

TEACH

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EDUCATION FOR TODAY AND TOMORROW - L'ÉDUCATION - AUJOURD'HUI ET DEMAIN



The Birds & the Bees

PREVENTING LOCAL
EXTINCTION

Put Down the Chalk and Retire

LIFE LESSONS AFTER LEAVING
THE CLASSROOM

CURRICULA

TERRE DÉVASTÉE :
UNE GUERRE NÉCESSAIRE

COLUMNS

WEBSTUFF: Photography
FIELD TRIPS: Seniors Care Facilities

CLASSROOM PERSPECTIVES:
Struggling Readers

TEACH

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Another school year is drawing to a close. No doubt it's been a busy year and many teachers are looking forward to a well-deserved vacation. For others, however, when the school bell rings at the end of June, it'll be their last—as they look forward to retirement. Our first **Feature Story** explores the big R-word—retirement, where every day is unscheduled, wide open, and full of possibilities. Eventually, some realize: they have nothing to do. Take a look at this story to find out how some educators have made the transition from full-time educator. There are more considerations than simply finances. Do you have a plan?

Another hot topic is the birds and bees—not as in health class—but actual birds and bees and how to protect them from extinction. Our second **Feature Story** discusses endangered species in our own backyards here in North America. Without bees and butterflies, people would face starvation. It's vitally important to educate students on steps they can take to protect these insects and species on the endangered list. And while it may be difficult for young students who live in urban areas to understand or grasp the interconnectedness between humans and nature, it's not impossible. Read on and discover methods for teaching about endangered species and/or how to incorporate environmental connections in other subjects.

When the school year began, educator Kirby Morrison's special education students dreaded reading. Once he began to show them the data from his different assessments, however, they were intrigued. In **Classroom Perspectives**, Morrison explains how he provided students with their "data" and how they took ownership of it. This sparked students' competitive natures and drastically improved reading and literacy skills. Not only did students want to finish their reading tests, they wanted to improve on and beat their previous scores.

Elsewhere in the issue are our regular columns: **Field Trips** and **Webstuff**. In **Field Trips**, we present different type of excursions; to seniors care facilities. These centres often rely on visitors to brighten up the days of residents, offering students a great way to become involved in service-learning and civic engagement. In **Webstuff**, we present Apps that transform a regular photo snapped on a smartphone or device into creative works of art.

We wish you a wonderful summer break.

Until next time,
Lisa Tran, Associate Editor
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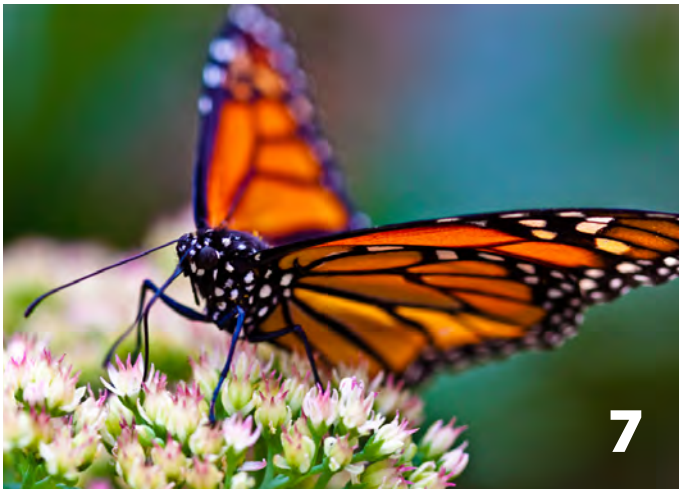
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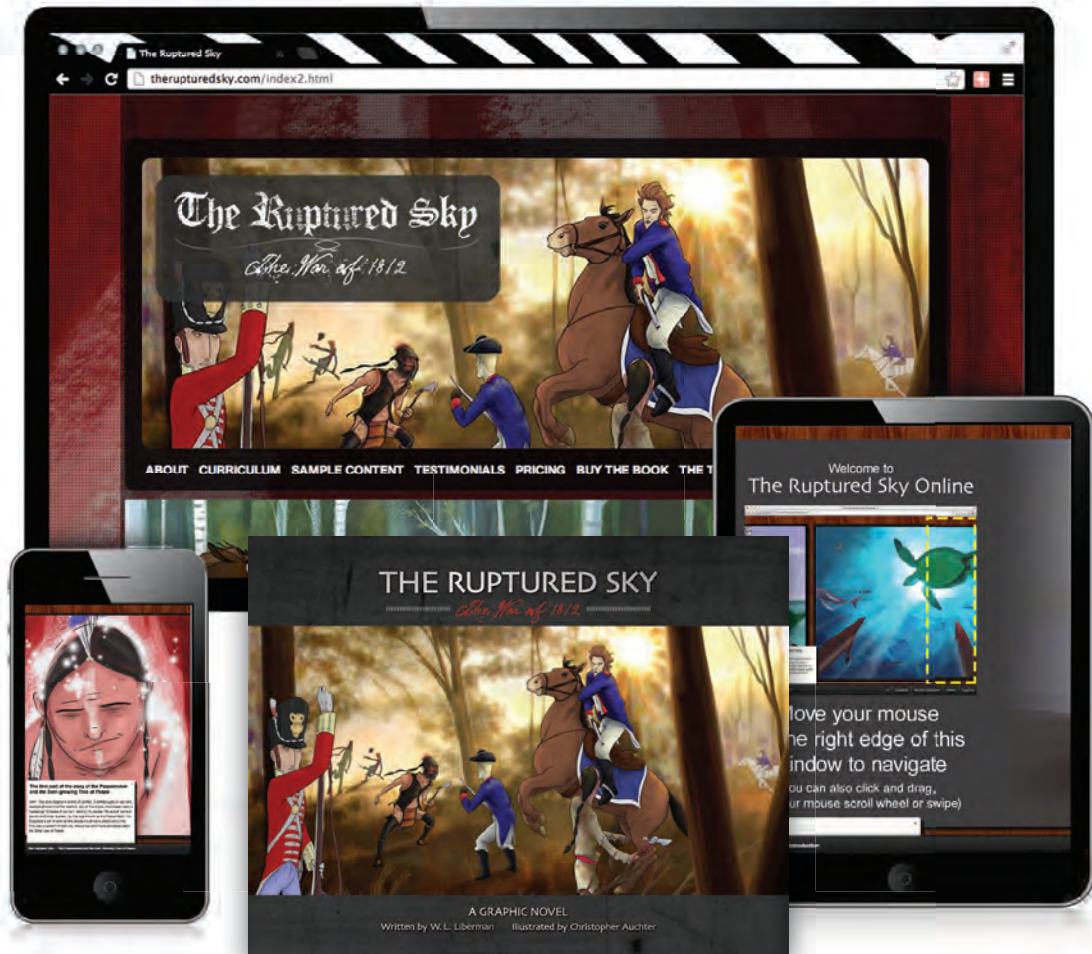
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THE BIRDS & THE BEES

PREVENTING LOCAL EXTINCTION

by Meagan Gillmore

Teaching students about birds and bees is crucial to their survival—and this isn't a topic only for health class.

Students need to learn how to protect birds and bees from extinction. When most North American children think of endangered species, they often picture majestic animals that often live far away or create stirring footage for documentaries, like pandas, tigers, or polar bears.

While these creatures may help students become interested in their protection, exquisite posters of pandas may not be enough to sustain that passion. This is largely because of geography. Most North American children don't live near the natural habitat of pandas, tigers, and polar bears. This limits how much direct interaction they can have with them. "There's really not a lot that schoolkids in North America can do to help the cause of the white rhino or panda rather than organize a fundraiser and give money to an organization that works with them," says Randal Heide, the executive director of Wildlife Preservation Canada. The not-for-profit works exclusively in Canada with species facing a critical risk of extinction. It focuses on activities like animal husbandry and releases into the wild. Heide compares the organization to specialist surgeons in the ICU who are called upon when a patient is close to death.

Many of the species that students should be concerned about saving aren't living in the tundra or munching on

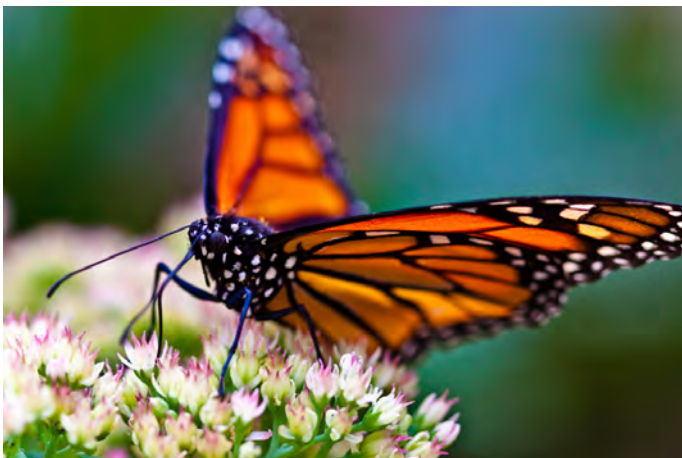
bamboo. They fly around local gardens. They feast on common plants. Students may not really like or appreciate them, but they need them. They're species like birds, bees, and butterflies.

Conservationists recommend teachers focus their attention on helping students protect these species. Focusing on birds, bees, and butterflies is practical. All species, human and otherwise, are connected. But this interconnectedness can be difficult to visualize when focusing on species that live in vastly different regions of the continent—or across the ocean.

Pollinators, like bees and butterflies, directly impact students. They can see where they live and why these creatures are important. Without these insects, people would face starvation. Butterflies and bees "pollinate our food. On a purely mercenary basis, that's the benefit to us," says Mike Bingley, the acting director of education at the Canadian Wildlife Federation. Helping these creatures that are so crucial to our lives can be simple. Large wildlife management plans are needed to protect polar bears and not insects.

"You can actually create habitat for a monarch in Southern Ontario," says Sarah Winterton, director of the Nature Connected Communities program at World Wildlife Fund (WWF) Canada. WWF Canada provides many resources

to help educators teach students about protecting endangered species. A campaign in early 2017 encouraged students to raise money for polar bears by walking and collecting toonies. Those initiatives are important and students should learn how people in southern parts of the country impact the North. Many species that need protecting, however, live in urban centres—where most students live. “You can’t create habitat for a mammal, a big mammal that might be at risk, in your backyard,” explains Winterton. But they can grow milkweed for monarch butterflies to eat. “It’s just the practical level of what you can do.”



Lifecycle of a monarch.

Teachers may be in the perfect environment to encourage students to protect different birds, bees, and butterflies. More schools are incorporating gardens and green spaces into their property. (WWF Canada awards Go Wild School grants each year to help classrooms and schools with environmental conservation initiatives. In 2015, 40 schools across the country received grants. More than a quarter that year were given to help schools

Conservation works best when students are interested because they love the nature they see, not because they’re scared it’s about to be destroyed.

with initiatives involving gardens, outdoor classrooms, or creating more green spaces at schools.) Gardens and outdoor classrooms can be designed to help endangered species grow and thrive.

Schools can start by ensuring garden plants are native to their location. The biology of a plant species depends, in part, on where it lives, says Winterton. Planting native species can provide food for species that need it. Milkweed, for example, is crucial for monarch butterflies to survive.

Students can also plant gardens that provide habitat for birds and animals. They can make places for animals to hide or have water sources available. Shrubs also provide food for pollinators. Creating gardens that provide food for students and animals turns the space into a “two-for-one lesson,” says Bingley. The gardens teach students about food security and growth, as well as species.

Gardens don’t have to be large. Winterton encourages schools to design vertical gardens. Shrubs and trees don’t take up a lot of space. Oak trees can provide lots of habitat, she says, even though they take a long time to grow.

Creating a garden and working in nature can help students learn to love nature. Conservation works best when students are interested because they love the nature they see, not because they’re scared it’s about to be destroyed. “We need to get kids to really love the natural world before we start getting them to start thinking about how something they love may not be there,” says Bingley. This means students need to spend time outside.

“Taking somebody outside doesn’t automatically mean that they’re going to be a conservationist,” Bingley says. “But when they do surveys of people who become conservationists, there are none that didn’t go outside.” This is something all teachers can incorporate into their classes—even those who don’t teach subjects like geography and sciences where connections to the natural world seem automatic. Math teachers can ask students to

estimate the height of trees, Bingley suggests. One of his high school physics teachers regularly took students outside for lessons. While Bingley did not become a physicist, he still clearly remembers those lessons.

For teachers in densely populated, urban settings, however, this may be more difficult. It would be “ideal” to take students to parks and wetlands on a regular basis, says Mike Farley, a teacher at the University of Toronto Schools in Toronto. He has taught geography for 15 years, and takes his classes to conservation sites. But after more than two decades living in Toronto, he acknowledges the city can “make it difficult to maintain that deep connection to the environment.”

He’s harnessed the power of digital games to help him teach environmental conservation. Farley has used games in his classroom for years. He started ChangeGamer, an organization that introduces teachers to educational games and provides them with curriculum they can use. He’s used this method to teach about challenges birds face during migration, how to conserve wetlands and oceans, and even lake eutrophication, the process in which chemicals in a lake become unbalanced, causing too much algae to grow, and robbing wildlife of oxygen. “If you can make a game about lake eutrophication, you can make a game about anything,” he said.

But games accomplish more than just making dense scientific information interesting. They immerse students in the material they’re learning, often by forcing them to make decisions. This helps connect them to the situation, even if they’re physically removed from it. This makes the lessons “stick” in a way not provided by other teaching methods—however valuable they are, Farley says. “When you’re forced to be put in that decision-making role, and you’re in the hot seat, you tend to take things a lot more seriously in terms of trying to make decisions and trying to understand what is going on,” says Farley.

Games can also provide students with a space to explore solutions to problems. Springbay Studio, a Toronto-based

game company, creates games all about environmental protection. Its iBiome-Wetland and iBiome-Ocean games teach children about the environment by allowing them to create different wetlands or ocean ecosystems. Players need to use the rules of biology to build their ecosystems well, says Jane Ji, the company’s president. Players can add new species, but not take them away, so they see how changes to species impact the environment.

iBiome-Ocean, released in early 2017, includes an added

element. Players are asked to consider how their use of items like water bottles, cars, and air conditioners impacts marine ecosystems. “The point is not trying to blame anyone,” explains Ji. “The point is everyone is part of the problem, and everyone is part of the solution.”

Teachers need to keep this focus, whether students encounter wildlife through digital games or in-person experiences. They should demonstrate practical things students can do at school or home to preserve the environment and endangered species, like using organic fertilizer or keeping cats inside to protect birds. Even adults who work in preservation can feel discouraged or view the future in catastrophic ways. It’s important to remind students of animals who have been saved from extinction. Hope needs to be emphasized.

Students have grown up hearing about how bad things are, and how they may even

grow worse. This may cause them to despair and become apathetic—to believe they can’t make any positive impact. Bingley compares the approach teachers should take to Martin Luther King Jr.’s methods during the American Civil Rights Movement: encouraging change by reminding people of their goal, of the good place to where they are headed. “We really need to make sure that, we, as educators are doing that,” says Bingley, “probably in everything we do, but especially as we’re teaching conservation.”

Meagan Gillmore is a freelance writer in Toronto, ON.



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Kids today are often capturing regular snapshots with a device and sharing them with their friends. Help inspire students' imagination and self-expression by turning devices into photo studios. These apps will take photos to the next level and spark student creativity.

Crayola Lights, Camera, Color!

(iOS – Free)

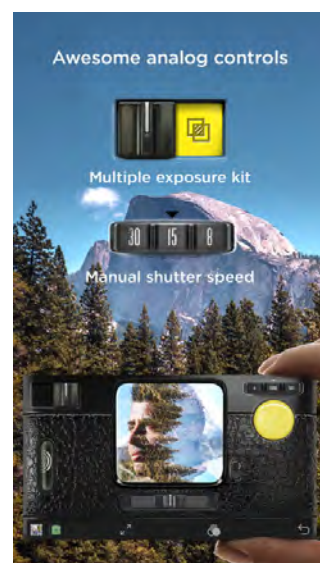
Kids become the focus of their own coloring page with the Crayola Lights, Camera, Color app. Users snap a photo with a device and the app then drains the colour from the picture and turns it into a colouring book page. Pages can be saved and shared through email or social media.



Hipstamatic

(iOS – \$3.99 CAD)

This photography app is for more advanced photo snappers. The purpose of the app is to add filters and other editing controls to your iPhone camera. Users can choose the overall mood of the image with Hipstamatic's signature lenses, films and flashes, then fine-tune the image with extensive editing tools.

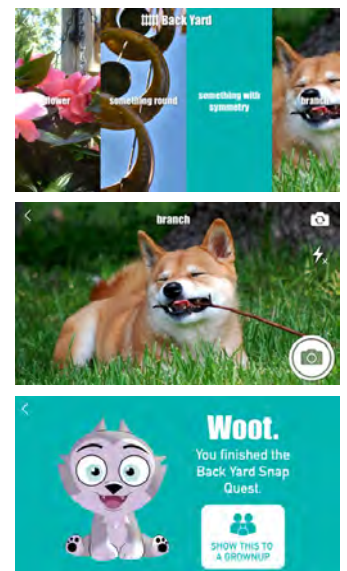


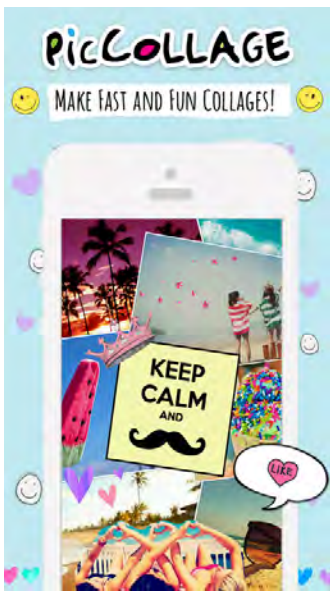
The app features a full darkroom editing suite, that is great for users who want the ability to tinker with photos in a realistic way or learn photo editing skills. Hipstamatic allows users to shoot in Classic mode, creating analog photos, or Pro Mode, for more control and options. Images can be posted to numerous social media feeds.

SnapQuest

(iOS – Free)

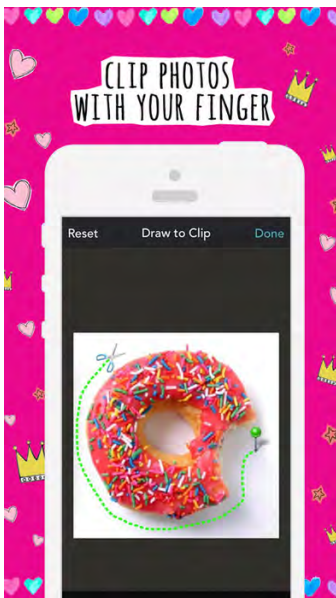
SnapQuest is like a photo scavenger hunt. It is a free iOS app designed for kids ages 6 to 8. The app features 12 quests, each with a different theme or location. Within each quest, kids will find a list of items to photograph in order to complete their hunt. For example, the nature quest will encourage kids to look for a cloud, an animal, and "something smooth," among other things.





Pic Collage Kids
(iOS – Free)

Kids may use the junior version of the popular Pic Collage app to piece together creative collages with just a few simple taps. This app allows kids to import photos from their photo library, and then express their creativity by adding colourful backgrounds, bright stickers and layouts.



Typic Kids
(iOS – \$2.79 CAD)

This colourful app provides kids with the tools to enhance photos using basic photo editing features like cropping and adding filters. The app also offers fun extras like frames, text, and stickers, for example, astronauts and robots. It's designed for kids ages 9 to 11 and is easy to navigate. Once kids are done editing their photo, they'll be prompted to get an adult's help to answer a mathematical equation before they can save or share their photo via email or social channels.

ToonCamera
(iOS and Android \$2.79 CAD)

ToonCamera captures the external world through a cartoon lens, in real-time. Kids can use this app to record video, snap photos, and convert existing video and photos from their albums into instant art. They can choose from multiple cartoon, pencil, and ink effects, and even customize the effects with unique line art styles. The app allows kids to add a fictional layer to photos and capture images that may tell a story.



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STRUGGLING READERS GET THE GREEN LIGHT

by Kirby Morrison

"Mr. Morrison, I want to take a reading test today. I know I'm going to get a green. Let's go!"

These words still catch me off guard. It's not that I don't believe my student (we'll call him Elias) in fact, I know he is going to get a "green"—the colour code I use when students pass a reading test. What shocks me is that he wants to take a reading test. At the beginning of the year, Elias—my most challenging student—either flat out refused to take the test or did so with great hesitation and protest. In fact, none of my students were particularly thrilled.

I teach 7th and 8th grade students who receive special education services and come to my self-contained classroom for reading instead of the general education classroom. My students are below grade level readers, but they try and they're frustrated. Giving these tests allows me to gauge their reading skills and monitor the progress they are making throughout the year.

As a first-year teacher, I'm still figuring out where the copy machine is, what time third lunch begins, and what works best for my students. One thing I quickly discovered, however, is that sharing the results of my personal tracking

... sharing the results of my personal tracking system with the students has completely changed their engagement and motivation levels.

system with the students has completely changed their engagement and motivation levels. It also has resulted in significant improvement in their reading fluency.

At the beginning of the year, I used a combination of my students' standardized test scores, informal reading tests, and observations to formulate a general assessment of their individual reading levels. From there, I devised my own reading tests and started administering them every two weeks. I tracked reading accuracy, measured the percentage of total words read correctly, their pace, and words read per minute. I inputted the data into a spreadsheet and used a colour coding system to keep track of students who were ready to move on to the next level. If



a student read the text with 95% accuracy or greater, they were coded green and were ready to move on. If a student read with less than 90% accuracy, they were coded red and I knew to lower the level.

One day after conducting one of my reading tests, I decided to share the results with a student to show her the progress she had made. This then grew into showing all my students their data. They were very curious and were hooked by the idea of beating their current reading level.

When students take their reading tests, I follow along and make subtle tick marks on a scrap of paper every time they read a word incorrectly. I thought I was being covert, but one student in particular, let's call her Jennifer, quickly clued in. Whenever she noticed a tick mark, she playfully argued with me like an NBA player arguing with a referee over a bad call. When they encounter a difficult word, I provide the correct pronunciation so we can move on. When Jennifer senses this is about to happen, she loudly lets me know that she doesn't need any help. "I've got this Mr. Morrison!"

When I first created the reading test, it was supposed to simply track student progress. But after I shared the results, I think I sparked their inner competitiveness. No longer are they satisfied with simply getting through the test—they want to improve. Students are not competing with one another. Rather, they are competing with themselves. Everyone has their own individual level and everyone can win by surpassing their previous level. Many students will actively root for their classmates to succeed. They are working together and competing at the same time.

As a former guidance counselor, I think student self-esteem is very important. My students know their reading fluency is behind that of their peers. I like to think that passing levels and seeing their tangible growth right in front of their eyes gives them pride, a sense of

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CURRICULA

NIVEAU SCOLAIRE
9^E à 12^E ANNÉE

Voici un extrait de plan de leçon du projet Terre dévastée, une ressource gratuite tournant autour d'une bande dessinée interactive. Pour voir l'ensemble des plans de leçon, rendez-vous à l'adresse theshatteredground.com/fr.

PREMIÈRE LEÇON : Une Guerre Nécessaire

Terre dévastée est une ressource numérique interactive sur le thème de la Première Guerre mondiale. Cette ressource tourne autour d'une bande dessinée racontant les joies et les peines de quatre jeunes hommes qui font la guerre. Il est important que les élèves tentent de se mettre dans la peau des jeunes personnages pour bien prendre le pouls de la guerre et comprendre ce qu'elle implique et, ultimement, les conséquences qu'elle a sur la vie des gens, la société et la géopolitique. À grande échelle, un conflit d'envergure comme celui de la Première Guerre mondiale modifie les rapports entre les pays, mais on ne doit pas oublier que ses effets se font aussi ressentir sur la vie personnelle des gens : certains en sortent blessés, d'autres perdront des êtres chers et d'autres encore n'en verront pas la fin. La bande dessinée est offerte sous trois formes : interactive, livre électronique et livre imprimé. Le projet est structuré selon les moments charnières de la Première Guerre mondiale, du début des hostilités à des événements tels que la bataille de la crête de Vimy. En fin de parcours, il convient d'avoir un œil critique sur ce qui s'est produit pendant toutes ces années, si ce n'est que pour trouver comment de tels conflits destructeurs peuvent être évités à l'avenir.

THÈMES

Histoire de 1900 à 1919,
histoire politique,
guerre et société

DURÉE

3 à 4 cours

INTRODUCTION

Les guerres n'éclatent habituellement pas du jour au lendemain. Dans le cas de la Première Guerre mondiale, c'est une succession d'événements et de personnalités qui ont joué un rôle crucial dans le déclenchement de la guerre. Même si, en surface, la guerre a débuté à la suite de l'assassinat de l'archiduc Ferdinand à Sarajevo, l'événement comme tel n'est que l'étincelle qui a avivé une flamme qui brûlait depuis un certain temps déjà. Par exemple, l'animosité était palpable entre l'Empire allemand et le Royaume-Uni depuis le début du siècle, des figures d'importance des deux clans n'hésitant pas à formuler des déclarations toujours plus agressives les unes que les autres, et ce, malgré l'étroite parenté du Kaiser et de la royauté britannique. En effet, le Kaiser était, entre autres, le petit-fils de la reine Victoria. Les relations s'étaient envenimées et les deux pays étaient en mauvais termes : lorsque le conflit a éclaté, tout le monde a campé sur ses positions. L'Empire allemand versait dans les agressions, ce à quoi ripostait le Royaume-Uni. Les élèves en apprendront sur les conditions préalables à la guerre et en quoi ces dernières ont mis le monde à feu et à sang et entraîné d'aussi tragiques conséquences.

CONCEPTS ABORDÉS

Les élèves s'informeront sur les événements qui ont mené à la Première Guerre mondiale et les causes des conflits qui ont éclaté. **Quels sont les facteurs, les influences, les alliances et les stratégies qui ont incité la participation des belligérants? Quels messages les autorités gouvernementales transmettaient-elles aux civils pour justifier la déclaration de guerre qu'elles ont faite à leurs ennemis? Comment la population a-t-elle réagi à une telle déclaration?** Après plus de cent ans, les élèves porteront un jugement critique sur les événements ayant entraîné la déclaration de guerre, les principaux motifs invoqués et les raisons pour lesquelles on a ressenti le besoin de prendre les armes au sein des alliances formées de chaque côté. Les élèves appliqueront par la suite leurs apprentissages et leur nouvelle perspective aux conflits qui font actuellement rage un peu partout dans le monde.

MATÉRIEL REQUIS

- Bande dessinée *Terre dévastée*
- Ordinateurs ou autres appareils avec accès Internet
- Carte de l'Europe avant 1914 et carte de l'Europe après la guerre :

www.atlas-historique.net/1815-1914/cartes_popups/Europe1914GF.html

www.atlas-historique.net/1914-1945/cartes_popups/Europe1923GF.html

www.museedelaguerre.ca/premiereguerremondiale/introduction/cartes

- Matériel nécessaire pour la préparation des présentations

OBJECTIFS

Voici les résultats attendus pour les élèves :

- Accroître leur bagage de connaissances sur l'histoire canadienne, surtout l'histoire militaire
- Comprendre les forces en jeu ayant mené au déclenchement de la Première Guerre mondiale
- Décrire les événements qui ont précipité la guerre
- S'ouvrir sur l'histoire du monde et les événements marquants de notre histoire
- Analyser les conséquences importantes que peuvent avoir les forces et les alliances politiques
- Apprécier le rôle du Canada dans la Première Guerre mondiale
- Communiquer leurs idées, leurs arguments et leurs conclusions de diverses manières et dans différents styles selon le contexte

CONTEXTE

Avant l'éclosion de la Première Guerre mondiale en juin 1914, l'archiduc Franz Ferdinand a été assassiné par des membres du groupe nationaliste serbe à Sarajevo en Bosnie-Herzégovine, et la carte de l'Europe ne ressemblait pas à celle de l'après-guerre et encore moins à celle d'aujourd'hui. Sans le savoir, le groupuscule de fanatiques a fait tomber le premier domino d'une chaîne dont les conséquences auront touché des millions de gens aux quatre coins de la planète, fait subir de grandes épreuves et beaucoup de chagrin à des populations entières, anéanti des économies et modifié les rapports géopolitiques mondiaux jusqu'à aujourd'hui.

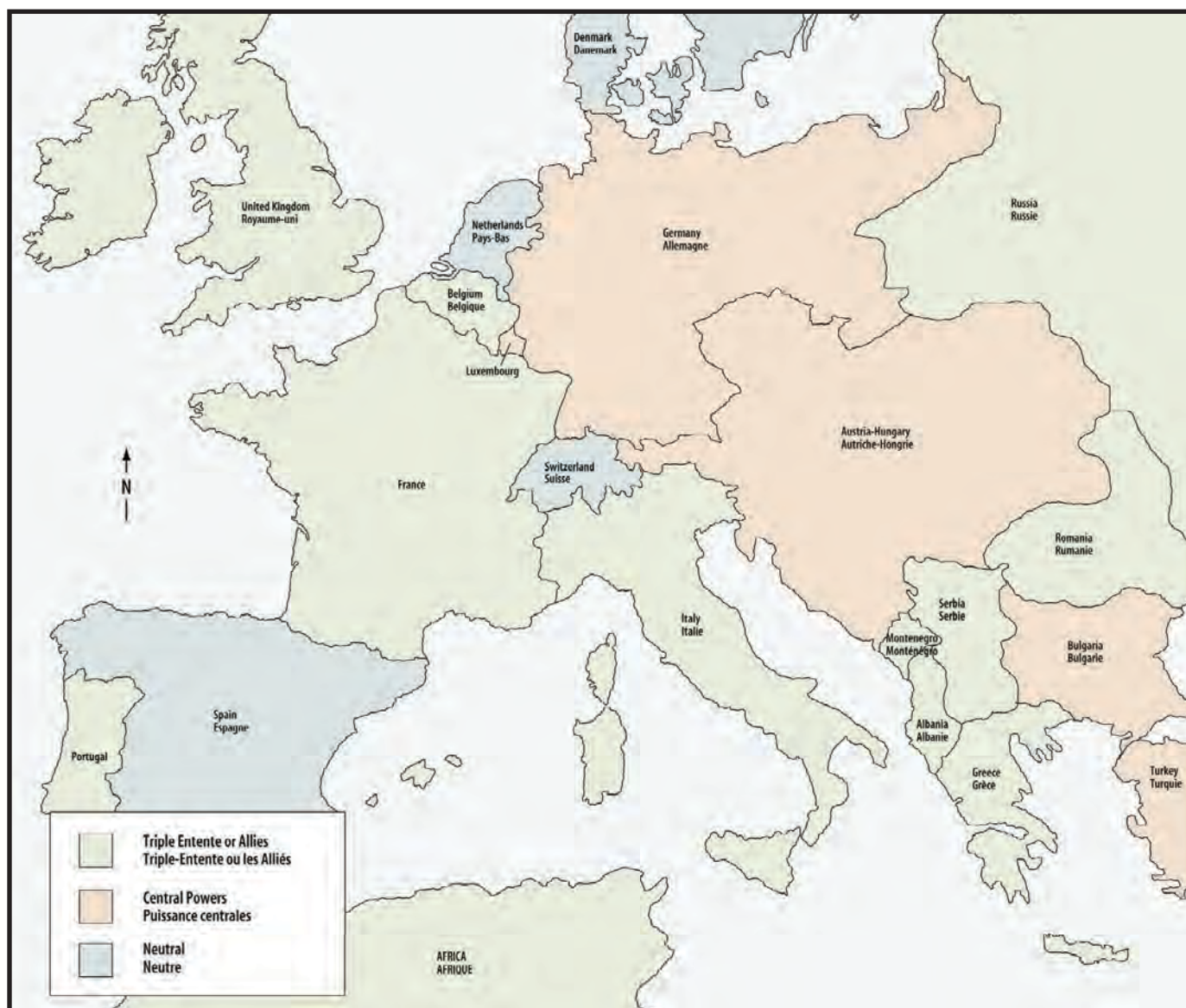
L'archiduc Ferdinand était chef d'État de l'Empire austro-hongrois. Les nationalistes serbes imaginaient, en l'assassinant, que le pouvoir et l'influence de l'Empire diminueraient ou s'effriteraient complètement. Ils avaient raison, d'un certain sens. L'Empire austro-hongrois a cessé d'exister après la guerre. Mais au préalable, des événements cruciaux se sont succédés.

L'Autriche-Hongrie a ainsi organisé une attaque contre la Serbie. L'Empire allemand, allié de l'Autriche-Hongrie, a aussi attaqué la Serbie. Ainsi, la grande alliée de la Serbie, la Russie, a décidé de mobiliser ses troupes. En anticipation de la guerre sur deux fronts à laquelle il s'attendait, l'Empire

allemand a envahi la France. En route vers la France, l'Empire allemand a pris d'assaut la Belgique, un pays neutre depuis plus d'un siècle. Le Royaume-Uni, à la défense de la Belgique, a déclaré la guerre à l'Empire allemand. Étant donné son statut de membre de l'Empire britannique, le Canada est, par la force des choses, entré en guerre à la déclaration du

Royaume-Uni. Le Canada n'a pas fait de déclaration en son propre nom comme dans le cas de la Deuxième Guerre mondiale. La même chose est arrivée à l'Australie et à la Nouvelle-Zélande.

Voici le portrait des pays en guerre à ce moment-là :



Pays de la Triple-Entente (Alliés) :

- Serbie
- Russie
- France
- Royaume-Uni
- Australie, Inde, Canada, Terre-Neuve (Terre-Neuve n'a intégré la Confédération qu'en 1949), Nouvelle-Zélande, Afrique du Sud

Empires centraux :

- Autriche-Hongrie
- Empire allemand
- Empire ottoman
- Bulgarie
- Japon
- Italie
- États-Unis
- Portugal, Belgique, Roumanie, Grèce
- Monténégro, Saint-Marin, Brésil, Costa Rica, Cuba,

Équateur, Guatemala, Haïti, Honduras, Nicaragua, Panama, Pérou, Chine, Siam, Liberia

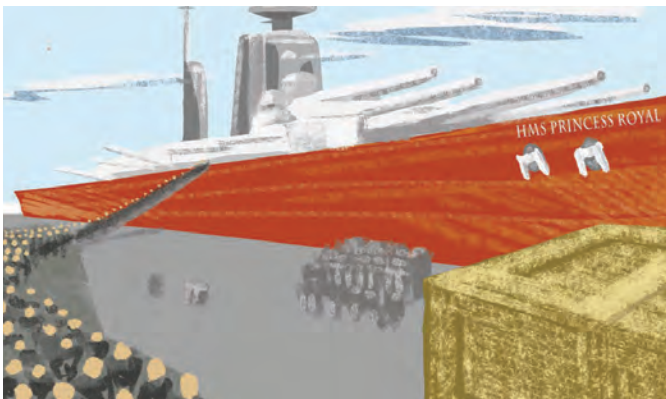
Pays neutres :

- Pays-Bas
- Suisse
- Espagne
- Suède
- Norvège
- Danemark
- Finlande
- Islande

Comme il a déjà été dit, le Canada faisait partie du Commonwealth et, même s'il était à un certain point maître de ses affaires, il a par défaut fait sienne la déclaration de guerre du Royaume-Uni à l'Empire allemand. En tout et pour tout, ce sont 619 000 Canadiens qui ont participé à l'effort de guerre. Pour un pays dont la population n'atteignait pas tout à fait huit millions de personnes, ce sont donc sept pour cent de la population qui ont porté l'uniforme militaire, des centaines de milliers d'autres ayant contribué au front intérieur. C'est un apport substantiel. L'entrée automatique du Canada en guerre a entraîné de vives discussions sur le rôle du Canada dans le Commonwealth et sa relation avec le Royaume-Uni, et c'est à la suite de ce dialogue que le Canada a pu tracer sa propre voie dans la gestion de ses affaires étrangères, sans égard à ses obligations envers la reine.

PREMIÈRE ÉTAPE : DISCUSSION AVEC L'ENSEIGNANT

Dites aux élèves de consulter les cartes aux liens indiqués ci-dessus. Passez en revue les différences entre la carte de l'Europe avant 1914 et celle après 1918. Quels changements sont survenus? Expliquez-leur que les frontières redessinées sont, dans ce cas-ci, directement liées aux victoires et aux défaites d'un conflit de grande envergure. En jetant



un simple coup d'œil aux cartes, les élèves peuvent-ils déterminer qui a gagné et qui a perdu la Première Guerre mondiale? Les changements mettent en relief l'issue de moments forts de la guerre, par exemple la chute de gouvernements, la modification des frontières et le déplacement de civils. Quelles ont été, selon les élèves, les conséquences sur les gens, les familles, les hommes, les femmes et les enfants? Si possible, dressez une liste des conséquences que peut avoir un conflit d'une telle ampleur. Voici une liste non exhaustive de facteurs qui pourraient orienter la question : effets sur le paysage, les villages, les villes, les économies, les modes de vie, la langue, la culture, les alliances, la gouvernance ou le manque de gouvernance, les arts et les mouvements politiques et idéologiques.

DEUXIÈME ÉTAPE : LES GRANDES QUESTIONS

Dites aux élèves d'étudier les questions suivantes :

Pourquoi les pays vont-ils en guerre?

Qu'arrive-t-il lorsque les sociétés ignorent l'histoire?

Y a-t-il des avantages à faire la guerre?

Comment les pays se remettent-ils de la guerre?

Divisez la classe en petites équipes de quatre ou cinq élèves. Chaque équipe sélectionnera une question et débattrà des enjeux qui y sont liés sans avoir effectué de recherche et prendront des notes au fur et à mesure. Dites aux équipes d'exposer leurs réponses. Qu'ont-ils découvert? Quels thèmes sont ressortis de leur discussion? Prenez note de ce qu'ils disent.

TROISIÈME ÉTAPE : À ÉCHELLE RÉDUITE

Les questions générales sont importantes, mais impersonnelles. Pour comprendre comment surviennent des événements comme les guerres, il est utile d'étudier les conditions qui prévalaient auparavant ainsi que les jeux d'alliance et les querelles entre les pays qui créent les conflits potentiels. Il est fondamental d'avoir un portrait global pour comprendre la séquence des événements et leur issue. En guise de préparation, il est important de faire des recherches. Par contre, ces recherches n'informent en rien sur le rôle qu'ont joué ou l'influence sur les gens qu'ont eue, par exemple, les soldats, les civils, les familles de retour à la maison, le personnel médical ou les hommes et femmes d'État. Dans un conflit aussi important que la Première Guerre mondiale, des millions de personnes sont touchées de diverses manières. Demandez aux élèves de choisir une personne et de faire une recherche sur sa vie et le rôle qu'elle a joué pendant la Grande Guerre.

Voici quelques pistes :

Journaux personnels de la Première Guerre mondiale :
www.veterans.gc.ca/eng/remembrance/those-who-served/diaries-letters-stories
www.warmuseum.ca/firstworldwar/wp-content/mcme-uploads/2014/08/2-a-1-d-letter-from-scrimger-kl.pdf

Choix des personnes :

- Archduke Franz Ferdinand
- Gavrilo Princip
- Kaiser Wilhelm II
- Field Marshal Sir Douglas Haig
- Marshal Foch
- Sir Robert Borden
- General Sam Hughes
- Sir Julian Byng
- Lt-Col John McRae
- Billy Bishop
- William George Barker
- Harry Brown
- Harry Norwest
- Cpl. Francis Pegahmagabow
- George McLean
- Grace McPherson Livingston
- Nelly McClung
- Emily Murphy
- Julia Grace Wales
- Florence Carlyle
- Caroline Armington

Cliquez sur le lien ci-dessous qui mène au site de Bibliothèque et Archives Canada. On y trouve 100 histoires de personnages de la guerre; c'est donc une source supplémentaire d'intérêt pour la rédaction des textes. Le lien est le suivant : <http://www.baclac.gc.ca/fra/decouvrez/patrimoine-militaire/premiere-guerre-mondiale/100-histoires/Pages/default.aspx>.

Les élèves feront leur recherche sur la vie de la personne choisie ainsi que l'époque au cours de laquelle elle a vécu. Ils rédigeront une courte biographie de cette personne (maximum de deux pages) et la remettront à l'enseignant. Les élèves doivent indiquer le motif de leur choix et les points qui rendent cette personne spéciale ou différente. Ils devraient aussi se demander si leur recherche leur a permis de s'ouvrir encore plus à la Première Guerre mondiale. La personne a-t-elle accompli quelque chose d'important?



QUATRIÈME ÉTAPE : UN SCÉNARIO DIFFÉRENT

Dites aux élèves de former des équipes et de se questionner sur ce qui serait arrivé si l'archiduc Franz Ferdinand n'avait pas été assassiné à Sarajevo. **Quel en aurait été l'effet, s'il y a lieu, sur le déclenchement de la Première Guerre mondiale? Demandez aux élèves de créer un scénario de ce qui aurait pu, selon eux, arriver et d'indiquer les raisons de leurs choix.** Chaque équipe fera par la suite une présentation à la classe pour expliquer le scénario en étayant leur hypothèse sur des preuves solides. **Quelques questions à envisager : y aurait-il eu la guerre? Sans guerre, que serait-il arrivé en Europe, au Royaume-Uni et en Amérique du Nord? Comment les parties impliquées dans un différend qui aurait abouti à la Première Guerre mondiale en seraient-elles venues à un accord? Si la guerre avait été déclarée même sans l'assassinat, en quoi les événements auraient-ils pris une autre tournure?** Les élèves pourront utiliser toutes les ressources d'archives et numériques à leur disposition. Encouragez-les à être créatifs et inventifs dans leur présentation. Par exemple, les élèves pourraient monter un jeu de rôle dans lequel les membres de l'équipe incarnent des représentants de divers belligérants; ils pourraient produire une vidéo, un scénario-image ou un site Web, ou même encore une présentation PowerPoint.

QUESTIONS D'ÉVALUATION DES ÉLÈVES PROPRES AU PLAN DE LEÇON

Avant les activités

Les élèves comprennent-ils de manière générale la Première Guerre mondiale et ses conséquences?

Les élèves comprennent-ils clairement les différences entre les pays et leurs intérêts?

Les élèves connaissent-ils déjà les circonstances ayant mené au déclenchement de la Première Guerre mondiale?

Les élèves connaissent-ils le rôle du gouvernement au moment de prendre la décision d'entrer en guerre?

Après les activités

Les élèves décriront les forces en jeu dans le déclenchement de la guerre.

Les élèves démontreront une capacité de faire des liens entre les différences de croyance et d'attitude et les malentendus, qui prennent parfois des proportions énormes et entraînent de graves conséquences.

Les élèves réfléchiront sur les retombées sociales de la décision du Canada de participer, ou plutôt de consentir à participer, à la Première Guerre mondiale et expliqueront leurs idées sur le sujet.

QUESTIONS D'ÉVALUATION DES ENSEIGNANTS

Avant les activités

Comprenez-vous de manière générale la participation du Canada à la Première Guerre mondiale?

Connaissez-vous clairement les circonstances ayant mené au déclenchement de la Première Guerre mondiale?

Connaissez-vous déjà les façons dont procèdent les gouvernements démocratiques lorsqu'ils doivent prendre la décision de faire la guerre?

Connaissez-vous les différences entre les pays dans le contexte ayant mené au déclenchement de la guerre?

Après les activités

Décrivez la participation du Canada à la Première Guerre mondiale.

Faites comprendre les circonstances ayant mené au déclenchement de la guerre.

Réfléchissez sur les retombées de la Première Guerre mondiale sur la société canadienne de l'époque et au-delà ainsi que sur les répercussions de la guerre une fois cette dernière terminée et expliquez vos idées sur le sujet.

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Put Down the Chalk and **Retire**

Life Lessons After Leaving the Classroom

by **Martha Beach**

As a teacher, you're on the clock 24-7. Everything reminds you of a possible science experiment, history project, or art piece. Every day is scheduled; weekends and evenings are spent marking and planning. Other than some precious weeks in the summer before you start to gear up for September, your life plan is set.

Retirement—where every day is unscheduled, wide open, and full of possibilities—may seem like a dream. Now is the time to reorganize the garage and paint the fence, digitize that old family photo album, read that stack of novels, and watch that season of *Downton Abbey* you somehow missed when it aired. But eventually you realize: you have nothing to do.

Making the transition from that full-time educator role (and mind set) takes careful planning and introspection to stay passionate, healthy, and social. "It's important to have awareness of what that transition will look like," says Kate Dack, founder of Retirement Coaching Canada. Generally, there's a honeymoon period of retirement, she says, a certain elation: go on that trip, be free for that role, check out that new gallery, build that set of drawers. "It's time to get all those loose ends that were left in the business of life," Dack says. "Teachers are so burdened and that makes the honeymoon period that much more elated." But soon enough, the honeymoon is over.

James Reynolds ran into this problem when he retired as superintendent of the Ottawa-Carleton District School Board in 1997 after 33 years on the job. "I had a bit of time, so I painted a room. Never painted one again, it's not for me. I did some stuff around the house, I watched TV... but it was boring," says 75-year-old Reynolds.

We are looking for things that make us feel alive—and some people don't know what those things are because they've been so busy.

Luckily Reynolds had a plan in place: he already spent his free time judging championship dog shows. As a retiree, he planned to continue doing just that. Now in his 50th year of judging shows around the world, Reynolds knows he made the right choice. "I consider myself so lucky," says Reynolds. He travels the world for canine competitions, from Australia and China, all over Europe, and across Canada and the U.S. "I was in this hobby before I retired. I have this social



James Reynolds with his dog.

network and this thing to organize.” It was all set out for him. “If I hadn’t had that, I would have set something else up,” he says.

Finding that passion doesn’t always happen easily. “You have to do some deep self-analysis,” Reynolds advises. Ask the big questions: What do I want to do now? How do I want to fill my time? Who do I want to see? What really lights me up? “There’s a dis-identification,” Dack adds. Who will I be? “There’s that sense of a dramatic change in purpose.”

As you come to understand yourself, you’ll be more aware of the transitional period and what it takes to make a plan. “Start with a very wide outlook, a big canvas. Put on those rose-coloured glasses and use your imagination,” Dack advises. “Find what energizes you, what excites you,” she says. “We are looking for things that make us feel alive—and some people don’t know what those things are because they’ve been so busy.” It’s important to keep in mind that retirement won’t make you a different person. “Know your own strengths and what you can do with them. It won’t suddenly fall into place. You need to build on your strengths,” says Reynolds.

After the deep digging, make detailed plans. “Create a personal and energizing retirement vision,” Dack says. Ideally, start building that vision at least five years prior to retirement. “But you have to build it in a detailed way,” Dack cautions. Let’s say you love cycling and you want to bicycle across France. You need to research pathways, roadways, weather, gear, pricing, training schedules. “Approach creating an energizing vision based on your core needs, understanding self, possibility thinking, and also based on research.”

Carole Whelan, who retired in 2009 after 34 years with the Toronto District School Board (TDSB), started planning early. “It swirled around in my head about what I wanted to do,” says 65-year-old Whelan. Her goal is to build her own family tree, so she started by organizing files and taking an online university course on family history. “It’s like anything

else, you don’t know what you don’t know until you study it.” Now, Whelan, who spent most of her working years as a history teacher, takes a couple hours each day to research and write. She and her husband travel frequently and often choose European locations based on her research, so they can visit places their ancestors lived. “I was a history teacher, but now I’m doing it myself, I’m learning more. I’m forced to connect the dots,” Whelan says. She’s using those strengths and skills to fuel her own interest, and it takes her well beyond a history book. “We live for the next trip.”

The unfortunate reality is, however, your retirement plan must include more than travel, socializing, and projects. For Whelan, family commitments arose: she spent time with her elderly mum and dad, “and grandkids appeared,” she says. The detailed plan has to include duties, explains Dack. “You have to look at ongoing responsibilities: aging parents, maybe an ongoing chronic illness in yourself or your partner,” says Dack. Whelan agrees: “We are the sandwiched generation.”

Mary Barnes Amoroso, who taught for 32 years with the TDSB before retiring in 2012, is also part of that sandwiched generation. The other layers of her familial sandwich include her 91-year-old mother, siblings, two kids and their partners, nieces, and nephews. After retiring, her responsibilities went further than family: she ran a summer

In retirement there is time to deepen connections and relationships... Because when challenges come—which they will—you won’t feel alone.

drama program for four seasons and secured a long-term occasional guidance counsellor gig right out of the gate. She still substitute teaches occasionally. “It’s nice and fun and I stay connected, but I can also say no,” says 64-year-old Barnes Amoroso. “When you step away from teaching and come back as a supply, you realize the skills you built. I’m not intimidated. I know what to do.”

More recently, Barnes Amoroso—who has always enjoyed drama—joined a theatre group. “It’s just fabulous,” she chimes. She even volunteered as a stage manager (“Not my strong point, but I learned,”), wrote a play, and currently chairs a play-development group. “Some people do ceramics or quilting, and I discovered I love writing scripts and working behind the scenes.”

Staying socially connected is absolutely critical. “In retirement there is time to deepen connections and relationships,” Dack says. Attend to quality time with

loved ones, friends, adult children, siblings, grandchildren. "Because when challenges come—which they will—you won't feel alone."

Reynolds agrees staying connected is of utmost importance. "Even if you're the worst golfer, join the team and get out there," he says. "Otherwise, your social world just gets narrower and narrower."

Whelan finds herself booked to the brim. "Now when I try to organize a dinner with retired friends it's so difficult. Everyone is so busy," she says. Barnes Amoroso's schedule is also very full, "For the first time in my life, I need an agenda," she says. "I've made my life rich by getting together with friends and family and planning travels in the off-season."

"Being retired, I get called all the time—people know I'm not working," says Barnes Amoroso. "But now it's about finding a balance between internal reflection and outside social time."

Finding balance is part of health and wellness, another top priority. This means focusing on diet, exercise, care for chronic illness, pain, or injury, advises Dack. But physical health is just one side of the coin. "As we age, serotonin diminishes, so we need to work on emotional wellness," Dack says. Know your limits. Understand what triggers you

and know how to balance yourself in stressful situations. This is where increasing positive mental attitude comes in. "There's a lot of talk about gratitude and empathy and it's not just Pollyanna talk—it's very important," Dack says. "People who can practice putting on rose-coloured glasses and see the good instead of just the bad do the best in retirement."

To make the most of retirement and stay healthy, happy, and passionate, start with deep introspection. Ask the big questions. Find something that energizes you and builds on your strengths. "It dawns on you at some point that it's too late. That bell goes in September and, without anything to do, it's killer," says Reynolds. Once you find that passion, make a detailed plan based on research and imagination. "The more one prepares for anything in life, the easier it is," Dack says. "Some people go on to use their skills in another way and create their own next chapter. It's just filled with possibilities." Above all else, put on those rose-coloured glasses and enjoy the golden years.

Martha Beach is a graduate of Ryerson University's journalism program. Currently, she is a freelance writer and factchecker in Toronto.

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Senior Care Facilities

A place filled with wheelchair-bound and walker-pushing folks may not be your typical field trip. Homes for the aged often rely on visitors to brighten up the days of their residents, offering a great way for students to get involved in service-learning and civic engagement. By participating in meaningful interactions with residents, students have the opportunity to make a difference in the lives of others, even if it is as simple as putting a smile on a senior's face. Enabling students to gain experience caring for those in need may also promote their social-emotional development, instilling values such as understanding, empathy, tolerance, and compassion.

Below are suggestions for senior care facilities that welcome organized visits by K-12 school groups.

Cridge Village Seniors' Centre

The Cridge Village Seniors' Centre in Victoria houses 85 seniors receiving assisted living services. It partners with various K-12 groups throughout the year who typically participate in concerts, plays and intergenerational art programs. For more information, visit: cridge.org/seniors-services/.

Fudger House

Located in downtown Toronto, Fudger House is home to 250 long-term care residents. Its collaboration with the Toronto Intergenerational Partnerships in Community (TIGP) has seen the involvement of a number of schools. The facility currently engages in structured elementary group programs and hosts regular performances by students from public and private schools. Visitations typically require a few months' notice. For more info, visit: www1.toronto.ca/wps/portal/contentonly?vgnextoid=3a0e3293dc3ef310VgnVCM10000071d60f89RCRD.

Meadowood Manor

Meadowood Manor in Winnipeg is a faith-based non-profit, personal care home. Visiting school groups can participate in choirs, music, reading, plays, one-to-one visits, physical games (basketball, bowling, balloon badminton), charades, and crafts. For more information, visit: www.meadowood.ca.

Sherwood Care

Located in Sherwood Park, Alberta, Sherwood Care is a long-term care facility serving one hundred residents. It accommodates numerous school groups, from toddlers to teens, with activities ranging from cards and table games to physical games to crafts and musical performances. Preschool groups also have classes conducted at the centre while the seniors observe and interact with them. For more information, visit: sherwoodcare.com.

ACTIVITY IDEAS

There are a number of activities that students and seniors can enjoy together, including ones that are curriculum-related. Here are some to consider:

Reading and Storytelling

Students read to residents or, alternatively, have them share their life stories. Teachers might have students interview residents and write down their experiences.

Arts and Crafts

Students and seniors work on simple craft activities together such as painting, scrapbooking, hand-sewing projects, knitting and crocheting, and easy-to-make holiday ornaments.

Drama and Music

Conduct a sing along session, or treat residents to a student performance such as a dance or short play.

Games

Students and seniors may engage in games like cards, board games, checkers, or bingo.

Gardening

Some facilities maintain gardens where students work alongside residents in activities such as watering, weeding, raking and planting.

Eating Together

Organize a lunch with the facility so that students can enjoy a communal meal with the residents.

Technology

Students can teach seniors how to use computers, tablets, email, and the Internet.

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Download our FREE bilingual learning tools for activities to help you and your students start filming!

Deadline to submit is August 31, 2017.



Continued from page 16

accomplishment, and a little more self-esteem. Either way, seeing their hands fly up in the air when I ask who wants to take a reading test next is a great sight to see.

Throughout the year, my students have continually made impressive strides as readers. Some students pass a level every reading test while some need to spend a little extra time. Elias, who still gives me a run for my money but far less often, has improved so much that I had to frantically search for more challenging reading passages.

Teaching special education students can be challenging at times, but it's absolutely worth it. Many of my students have experienced struggles in the general education classrooms either with behaviour, academics, or both. It's rewarding to see them succeed and wonderful to see their joy when achieving their goals.

I have a feeling that sharing this data with my students is only the tip of the iceberg. I've started asking them to calculate their own reading accuracy and input the data directly into my spreadsheet as a way of increasing ownership of their own development. What other ways can we, as teachers, help students grow and learn?

Kirby Morrison is a 7th and 8th grade Special Education Teacher at Chavez Elementary School in the Chicago Public Schools.

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