, such as Ireland, Scotland, England, Russia, Ukraine, and also Iceland. Hockey had become a popular sport in Manitoba by that time; in 1908, there was both an amateur senior men's league and a professional senior men's league. Some parents even flooded their backyards so their children could play hockey! Especially keen was young Frank Frederickson, as were his neighborhood buddies. They attended the same school and church, were fair-haired, fair-skinned, and tall—and none of the leagues, made of players of British



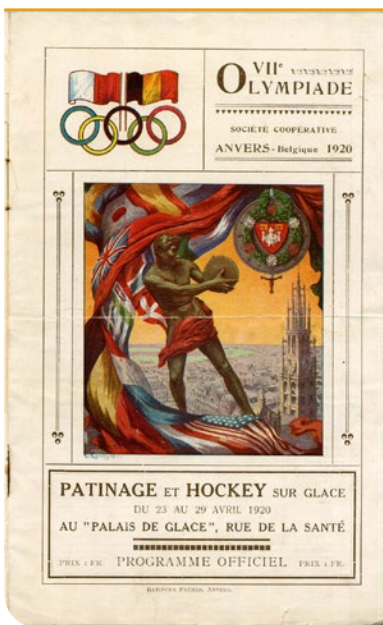
Golden Boys: The Winnipeg Falcons of 1920 graphic novel.

ancestry, would allow the Icelandic boys to join. So in 1911, the young men formed their own team, the Winnipeg Falcons, and began competing in the Manitoba Independent League. In 1915, they won the Independent Hockey League title.

Then, in 1917, the members of the Winnipeg Falcons team joined many other Canadians in heading overseas to fight in the First World War. At the war's end, two members of the team had been killed. Nevertheless, in 1919 the Falcons reassembled, recruiting a few new players to replace those who were lost. That first season, 1919-1920, they won the Winnipeg league division and then the provincial championship, qualifying them to compete in Canada's amateur championship for the Allan Cup. They were successful, defeating the University of Toronto Varsity Blues 11-5 to win not only the championship, but the opportunity to represent Canada in the Olympics!

Days later, the Winnipeg Falcons—eight players and one substitute—boarded a ship for Antwerp, Belgium. Hockey was being included in the Olympics for the first time. Seven teams competed: Belgium, Czechoslovakia, France, Sweden, Switzerland, the United States, and Canada. Over a period of six days (reduced from the planned ten days) in April 1920, the Falcons played in three games. Heavily favored, with the American team being a concern mainly because many of its players were Canadian, the Falcons ended up coaching their European opponents during practice. The Falcons won their quarterfinal game against Czechoslovakia 15-0 and their semi-final game against the United States 2-0. The final gold medal game was against Sweden: Canada won 12-1.

The year 2020 was the 100th anniversary of the Winnipeg Falcon's gold medal win at the Olympic Games.



Front page of the program for the 1920 Olympic Games.

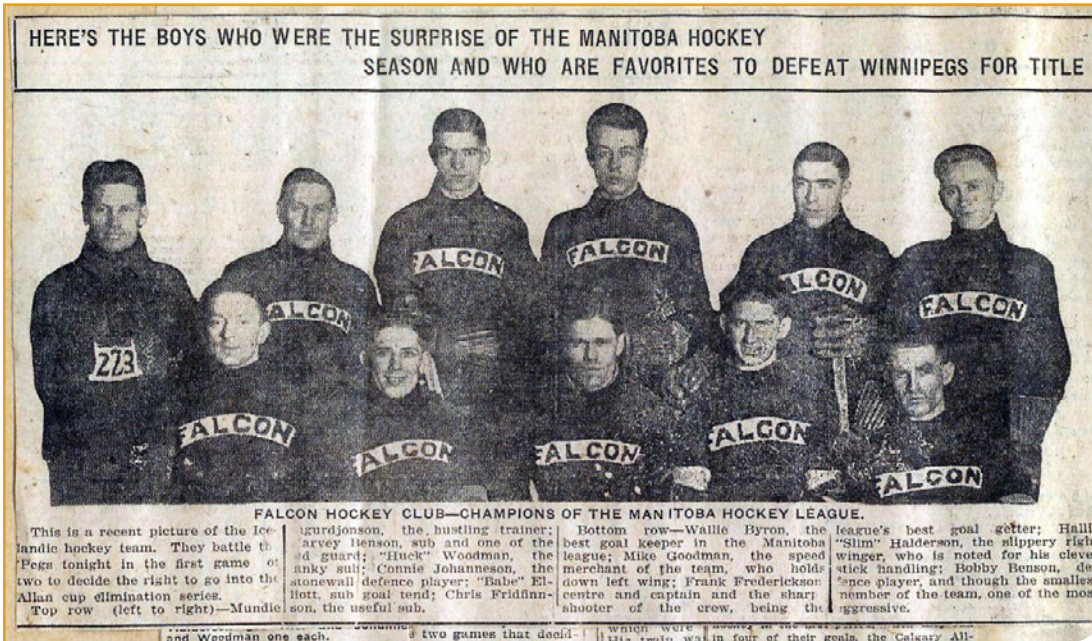


STEP ONE

TEACHER DIRECTED DISCUSSION

1. Explain to students that the 100th anniversary of the Winnipeg Falcons' win at the Olympic Games took place in 2020. Have them consider questions such as:
 - Who do you think the Winnipeg Falcons are, and why? (What sport do they play? Why might they be called the Falcons? Why would hockey be played in summer?)
 - Using the Background content and the graphic novel, explain to students who the Falcons were and how they came to play in the Olympics. Ask students to share their responses. Prompt with questions such as:
 - Do the players' difficulties joining teams because of their Icelandic heritage reflect your own personal values and beliefs? Your values and beliefs as a Canadian? Would this happen today?
 - How did Canadians respond to the Falcons' winning the Olympic Games, and why? How does their win make you feel? How and why can a sports activity elicit this kind of feeling in individuals? In citizens of a nation?

Newspaper article showing the Falcons, who were favoured to beat the Winnipeg Winnipegs and earn the right to compete for the Allan Cup.



2. With students, discuss connections between sport activity and personal traits and/or concepts reflecting values and beliefs, such as: grit, perseverance, and determination; inclusivity and exclusivity; prejudice, discrimination, and other barriers to success; and what possibilities sports can offer individuals and groups. For example, ask questions such as:

- What challenges do all athletes face? What personal qualities do athletes need to achieve success?
- What specific challenges did the Falcons face, and why?
- How might sport activity cause division or bring people together, and why?

2 STEP TWO
STUDENT LED EXPLORATION

1. In pairs, students research, choose, and read a nonfiction narrative (online, books, or magazines) about a real athlete (preferably Canadian) who has overcome some kind of equity challenge to reach success.

(Examples of narratives include *Fighting for Gold: The Story of Canada's Sledge Hockey Paralympic Gold* by Lorna Schultz Nicholson, or a story from *Everyday Hockey Heroes: Inspiring Stories On and Off the Ice* by Bob McKenzie and Jim Lang.)

Students record answers to questions such as:

- How was this story inspiring?
- Would you call the subject an “everyday hero”? Explain.



Konnie Johannesson's 1920 jersey on display in the Hockey Hall of Fame in Toronto. Players wore jerseys instead of sweaters because the weather was too warm for the latter. (Note that there were no player names or numbers on these jerseys.)

2. In small groups, students do one of the following:

- Research two or three notable professional athletes (both male and female), and answer the question, “What makes this player appeal to a fan? What makes players appeal to fans in general?”
- Research names of North American hockey, basketball, and baseball teams—both professional and amateur, and past and present. What is the origin of the names? Are some, or were some, racist? What is the effect of this?
- Research players of colour or of different genders that overcame barriers to play in a national sports league or represent a national team, including hockey (for example, the NHL: Willie O’Ree, Jarome Iginla, P. K. Subban, Dustin Byfuglien, Manon Rhéaume; and the WHL: Blake Bolden), figure skating (Asher Hill), soccer, lacrosse, cricket, baseball, basketball, and so on. Address questions such as:
 - What barriers did they face? How did they overcome them?
 - How does the existence of these barriers reflect on our values and beliefs as individuals? As Canadians?
 - What is our responsibility as individuals to address these issues? As Canadians?



STEP THREE CULMINATING ACTIVITY

1. Preparing for the Activity: Sports and Citizenship

Gillian Smith, former Executive Director and CEO of the Institute for Canadian Citizenship (ICC), says, “A sport is a sport and a fan is a fan, no matter where in this world you were born. Sports are familiar, safe spaces to connect to new people. By playing together, we build connections, community, and ultimately, our country.”

Do you agree? What is the effect of sports on citizens? Do sports bring people together or drive them apart?

Discuss with students:

- Use the experiences of the Winnipeg Falcons to give examples of how sports can drive people apart and how they can bring people together.
- Explain why you believe these experiences are genuine and lasting or not.
- Share a personal experience, if possible.

2. Executing the Activity

Tell students that, according to the ICC’s “Playing Together” report, “[Newcomers become] Canadian, in part, by playing and watching sports together. From

cheering for Canada's Olympians, to learning how to play a new sport, to making new friends at their children's sporting events, ... sports [have] helped [newcomers] feel included in Canadian life. While sporting activities should be more widely recognized for their role in knitting Canadians together, barriers to inclusion in sports still exist: access, cost, lack of information and other factors contribute to new citizens' inability to participate."

In groups, students research and give examples of:

- How sporting activities bind Canadians together, in general;
- Three barriers to inclusion and how they can be overcome (sample barriers that contribute to new citizens' inability to participate in sports include: access, cost, lack of information);
- How newcomers to Canada have enriched sports in Canada.

Students brainstorm and plan a (hypothetical) sporting event that will:

- Bring Canadians together;
- Be inclusive and barrier-free;
- Reflect how newcomers have enriched sports in Canada.

Students consider all details of the event, including where and when it will occur, how long it will last, what sport(s) will take place, who will participate and why, the cost, any services on site, and so on. They need to consider how athletes and observers will transport themselves to the venue, access it, and enjoy the sporting event.

Finally, students create an invitation or poster for the event (considering how to make it accessible to those who they hope will read it/listen to it) and describe how, to whom, and where they would distribute it.



The Palais de Glace d'Anvers, empty before a figure skating competition.

3. Final Critique/Reflection

- In what ways do you feel your work is successful?
- In what ways would you change your work to improve it?
- How does your work reflect your understanding of the importance of sports to building citizenship in Canada and the impact of newcomers on sports in Canada?



OPTIONAL EXTENSION ACTIVITIES

- The Hockey Diversity Alliance was formed by a group of prominent minority hockey players in Calgary, Alberta, in June 2020 “to eradicate [systemic] racism and intolerance in hockey.” It is committed to “inspir[ing] a new generation of hockey players and fans.” Research to find out more about this alliance. What is your assessment of their goals? How will they measure success? Give your opinion on the alliance overall.
- Craig Doty, three-time National Champion American college men’s basketball coach, wrote on Twitter: “Advice for Young Coaches: #29. Promote diversity within your program. Recruit kids from different backgrounds and cultures (but with the same values). Be intentional with your roster makeup. Sport teams should be a great example of love and togetherness.” Students can reflect on, and discuss and debate, his statement. For example, what does he mean, and do students agree with each of his points?
- Students can research the new Toronto-based BIPOC (Black, Indigenous, and People of Colour) youth hockey team set up by former NHL hockey player Akim Aliu. Have them specifically look into why Akim Aliu was interested in setting up this team (for example, his own background and experiences with racial abuse), his objectives for the team, and how he thinks this team can help the sport of hockey. Challenge students to present their research as an informational picture book or graphic novel, using a short narrative text with some dialogue and illustrations. Have them list their sources as well.
- Students can create a non-fiction retelling of the Falcon story for younger children (ages 5 to 9), using only facts, or an informational retelling, using invented dialogue and scenes that are based on reality. Remind them to think about how to turn history into a narrative that instructs and entertains, and consider their audience and purpose. They will research to find out more details about the Winnipeg Falcons and their experience at the Olympic summer games. When students create their narratives, they will consider questions such as:



Newspaper clipping of comic illustrations depicting the 223rd Battalion hockey team.

- Where will you begin your narrative? What will the middle be about? How will you end? Will you have a “refrain” that repeats? What will be

the thread that connects the story throughout? Will there be a theme or “message,” and if so, what will it be?

Students create the story as a written document with or without visuals (photos, illustrations, comics), a video, a podcast, and so on, and plan to share their work with younger students.

- On a January 2021 episode of Meg Linehan’s Full Time podcast, Canadian freelance writer and sports activist Shireen Ahmed says, “We have been failing our women’s soccer players for a long time.” Ahmed makes her views on diversity and representation in sports known on several social media platforms: she’s a host on a feminist sports podcast, Burn It All Down; she has her own website; her own Twitter account (with over 24K followers); and she is on LinkedIn. With a partner, decide on a sports activism message you’d like to amplify and plan a social media campaign for spreading that message.
- Students watch a movie or video featuring an athlete or athletes facing challenges around equity or discrimination, such as *Bend It Like Beckham* (soccer), *Crooked Arrows* (lacrosse), *Cool Runnings* (bobsled), and so on. Students identify how the characters grow and change, how realistic the story is, the message, alternative endings, and how they might change it to reflect today’s realities. Students write a synopsis of for their own movie, taking the opportunity to address issues they feel are most important. What would they want the audience to take away from their film?



Falcons Hockey Club 1919-1920 team picture.

RESOURCES

GENERAL WEBSITES:

- Hockey Diversity Alliance: hockeydiversityalliance.org
- Canadian Women & Sport: womenandsport.ca
- Canadian Centre for Ethics in Sport: cces.ca
- Sport Information Resource Centre—Anti-Racism Resources: sirc.ca/safe-sport/anti-racism-resources

ONLINE ARTICLES AND DOCUMENTS:

- *Playing together—new citizens, sports & belonging* by the Institute for Canadian Citizenship (2014): inclusion.ca/pdfs/PlayingTogether_FullR_Online_Final.pdf
- “Band of Brothers: The Winnipeg Falcons Story” by Kristina Rutherford, November 19, 2014: sportsnet.ca/hockey/nhl/band-of-brothers-the-winnipeg-falcons-story/

- “Figure skater Asher Hill sees hypocrisy in racial equality statements” by Devon Heroux, June 3, 2020: [cbc.ca/sports/floyd-george-sports-organizations-hypocrisy-asher-hill-1.5597217](https://www.cbc.ca/sports/floyd-george-sports-organizations-hypocrisy-asher-hill-1.5597217)
- “54 athletes deliver a message of hope” by Alexandra Piché, July 8, 2020: ici.radio-canada.ca/sports/podium/936/racism-letter-black-athletes-grasse-brown-duclair-surin
- “Former NHL player Akim Aliu establishes BIPOC youth hockey team in Toronto” by Ania Bessonov, Sept 14, 2020: [cbc.ca/news/canada/toronto/akim-aliu-bipoc-youth-hockey-team-1.5722477#](https://www.cbc.ca/news/canada/toronto/akim-aliu-bipoc-youth-hockey-team-1.5722477#)

VIDEOS:

- “Commonwealth Sport Canada, SportWORKS—Sport for Newcomers” Aug 22, 2020: [youtube.com/watch?v=63Oq427XmYU&feature=youtu.be](https://www.youtube.com/watch?v=63Oq427XmYU&feature=youtu.be) (4.20)
- Feature movie/video, such as *Bend It Like Beckham*, a 2002 movie featuring an Indian girl in London, England, who longs for a career in professional soccer; *Crooked Arrows*, a 2012 movie featuring a Haudenosaunee lacrosse team making its way through a prep school league tournament in New York state; *Cool Runnings*, a 1993 sports comedy movie featuring a Jamaican bobsled team’s debut in 1988 Winter Olympics; and so on.

BOOKS FOR CHILDREN AND YOUTH:

- *Hard Road to Victory: The Chatham All-Stars Story* by Brock Greenhalgh
- *Fighting for Gold: The Story of Canada’s Sledge Hockey Paralympic Gold* by Lorna Schultz Nicholson
- *Everyday Hockey Heroes: Inspiring Stories On and Off the Ice* by Bob McKenzie and Jim Lang

PODCASTS:

- “Getting Off the Bench” episode from Full Time with Meg Linehan: a show about women’s soccer. The episode features writer and activist Shireen Ahmed speaking about how sports, especially women’s sports, can be drivers of change: podcasts.apple.com/us/podcast/getting-off-the-bench/id1518818543?i=1000504601547 (1.15 hr, but especially 6:44 to 8:00).



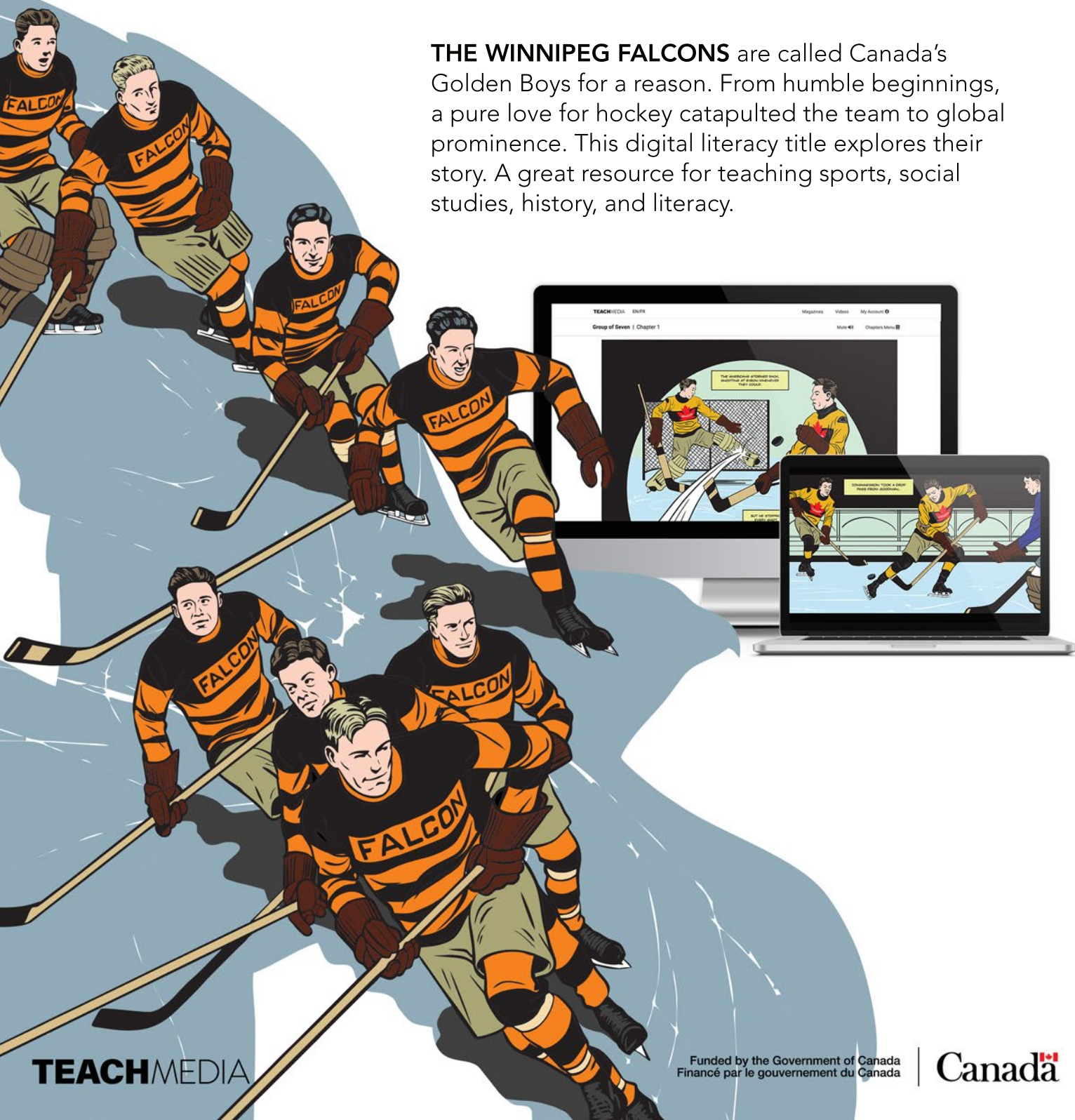
The Allan Cup in the Falcons’ victory parade. Photograph from Konnie Johannesson’s photo album.

GOLDEN BOYS

THE WINNIPEG FALCONS OF 1920

WWW.WINNIPEGFALCONS1920.COM

THE WINNIPEG FALCONS are called Canada's Golden Boys for a reason. From humble beginnings, a pure love for hockey catapulted the team to global prominence. This digital literacy title explores their story. A great resource for teaching sports, social studies, history, and literacy.



Gardening Apps

There's no better way to spend time outside in the summer than by tending to a garden. Whether you're a gardening expert designing a meticulously landscaped flower garden, or a newbie wanting to grow some fresh fruits and vegetables, there are plenty of gardening apps that can provide a wealth of information to help you make the most of your patch of soil. Here are a few notable apps that can be used for your personal garden, or with students to show them how much fun gardening can be!



 A screenshot of the 'FROM SEED TO SPOON' app interface. The screen displays a 'Plant Detail' page for an 'Outdoor PLANT'. It features an illustration of a plant in a pot, a 'CARE' section with icons for sun, water, and temperature, and a heart icon. The app is shown being used by a person in a garden setting.

FROM SEED TO SPOON
Free – iOS, Android, Website

This app was developed by a family in Oklahoma who wanted to share their knowledge of how to grow food sustainably in their urban backyard. It has since turned into a growing guide for over 100 fruits, vegetables, and herbs. Not only does the app provide in-depth details about planting, harvesting, and how to cook with each plant, it also includes information about their various health benefits. By creating a free account, users can track their garden's progress, receive seed sprouting and harvest estimates based on their location, and even create their own log of fertilizations, watering times, garden pests, and more. Visit seedtospoon.net for further details and additional resources.

KIDSGARDENING

Free – Website



This non-profit has been a leader in the youth gardening movement since 1982. Their website offers a variety of garden-focused activities and lesson plans for grades K-12. Students can learn about sustainable gardening, pollinators, hydroponics, and edible landscaping—to name just a few of the dozens of topics available. KidsGardening also provides in-depth growing guides, gardening tips for beginners, steps for designing a school garden, and more. Visit kidsgardening.org to explore all that this organization has to offer.

NEW YORK BOTANICAL GARDEN

Free – Website



The New York Botanical Garden (NYB) offers an online resource, School Gardening 101, which is meant to help educators teach gardening concepts to their students. Within this resource, teachers can access lesson plans, videos, activities, and helpful links that relate to gardening. NYB also provides a Garden Calendar that can act as a monthly guide for how to create and manage a school garden. Find all this and more on their website: nybg.org/learn/schools-teachers/.

LEAFSNAP

Free – iOS, Android, Website



Plant identification has never been easier, thanks to LeafSnap. Quickly and easily identify any plant you come across—just by taking its picture! Users can upload photos of leaves, flowers, fruits, or bark to the app and watch as this high-tech plant identifier instantly recognizes the species of plant or tree. LeafSnap has access to a massive online plant database, and currently identifies plants with 95% accuracy. Try it out today at plantidentifier.info.

PLANTER

Free – iOS, Android, Website (coming soon)



Make blueprints for your own vegetable garden with the help of Planter. This garden planning app allows users to design the layout of their garden and identify plants that should or should not be grown together. It also provides information on planting times, how to grow each plant, and when to harvest them. Check out gardenplanter.app to learn more.



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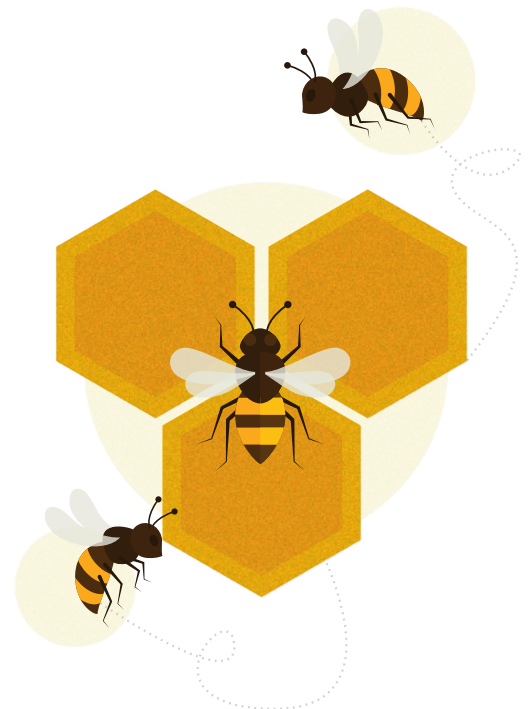
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