TEACH LE PROF

MAY/JUNE 2018 $3.85

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

Preventing the Summer Slide

TEACH
MAGAZINE • LE PROF

PUBLISHER / EDITOR
Wili Liberman

ASSOCIATE EDITOR
Lisa Tran

ASSISTANT EDITOR
Raenu Sarathy

EDITORIAL ASSISTANT
Alexandria Saracino

CONTRIBUTORS
Martha Beach, Sean Blackmer,
Meagan Gillmore, Adam Stone

ART DIRECTION
Kat Bezner

DESIGN / PRODUCTION
Kat Bezner

EDITORIAL ADVISORY BOARD
Bernice Slotnick
Teacher (retired)

John Myers
Curriculum Instructor,
Ontario Institute for Studies in Education/
University of Toronto

Rose Dotten
Directory of Library and Information
Services, University of Toronto Schools
(Retired)

www.teachmag.com

TEACH is published by 1454119 Ontario Ltd. Printed in Canada. Subscriptions are available free of cost by writing our office, 1655 Dupont St., Suite 321, Toronto, ON M6P 3T1 E: ***info@teachmag.com*** T: (416) 537-2103 or sign up for our newsletter at ***teachmag.com***. Unsolicited articles, photographs and artwork submitted are welcome but TEACH cannot accept responsibility for their return. Canadian publication mail sales product agreement No. 195855. ISSN No. 1198-7707.

Summer is here and the time is right for dancing in the streets. I have no doubt that, as the school year draws to a close, teachers will be dancing, at the very least, in the aisles of their classrooms.

Here at TEACH Magazine, we want to send you off with some cogent and practicable summer reading. Food for thought that may be employed once the weather cools and classrooms beckon once again.

The most appropriate feature explores how to avoid that summer slide, make up for the vacation gap when students are thinking about everything but school and may have forgotten some of what they learned the year before. This feature provides some helpful hints and strategies to help students rediscover some knowledge that lay dormant over the summer break.

What to do about math scores? It is a continuing dilemma and a never-ending concern, it seems. Our correspondent, Adam Stone, takes a deep dive into the topic. As he discovers, this is, at the very least, a North America-wide problem. Perhaps part of the solution is focusing on teaching students how to solve puzzles and problems rather than stressing the learning of formulas? Read the article and find out.

Continuing on with the theme of 'escape' from school over the summer, Martha Beach provides a comprehensive run down on Escape Rooms for students. Hands-on, dramatic puzzles that demand higher order thinking skills along with old-fashioned teamwork to master successfully. Ultimately, letting students loose in an Escape Room is simply a lot of fun.

In CURRICULA this issue, we explore the Canadian Suffrage Movement—in French.

Take a look at our latest suite of interactive, digital teaching resources:

The Life and Times of Sir Wilfrid Laurier, (*www.sirwilfridlaurier.com*),
Suffrage: Canadian Women and the Vote (*www.canadiansuffrage.com*),
The Road to Confederation (*www.roadtoconfederation.com*) and
Dystopia 2153 (*www.dystopia2153.com*).

Wishing you good fortune and a much-deserved rest for Summer 2018.

Until next time,
Wili Liberman, Editor
@teachmag

BE THE HERO

Fundraising with flowers

LET US BE THE SIDEKICK.

No minimum order
FREE Shipping
FREE sales supplies
No up-front cost
All products guaranteed
Expert help every step of the way

EARN 50% ON EVERY SALE!

A Hero is someone who voluntarily walks into a challenging situation because they see the greater good involved. Be the Hero with Veseys Bulb Fundraising. Raise funds for your cause while beautifying your community, and rejuvenating Mother Earth!

Make a difference. Be the Hero.
Vesey's Fundraising is by your side.

Vesey's Bulbs
FUNDRAISING

Click or call today to receive your FREE Information Kit & Supplies

www.Veseys.com/fundraising or 1-800-363-7333

We design IT solutions for schools using the latest technology from the world's greatest innovators. Combined with the knowledge of our IT experts, CDW helps educators like you expand your students' potential and create new digital learning opportunities.

Smarter Classrooms. Orchestrated by CDW.

For more information, call 800.972.3922, or visit CDW.ca/education.

APC by Schneider Electric · cisco Gold Partner · ERGOTRON · InFocus · Lenovo · Microsoft · StarTech.com Hard-to-find made easy · CDW PEOPLE WHO GET IT

contents

The Shadowed Road

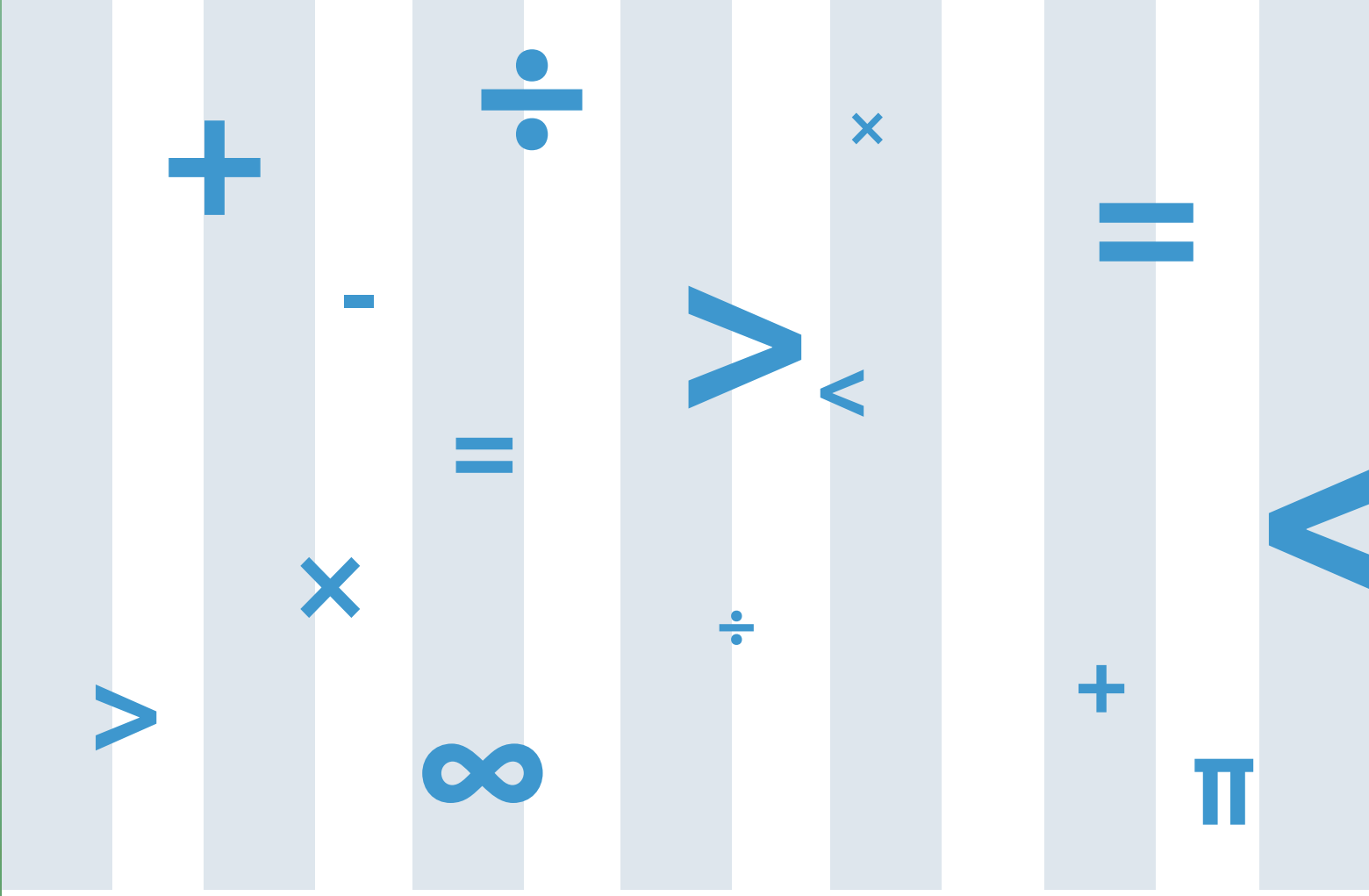
version 2.0

An improved multimedia experience for mobile devices.

Try it FREE today!

TheShadowedRoad.com

Brought to you by TEACH Magazine



MATH SCORES:
Why is this a problem?

by Adam Stone

There are indications that student math scores are slipping. While the picture isn't entirely clear, and while the situation is far from calamitous, it's evident that at least some students are having a hard time making the numbers add up when it comes to standardized math assessments.

Educators point to a number of reasons why the trend lines may be pointing downward. The issue may lie at least in part with the tests themselves: Perhaps classroom work hasn't caught up to changing assessments and evolving expectations.

Others suggest the problem may be inherent to the subject matter. "Learning math is really hard," said Dr. Kevin R. Chandler, Assistant Professor of Mathematics and Head of the Math Lab at Beacon College in Leesburg, FL.

"To do a simple addition problem such as 2+5, a student must first know what both 2 and 5 mean, what it means to add, and the meaning of equality," he said. "They must be able to understand how the numbers relate to each other and how the mathematical process of adding works. They then have to apply this knowledge and understanding to determine the correct answer. We then give the student a story problem which requires two other higher-order thinking skills: analysis and synthesis. That is expecting a lot of a child."

How hard is it, really? To get a sense of where the issues may lie, we'll take a look at some recent news about math scores, and then dive into a range of suggested solutions from educators.

THE TREND LINES

In the big picture, numerous indicators suggest a decline in math scores.

In fall 2017, Ontario's Education Quality and Accountability Office sparked concern with its news about student proficiency in mathematics. Only half of Grade 6 students were meeting the provincial standard in math, while only 44 percent of Grade 9 students in applied mathematics did the same. The Toronto District School

Board has since announced that just 28 percent of Grade 9 students in applied mathematics met the provincial standard.

National news from the U.S. is no more heartening. Between 2011 and 2015, math scores on the National Assessment of Educational Progress declined in 20 states. (That slide may be in check, though: On the 2017 assessment, 48 states showed no significant change in their Grade 8 math scores compared to 2015.)

The most recent stats from the Program for International Student Assessment, or PISA, showed that in math, the U.S. student scored 470, below the international average of 490. Average scores ranged from 564 in Singapore to 328 in the Dominican Republic.

State and local figures are no more encouraging.

The number of third-graders who met or exceeded state expectations on Massachusetts' new standardized test MCAS 2.0 fell by more than 20 percentage points last year, with smaller drops in other grades. In the St. Paul Public Schools district, only 35.5 percent of students scored proficient or advanced on the math portion of the Minnesota Comprehensive Assessments, a 2 percent drop from the previous year. It was the fourth straight year of declines for students in grades 3-8.

The news is hardly encouraging, but educators say there is much that can be done in the classroom to boost student test scores and to elevate students' overall understanding of mathematical concepts.

"I was going to teach them the meaning of life ... but it wasn't on the test."

TIPS AND TOOLS

In its guidance to top-achieving schools, known as Blue Ribbon Schools, the U.S. Department of Education encourages a strong focus on thoughtful curriculum development.

"Curriculum content and standards Blue Ribbon Schools use are coherent, focused, and demanding mathematics curriculum that reflect the logical and sequential nature of mathematics," the Department notes. "Students move from mastering basic computational skills and number concepts to more complex ideas and mathematical reasoning, including problem-solving. Schools expect students to know math concepts and be able to apply them in a variety of settings. All teaching is aligned with district and state standards in mathematics."

This strong structural approach at the top level should help to drive positive classroom outcomes.

State and local governments, too, can play a role in helping boost scores. New York state for instance, has been steadily increasing the number of questions it releases to the public from its standardized tests: In 2017, the state made public 75 percent of the questions from the grade 3-8 math tests. By allowing teachers and parents to review questions and answers, the state aims to boost educators' ability to steer student progress.

While these top-down initiatives can help move the needle, experts say, even more can be done at the classroom level.

Amber Gentile, EdD, Assistant Professor of Teacher Education at Cabrini University, encourages K-12 teachers to look beyond the next exam.

"Teachers feel pressured to cover set topics and materials due to standardized testing. As a result, they may find themselves 'teaching to the test.' The trend seems to be a very regimented and prescribed teaching of math," she said.

This approach "does not lend itself to generalizability or a deep conceptual understanding. We need to remember the true goals of math, which should be about learning deductive reasoning, being prepared for further learning of advanced math and science concepts, and being able to understand the information around us in life."

How do we get to this new orientation? Gentile says it is up to the teacher to establish a mode of instruction that focuses on developing the student's own problem-solving skills.

"Rather than the current practice of providing students with a formula and then having them apply it to a specific problem, we should be teaching students to figure out how to solve a problem, having them figure out the formulas," she said. "Teach students how to think conceptually and how to deduce what is needed to solve problems."

Frank Milner is President of Tutor Doctor, a worldwide in-home tutoring company. He offers several strategies for boosting math proficiency:

- Consider the Student's Point of View – Before trying to take control of a problem, teachers should first listen to their students regarding the situation. Ask the student if they are feeling stressed or overwhelmed, or what they are struggling with in particular. Often times, having a conversation with a student can identify factors causing a negative performance. Through dialogue and asking

questions, teachers can create a more focused plan that addresses their student's academic problems.

• Focus on mastering a topic before moving onto the next topic: A math curriculum is designed in a sequence that has topics build upon one another into more complex topics. Algebra leads to Geometry, which is then followed by Trig and Pre-calculus. Therefore, if a student is having a problem with a topic, continue working with that student on that one topic until they've gotten a grasp of it and can work problems successfully. Only then should they move onto another subject.

• Be open to making mistakes: While we all want a perfect score on an exam, students learn the most when they have a setback. Mistakes require us to examine our work to find out where an error occurs and learn what steps are needed to correct it. Educators can help in this process by showing students where things went wrong and turning it into a learning experience.

At St. Mark's Episcopal School in Fort Lauderdale, FL, Principal Kathleen Rotella acknowledges math can be a steep hill to climb. "You are always going to have some students who struggle with math. It may not come as easily as other subjects, for some students," she said. But there are things teachers can do to help the stragglers along.

"You need to have support from home," she said. "Get the parents engaged. If a mother is cooking she can go through the measurements with the child. Math is all around us in our day-to-day tasks, and teachers can encourage parents to have those conversations with their children."

Collaboration at the classroom level is another key to success. Rotella's Grade 6-8 teachers routinely get together to review test scores and student progress. If grade 7 students are missing key concepts, the grade 6 teacher can beef up that part of the curriculum, and the grade 8 teacher can be ready with remedial materials if needed.

Finally, she said, teachers can look to adjust the ways in which they approach the subject on a macroscopic level. Rather than rush to solutions, educators need to slow math down, stretch out the process in order to give students room to find their way.

"Teachers can ask more 'why' questions. Instead of immediately giving students the answer, you want to ask leading questions and give them time to work it out," she said. "We sometimes jump in too quickly as teachers, wanting to help the child get to the answer, but they first need time to understand what the question is asking them. They need time to work out the problem for themselves."

A seasoned journalist with 20+ years' experience, Adam Stone covers education, technology, government and the military, along with diverse other topics.

SUFFRAGE: CANADIAN WOMEN AND THE VOTE

INTERACTIVE

Features original videos, archival images, original sound track and special effects. Recommended on Mac/PC using Google Chrome and on tablets and smartphones with the latest OS.

FREE AND BILINGUAL

Suffrage: Canadian Women and the Vote is freely accessible to all teachers and students in English and French.

TEACHER RESOURCES

Comprehensive suite of curriculum-connected resources and lesson plans smoothing the way for classroom implementation.

KEY PEOPLE AND THEMES

Early History of Voting; Apathy; Emily Stowe; Nellie McClung; the Temperance Movement; Feminism; and the Influence of Militancy.

EXPLORE THE COMPLETE STORY OF THE CANADIAN SUFFRAGE MOVEMENT THROUGH A HISTORIC GRAPIC NOVEL

A true story of how Canadian women achieved the vote in a dynamic and interactive format that delivers a compelling learning experience. The evocative illustrations recreate the span of time representing how long women struggled to attain the vote and the many challenges they faced.

SIGN UP TODAY AT CANADIANSUFFRAGE.COM

Canada

TEACH
MAGAZINE • LE PROF

MOVEMENT IN THE CLASSROOM

by Sean Blackmer

After teaching at an alternative middle school for the past four years, the one thing I constantly hear from new students is, "we can move around in your room and not get in trouble? My old teacher never let me do this!" Every time I hear this, I am excited that students now have more freedom in my classroom, but also aware of those hundreds of students still sitting all day. When I talk about how any teacher can incorporate movement, I'm often met with skepticism. What we have often forgotten as teachers and as a society, is, how vital movement is for both the body and the brain. We've become more focused on test scores and their preparation instead of the mental and physical health of our students. And yes, I am aware of how tests can have a positive effect on a student or school, but is that really our goal as educators?

With advancements in technology and research on the human brain, we are now able to understand why and how movement can help us. Movement has been shown through countless studies to reduce behaviour and mental health issues, improve attention, and create more engaging, meaningful classes. This is due to the brain's release of four key chemicals during movement: Serotonin, Dopamine, Endorphins, and Cortisol.

Serotonin helps to regulate students' mood while Endorphins and Cortisol both help to lower and fight stress. Dopamine plays a key role in motivation and getting people to keep doing things. So, for our students going through a difficult time, have high anxiety, or other mental health disorders, having these chemicals flush the brain allows them to be in a better, more positive state of mind.

Movement also helps to stimulate the hippocampus—the part of the brain that is associated with memory. After a student has moved, their hippocampus is more efficient at storing information as well as creating the necessary neural connections to recall the information quicker when needed.

So, what can you do in your classroom to encourage movement? Research suggests everyone should get up and move every 20 minutes. Movement can be as simple as a walk, stretches, or yoga poses. These movements increase blood flow throughout the body and primarily the brain. More blood flow means more oxygen is being delivered to the brain, thereby creating neural pathways that allow students to recall the material better and more efficiently. Students sit for a vast majority of their day at school and while the passing period provides a brief to walk, this does not provide the necessary movement to engage the mind. When you consider that more and more schools are getting rid of PE to add more seat time for test preparation, this only adds to the issue.

In my classroom, I have been fortunate enough to be able to purchase two sets of movement desks. One set is called Pedal Desks where 4 students can sit and pedal a bike while working at a table. The second set is comprised of standing desks, with one being a standard standing desk and the other side features two balance boards where students work. At the beginning of each school year, I go over the rules and expectations of the desks with students, even going into the reason they are in my classroom. If you want to make positive changes in your classroom, then you have to explain to students the purpose of your approach. Once students are on board, and they understand the purpose, there is little to do in terms of behaviour management.

When I first introduced the Pedal Desks, there was a group of middle school girls that thought the desks were stupid and elementary. After a couple of weeks though, I noticed one girl started sitting at a desk and soon her friends followed. Then, one day I gave a writing assignment during class. This was the moment I witnessed the brain's need for movement. I assigned the writing prompt through Google Docs while the four girls were sitting at the movement desks. As they read the prompt (3 paragraphs), not a single girl pedaled, but as soon as they put fingers to keys, their feet started pedaling!

I also have several wobble chairs that are similar to stools, but instead of four wooden posts as legs, there is one post that has a curved underside. This forces students to continuously find the center of the chair only to go off balance again. It is a great way to help students who need to fidget and move, but don't want to pedal or stand up to work. I have seen this happen several times across

all middle school grade levels, genders, IQ's, Gifted and Talented, Special Education students, and neurotypical students. Students I have taught with ADHD, ADD, or your typical middle school boy are never as much of a behavioural issue in my classroom compared to other classrooms.

My classroom is often seen by other teachers and visitors as a circus or *the* loud classroom, but isn't that what classrooms should be? Why do we have this perception of classrooms as rows of desks, little talking, and always lectured-based? With all the technology we have at our fingertips and the vast amount of brain research, do we still think that traditional "sit and get" teaching methods are best? Schools and institutions that have implemented movement in the classroom have seen their behaviour problems, test scores, and overall school culture improve dramatically. I understand that some teachers may perceive movement in the classroom as taking away from academic content, but what message does that send to our students? Learning about quadratic formulas or people who died in 1492 is more important than students' view of themselves or how movement can positively impact health? I live in an area where nine teen suicides occurred in the 2016-2017 school year and the state of Colorado has one of the highest rates of suicide in the United States. So that brings up the point again; when do we start focusing on the mental wellbeing of students rather than state standards?

Working in an alternative school setting has given me broader perspectives on student learning, much different from those portrayed in my college courses. Families want something different and when most traditional schools are only getting larger, people look for other options. We have to start adapting to our students not the other way around.

Our brains want to move and when we provide them with movement—creativity, memory, attention span, focus, mood, and self-worth, all increase. There are dozens of different ways to incorporate movement into the classroom, even by teaching juggling. I've read about and talked to other teachers who incorporate physical movement. They have noted similar results. Here's the best part; no matter what type of movement you incorporate into your classroom, they all have the same benefits for students, the classroom, and the school. Once teachers foster student understanding as to its purpose, you will have fun. School should be about making learning fun. Let's ditch the sit and get lectures and encourage students to move.

Sean Blackmer is a Middle School Social Studies & Electives Teacher in Grand Junction, Colorado. He was the main contributor to the school's development of a hybrid online-onsite learning program. He is currently completing his Masters in Special Education through Colorado Mesa University and will receive a certificate in Applied Behavior Analyst from the University of Northern Colorado.

Preventing the Summer Slide

by Meagan Gillmore

Summer vacation brings a certain amount of relief and anxiety. Everyone looks forward to the break, but the absence of classes can create the possibility that students will forget what they learned throughout the school year. Some learning loss is to be expected, but there are reasonable concerns about how summer vacation may weaken students' reading and math skills. Teachers can, however, encourage students to continue building those fundamental skills after the final bell of the year rings.

Work with Parents and Other Teachers

Teachers should reach out to those most involved in students' learning—parents. If students see their parents reading, or explaining how math relates to everyday activities, they're more likely to want to read, or believe they can do well in math. This can be difficult if parents don't have the appropriate resources. Library programs and educational apps can supplement learning. Sometimes, teachers supply materials for parents themselves.

Kevin McBean teaches English at M.E. LaZerte High School in Edmonton, AB. While he's always been an avid reader, he knows many students struggle to read. It can be difficult for students to read for pleasure if they don't see their parents doing the same. For example, some parents work multiple jobs or are learning English. McBean tells parents that they don't need to be fluent in English to encourage their children to read. They may still engage with what their children are reading, even if they can't read the books themselves. He encourages parents to talk about the books. The books might be written in English, but parents can use any language to discuss them.

Many teachers are quick to recommend summer library reading programs, but that can be difficult in some neighbourhoods. Students at Lavallee School in Winnipeg, MB, built a little free library so students can have books to read during the summer. Students or their families borrow books from the popular three-shelf library set up outside the school, and then replace the books they take with their own. Meagan Chopek who worked as the school's teacher-librarian when they started the project, says this library is particularly important because there is no public library close to the school.

"For a lot of kids, if they don't have books on their shelves at home, they're not going to be reading," Chopek says, adding this is a particularly difficult situation for younger students who are still learning to read. "If they're not seeing books, they're not going to progress."

Teachers in the same school may also work together to encourage students to keep reading throughout the summer. Kirk Langford, operations manager for Scholars Education Centre, a tutoring company for students in Ontario and Alberta, has seen some teachers promote literacy through summer reading contests. Some students thrive

on competition, and the challenge motivates them to read. Teachers, however, need to run these contests strategically. Students will likely not have the same teacher in September who introduced the contest during the previous school year. Langford says contests have been effective when teachers coordinate with future teachers that their current students will likely have in September, so they can follow up about the contests. "It works really well because the kids see continuity," he says.

Make Reading Fun

Students need to be taught how to read for pleasure so it will be easier for them to read during the summer. McBean says teachers can't assume students know how to pick a book to read for fun. Students need to learn the habits of reading book descriptions to see if the content interests them, and then to flip through the book to see if the writing style engages them or if chapters are manageable. Teachers should discover what their students' reading ability and interests are and help them find appropriate books.

"If a student doesn't like something, they're never going to really latch onto it and become engaged with it," says Langford. What's most important is that children are reading books that they enjoy, not that students are necessarily picking up a classic novel. "We are better off getting (students) to feel a sense of accomplishment in that thing they previously didn't like," he says.

"If we can find something that's their little niche and they're reading it because they want to read it, then their skills are going to continue to improve even over the summer because they are going to take that on," says Kim Keating, a Grade 4 teacher at Holy Trinity Elementary School in Torbay, NL.

Summertime can make reading more enjoyable because it gives students opportunities to read books that aren't assigned for school, and to read in places other than school. Students can read outside: in a park, the backyard, or while on a camping trip. They can spend long car rides listening to audiobooks or reading silently.

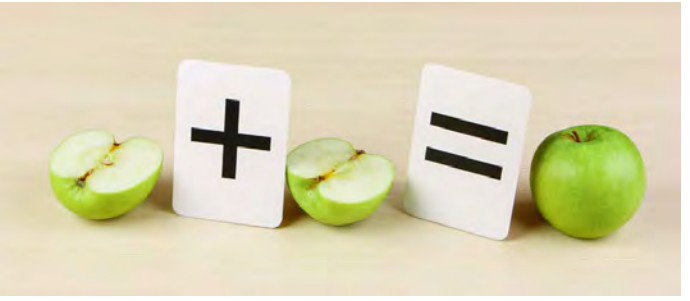
Students who are learning other languages can also use the summer to work on these skills in a fun way. Langford, who has worked in developing French curriculum, says grammar workbooks aren't the way to boost a student's skills in a second language. Instead, they need to hear how those languages are being used. They can listen to popular songs from other countries, or watch familiar TV shows and movies with subtitles on or audio from another language.

Connect Math to Everyday Tasks

Inspiring students to practice math skills throughout the summer may be more challenging—not because it's hard to find ways to do this, but because many parents are afraid of math themselves.

Kids need to be shown that math is a language that everyone can learn, says Alicia Burdess, a high school math teacher in Grand Prairie, AB. She encourages students to play dice and card games during the summer to help them practice their number sense. "Make it joyful. Make it fun. Do not practice for the sake of practice," says Burdess.

Tools like flashcards can actually hinder students' learning if they reinforce the idea that being good at math means being the first to know the answer, says Burdess. Techniques like these can frustrate students who may have difficulty memorizing and make some of them decide they're not good at math altogether.



Students need to learn to see how math is part of their everyday lives. Chores like sorting laundry reinforce geometrical principles like distinguishing shapes based on their characteristics, says Judy Mendaglio, a retired high school English teacher in Ontario who now volunteers with several organizations that focus on math education. Math, however, is also part of play. Figuring out how to get to a friend's house requires using directions and determining how long it takes to travel certain distances. All these are math skills.

Teachers can't be with students during the summer, but their teaching during the school year can inspire students to see how math is part of things they enjoy. When students discuss how high they've swung on swings, they're discussing math, Mendaglio says. Filling buckets with sand to build sand castles requires knowing what a bucket's capacity is and using that knowledge to build a structure—more math skills.

Summer activities give students many opportunities to see math is more than just memorizing formulas, and that being good at math isn't necessarily the same as getting the right answers on worksheets full of math problems. Math is like music, says Mendaglio. If students are only taught about music by learning about scales, they likely won't enjoy listening to it, she says. If they're taught that math is all about worksheets, they won't like it, either. "Mathematics is no more worksheet-driven than music is worksheet-driven," Mendaglio says.

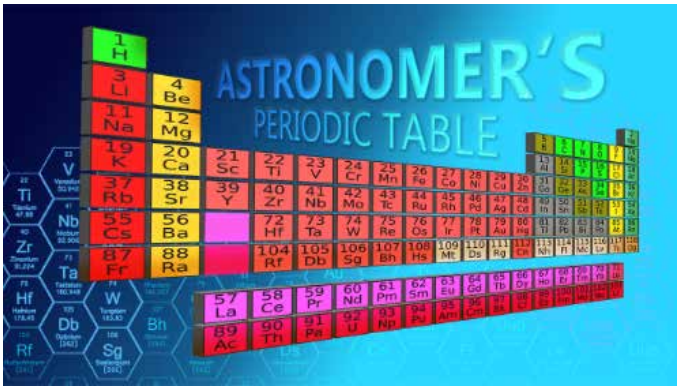
Continued on page 17

STEM Summer

Extra time in the summer may allow for the discovery of, and engagement in, new interests. As a teacher, it's advantageous if those interests can then be shared with your students in the future. Growing knowledge and understanding in the fields of Science, Technology, Engineering, and Math (STEM) is becoming increasingly valuable in education. Here are some fun summer excursions that can get you, your family, and consequently, your students, excited about the wonders of STEM!

H.R. MacMillan Space Centre

The H.R. MacMillan Space Centre is a non-profit community resource in Vancouver, BC, that brings the wonders of space to Earth. Take a family trip to the Space Centre and check out the various shows and exhibits offered. For example, in "Asteroid: Mission Extreme," explore an astronaut's journey to an asteroid and the effect this could have on humankind. In "Astronomer's Periodic Table," explore where elements come from and



how they are cycled through the universe. When school starts up again, you may even consider taking your class on a curriculum-connected adventure to the Space Centre, as bookings are offered for students of all ages. Learn more at ***www.spacecentre.ca***.

Dynamic Earth

Owned and operated by Science North, Dynamic Earth is an earth sciences museum located in Sudbury, ON. Dynamic Earth builds on the city's mining heritage, with a focus on geology and mining exhibitions. With a perfect balance of both science and engineering, "Engineering Earth" offers interactive exhibits and hands-on experiences that invite visitors of all ages to understand the composition of raw earth, to study the

behaviour of granular material, and to discover the world of engineering. Check out all of the exhibitions offered at ***www.sciencenorth.ca***.

TELUS Spark

Visit TELUS Spark in Calgary, AB, to spark the imagination. The facility offers hand-on activities for kids of all ages, including teens. For instance, in "Earth & Sky," you may sculpt landscapes through erosion, make a snowstorm, compare our landscape to other worlds in the solar

system, and create personalized constellations. In addition, TELUS Spark offers specially designed professional development programs for education professionals who want to grow their careers and their minds through design thinking, innovation, and making. Discover more at ***www.sparkscience.ca***.

Ingenium Canada

Plan a family visit to the Canada Agriculture and Food Museum, the Canada Aviation and Space Museum, or the Canada Science and Technology Museum in Ottawa, ON. Under the Ingenium brand, these museums provide the whole family with sensory experiences demonstrating how science and technology connect with our everyday lives. For instance, the Canada Science and Technology Museum allows visitors to discover artefact-rich exhibitions featuring marine and land transportation, communications, space, computer technology, and several unique objects from its national collection. To learn more about the museums, visit ***ingeniumcanada.org***.

Montréal Science Centre

At the Montréal Science Centre, there are a variety of multimedia challenges, games, interactive areas and an IMAX theatre that make science-learning fun for everyone. One experience, the "Fabrik" Creativity Factory, is an imaginative workshop space for experimentation and inventiveness. It brings out creativity as it challenges participants in assembly work on things like parachutes, catapults, and floating vessels. The goal is to envision a technological solution and build it using the various materials provided. Discover more activities and exhibits at ***www.montrealsciencecentre.com***.

Continued from page 15

Prepare for the Return

Fostering enjoyment and teaching students to make connections outside the classroom is particularly important when students return to school in September, or encounter a subject they haven't taken for a long time. Asking a good question or putting students in teams to solve practical problems can help them re-integrate into math. Having them write about their summer vacation can demonstrate their level of writing skills—and if they continued reading and writing during the break.

Teachers should share about their summer vacations too, and how they also encountered math and reading during the break. That may be the best way to encourage summer learning in students.

Meagan Gillmore is a freelance writer in Toronto, ON.

LE MOUVEMENT DES SUFFRAGETTES CANADIENNES

CURRICULA

PREMIÈRE LEÇON :
La montée du féminisme

La bande dessinée interactive et ressource pédagogique Le mouvement des suffragettes canadiennes aborde la question de l'origine et de l'histoire de la lutte des femmes pour obtenir le droit de vote au Canada. Elle braque les projecteurs sur deux amies, Bridget et Shania, qui sont nonchalantes et relèguent le vote au second plan dans leur liste de priorités. Cependant, après un entretien tout en éloges avec des femmes de leur entourage sur les embûches qu'ont dû surmonter les femmes pour gagner leur droit de vote au Canada, les filles changent d'idée et se politisent. Il est important que les élèves essaient d'imaginer cette époque, non trop lointaine, où les Canadiennes ne pouvaient pas voter et les conséquences de l'inégalité ainsi créée sur les femmes et la société dans son ensemble. Il leur faut également comprendre comment une telle situation a incité de nombreux Canadiens à agir ainsi que les motifs sous-jacents, comme en fait foi la montée du féminisme.

Le projet a pour fondement le 100e anniversaire de l'obtention du droit de vote des femmes (ou de la plupart d'entre elles) en 1918. C'est un excellent prétexte pour étudier les effets de la lutte pour le droit de vote sur le féminisme au Canada et se demander si les deux réalités auraient pu exister l'une sans l'autre. Les élèves apprendront les causes des changements sociaux et seront encouragés à tisser des liens avec les mouvements sociaux et politiques actuels et à prévoir l'issue de leurs revendications.

MATIÈRES
Citoyenneté, citoyenneté mondiale, histoire du Canada, études sociales, politique

NIVEAU SCOLAIRE
9e à 12e année

DURÉE
3 à 4 cours

VOCABULAIRE IMPORTANT
Suffragette : Personne qui milite pour l'acquisition du droit de vote ou recommande ce droit, surtout à l'endroit des femmes.

CONCEPTS ABORDÉS

Les élèves se renseigneront sur les origines du droit de vote des femmes au Canada et exploreront les liens de ce droit avec le mouvement féministe. Qu'est-ce que le féminisme? La définition qu'on donne au terme cadre-t-elle bien avec ce qu'on observait chez la première vague de féministes au Canada? Le féminisme a-t-il donné naissance à la lutte pour le droit de vote ou est-ce plutôt l'inverse? Pourquoi les femmes canadiennes n'étaient-elles pas toutes féministes? Comment la population a-t-elle réagi face à la montée du féminisme? Pourquoi est-il important d'étudier cette période de changements dans une perspective historique? Comment l'acquisition de connaissances sur le droit de vote des femmes et le féminisme nous est-elle actuellement avantageuse?

Les élèves pourront mettre à profit leurs nouveaux acquis au cours d'une réflexion sur la place d'un cours obligatoire au secondaire sur les études féministes.

OBJECTIFS

Voici les résultats attendus pour les élèves :

- accroître leur bagage de connaissances sur la montée du féminisme au Canada et son lien avec la lutte pour le droit de vote;
- étudier les rapports de pouvoir et les manifestations de l'oppression des femmes au Canada jusqu'à l'obtention du droit de vote;
- décrire les événements avant, pendant et après la Première Guerre mondiale qui ont mené au vote des femmes;
- voir que le travail concerté de personnes et d'organisations peut réussir à mettre fin à la discrimination fondée sur le sexe et à l'oppression qui y est liée;
- enrichir leurs connaissances sur l'histoire du Canada et du monde;
- apprécier le rôle du Canada et des Canadiennes dans la Première Guerre mondiale;
- transmettre leurs idées, leurs arguments et leurs conclusions par divers moyens et dans divers styles selon la situation.

MATÉRIEL REQUIS

- Bande dessinée *Le mouvement des suffragettes canadiennes*
- Ordinateurs ou autres appareils avec accès Internet
- Carte du Canada
- Court métrage de CPAC, *Moments marquants - L'histoire du vote – Le droit de vote des femmes* (9 min), www.cpac.ca/fr/programs/moments-marquants/episodes/21252966/
- Documentaire de CBC, *The 'F' word: Who Wants to be a Feminist?* (44 min), www.cbc.ca/player/play/2529762228, en anglais
- Textes nécessaires pour la recherche en vue de la présentation, par exemple :
  - « Miss G Gets Gender Studies into Ontario's High Schools » (billet de blogue en anglais), www.womeninandbeyond.org/?p=1671
  - « Ontario schools will offer gender studies, thanks to five young women » (article en anglais), www.thestar.com/news/gta/2013/04/26/ontario_schools_will_offer_gender_studies_thanks_to_five_young_women_porter.html
  - « How a few good women made gender an issue in Ontario's high schools » (article en anglais), www.theglobeandmail.com/news/toronto/how-a-few-good-women-made-gender-an-issue-in-ontarios-high-schools/article11707627
  - « Feminist Studies in Schools—A Necessary Addition to the Curriculum? » (billet de blogue en anglais), www.feminartsy.com/feminist-studies-in-schools-a-necessary-addition-to-the-curriculum

INTRODUCTION

Pendant de nombreuses années, les Canadiennes n'avaient pas le droit de voter. Et ce n'était là qu'une seule des nombreuses sources d'inégalité au Canada à ce moment-là. Les femmes étaient en effet privées de nombreux autres droits. Le courant de pensée dominant, manifeste dans les sphères politique et religieuse, prônait l'infériorité des femmes qu'on considérait généralement comme moins intelligentes et habiles; leur place était à la maison. Bon nombre de normes sociales et lois canadiennes avaient été calquées sur le Royaume-Uni. Tout au long du XVIII^{e} siècle et à l'avènement de la Confédération en 1867, le Royaume-Uni avait acquis le monopole de l'influence politique au Canada. Au fil du temps, les femmes ont eu de nombreux gains de cause, notamment le droit de vote, mais le changement s'est produit lentement après des dizaines d'années de protestations et de campagnes menées par les femmes. Les historiens reconnaissent trois parties au mouvement de lutte des femmes : avant la guerre, pendant la guerre et après la guerre.

Le féminisme a commencé à se répandre au Canada, mais les femmes de la première vague de féministes se divisaient en deux grandes croyances. La majorité des

féministes était maternaliste : elles ne revendiquaient pas l'égalité avec les hommes, n'y croyaient d'ailleurs pas et ne s'opposaient pas aux rôles genrés dominants. Pour les féministes maternalistes, les hommes et les femmes se complétaient, et les femmes avaient un rôle social important, mais différent de celui des hommes. Leur croyance avait un ancrage biologique. Selon elles, les femmes avaient le mandat d'améliorer les conditions sociales et se trouvaient en bonne posture pour ce faire en raison de leur nature maternelle. Les féministes maternalistes luttaient contre la discrimination résultant de la division des rôles accordés aux hommes et aux femmes, mais elles ne remettaient pas en question les causes fondamentales de l'inégalité et de l'oppression dont faisaient l'objet les femmes. À l'opposé, pour une minorité, les féministes égalitaires, la justice avait primauté sur la biologie. Ces féministes étaient d'avis que les femmes et les hommes étaient égaux et que ce n'étaient que les lois et les mœurs qui entraînaient des différences observables.

La première vague féministe se voulait un mouvement de revendication d'un rôle accru des femmes dans la sphère publique, notamment par le droit de vote. Même si leurs raisons n'étaient pas les mêmes (les féministes maternalistes voulaient rendre la société meilleure et les féministes égalitaires voulaient obtenir plus de droits), les deux groupes revendiquaient le droit de vote.

Les élèves enrichiront leurs connaissances sur la montée de la première génération de féministes, étudieront comment leurs semblables, aussi bien masculins que féminins, percevaient les croyances et les activités militantes de ces féministes à l'époque et comprendront comment le féminisme et la lutte pour le droit de vote allaient de pair.

PREMIÈRE ÉTAPE : DISCUSSION AVEC L'ENSEIGNANT

Une fois la lecture de la bande dessinée terminée, expliquez aux élèves que les lois et mœurs de l'époque provenaient d'Europe, tout particulièrement du Royaume-Uni dans le cas du Canada. Discutez avec eux du quotidien des femmes et hommes canadiens suivant la Confédération et des droits de chacun. Donnez des exemples de cas où les femmes et les hommes n'étaient pas traités en égaux par les lois et la société en général et expliquez-en les causes. Profitez-en pour aborder le lien entre les lois, les mœurs et la volonté citoyenne.

Les élèves risquent de trouver difficile d'imaginer qu'on puisse croire que deux personnes de sexe différent ne devraient pas avoir les mêmes droits. Abordez la question de la perspective historique et rappelez-leur l'importance de mettre les idées et les influences d'une époque en contexte. Dites aux élèves de chercher des exemples, dans la bande dessinée, de rapports de force au sein de la société canadienne et de manifestations de l'oppression des femmes. Au cours de votre discussion sur les mœurs de l'époque avec vos élèves, n'oubliez pas de les aider à bien mettre leur réflexion dans une perspective historique.

Vous pourriez leur présenter des sources primaires de l'époque de la Première Guerre mondiale et de la période qui la précède, notamment des poèmes, des nouvelles et des récits et essais à la première personne, et leur laisser du temps pour les lire.

DEUXIÈME ÉTAPE : CRÉATION DE LIGNES CHRONOLOGIQUES

Ensemble, regardez une vidéo de moins de 10 minutes sur l'histoire du droit de vote des femmes au Canada à l'adresse *www.cpac.ca/fr/programs/moments-marquants/episodes/21252966/*. Demandez aux élèves de prendre en note les citations sur les femmes qui les touchent le plus (par exemple, « Il faut que les femmes demeurent à la maison. »). Revenez sur la vidéo avec la classe. Demandez aux élèves de comparer le contenu de la vidéo à celui de la bande dessinée. Parlez des citations qu'ils ont notées et dites-leur de commenter le contexte historique.

Dites aux élèves de regarder de nouveau la vidéo à deux et de s'en servir, avec l'aide de la bande dessinée, pour créer une ligne chronologique des grands événements de la lutte pour l'obtention du droit de vote. Dites-leur aussi de faire une recherche sur la première vague de féminisme au Canada et de créer une ligne chronologique des points marquants du mouvement féministe.

Demandez aux équipes de deux de répondre aux questions suivantes en faisant référence au fruit de leur recherche et à leurs lignes chronologiques : « Quels événements avant, pendant et après la Première Guerre mondiale ont mené au vote des femmes? Comment pouvez-vous lier la montée du féminisme au Canada et la lutte pour le droit de vote en comparant les deux lignes? »

Les élèves devront remettre leur travail à l'enseignant en mains propres ou en ligne.

TROISIÈME ÉTAPE : LE FÉMINISME

Discutez tous ensemble de la définition du mot « féminisme » tel qu'il s'applique à la première vague de féministes au Canada (les élèves devraient aboutir à deux définitions, une pour le féminisme maternaliste et l'autre pour le féminisme égalitaire). Expliquez aux élèves que le féminisme de deuxième vague a pris forme dans les années 1960 et 1970 et que les féminismes de troisième et quatrième vagues ont pris le relais à la fin du XX^{e} siècle et au début du XXI^{e} siècle. Demandez-leur de proposer des définitions de ce que serait selon eux le féminisme actuel et d'expliquer pourquoi. Traitez brièvement de l'évolution de la définition de mots tels que « féminisme » et des raisons sous-jacentes. Dites aux élèves qu'il sera question du féminisme moderne dans la deuxième leçon.

Dites aux élèves de former des équipes de deux pour réaliser une recherche sur le féminisme précoce (1867-1960), en prenant appui sur des textes tels que l'article à l'adresse *http://encyclopediecanadienne.ca/fr/article/early-womens-movements-in-canada/*).

Faites-leur regarder le documentaire de CBC *The 'F' word: Who Wants to be a Feminist?* (*www.cbc.ca/player/play/2529762228*, en anglais) qui traite de ce qu'est le féminisme et propose une réflexion sur l'atteinte ou non des objectifs du mouvement. Dites-leur de noter les trois modes d'accès au pouvoir (l'argent, les élections et les médias) (à 20 min 52 s). Demandez aux élèves s'ils sont d'accord ou non avec l'inclusion des élections dans ces modes d'accès et invitez-les à étoffer leur réponse.

Demandez par la suite aux équipes de deux de réfléchir sur les questions suivantes : « Pourquoi certaines femmes (et certains hommes) avant et pendant la Première Guerre mondiale étaient-elles féministes et quel sens le féminisme avait-il pour elles? Pourquoi les femmes n'étaient-elles pas toutes féministes? Comment les premières féministes étaient-elles traitées (par les médias, les politiciens, leurs amis et leur famille)? Qui étaient les premières féministes (sexe, rôles sociaux, citadins ou ruraux, confession religieuse, etc.)? Comment les préoccupations de femmes isolées se sont-elles rejointes et ont-elles donné vie à un tel mouvement? Comment la lutte pour le droit de vote et la montée du féminisme étaient-elles liées? »

Demandez enfin aux équipes de deux de réfléchir à l'histoire du mouvement suffragiste, à l'avènement du féminisme ainsi qu'à l'influence qu'ont eue les mœurs dominantes sur ces mouvements. Faites-leur écrire un court essai de 500 mots qui résume leur pensée. Les élèves devront remettre leur travail à l'enseignant en mains propres ou en ligne.

QUATRIÈME ÉTAPE : LISTE DE CONTRÔLE POUR LES COURS OBLIGATOIRES AU SECONDAIRE

La création de cours au secondaire ne se fait pas à la légère. Bon nombre sont le fruit d'une réflexion visant à faire acquérir des notions de base aux élèves pour faire d'eux des citoyens éclairés et autonomes. Ces cours se veulent aussi un moyen de leur inculquer les avantages de la vie en société, de leur enseigner l'histoire canadienne ainsi que de leur montrer à être critiques et empathiques dans l'étude du Canada tel qu'il est actuellement et des transformations qu'il connaîtra.

Discutez avec les élèves et cherchez à savoir qui, selon eux, prend les décisions sur les cours à offrir dans les écoles secondaires au Canada et comment ces décisions sont prises. Par exemple, expliquez-leur que chaque province détermine les cours obligatoires étant donné que l'éducation est une compétence provinciale et non fédérale. Vous pourriez aussi dire à vos élèves, par exemple, qu'en juin 2015, la Commission de vérité et réconciliation sur les pensionnats indiens a recommandé au gouvernement de « rendre obligatoire, pour les élèves de la maternelle à la douzième année, l'établissement d'un programme adapté à l'âge des élèves portant sur les pensionnats, les traités de même que les contributions passées et contemporaines des peuples autochtones à l'histoire du Canada[1] ». Parlez des raisons qui favorisent l'intégration, bien que lente, de ce thème aux programmes d'études du secondaire.

Pour voir les plans de leçon complets ou pour en savoir plus, veuillez visiter *canadiansuffrage.com/fr*.

ESCAPE ROOMS

by Martha Beach

"I did not do well in school," proclaims Paul Harvey. "I was that kid who couldn't sit down and shut up for five minutes." We have all met that student at one time or another—you may even have one in your class right now. "I'm not stupid, I just didn't thrive in a classroom," he says. And he's not an anomaly. Some people simply don't learn well by sitting and listening in a traditional classroom setting. That's why Harvey co-founded Mobile Escape, to bring some fun and games, to schools in Calgary.

Escape rooms are group adventure games. Participants use elements in a locked room to solve riddles and puzzles (be it words, pictures, math, mechanical or other) using strategy, discovery, critical thinking, teamwork, and clues with the goal of unlocking the room within a set amount of time. They've been in Canada for about five years after first gaining traction in Europe and Asia.

Though first used as team-building programs for adults, several companies across Canada have now taken advantage of these flexible and fun puzzle adventures to create escape room programs for school kids. "All of a sudden they are encouraged to be on their feet, be curious," Harvey says. Escape rooms have a range of benefits: inquiry-based learning, hands-on participation, maker-based gamification creation process, as well as catering to many different learning styles at once. This is particularly useful for students who struggle with a traditional classroom setting.

Rooms are multidisciplinary and purposefully designed with variety in mind. "They require diverse thinking and allow multiple learning styles to thrive simultaneously," explains Harvey. What's better is a teacher doesn't need to create six lesson plans for six different types of learning. "The escape rooms will have six ways to approach the same problem." One student who is literary-inclined can figure out the writing on the wall while someone who is more tactile and mechanically-inclined can find out how to turn the crank.

Just because escape rooms contain puzzles and games, it doesn't mean they are easy. "We like to talk about failing," Harvey says. Failing is often a part of learning new skills and ingesting new information. "The rooms are challenging and often require help, so they have the option to ask for a clue," he says.

At Improbable Escapes in Kingston, ON, co-founder Melissa Eapen says the adult and kid rooms are the same. "You don't need outside knowledge to play the games," explains Eapen, whose company partners with historic sites. "The puzzles are intuitive in nature. You learn as you go through them. We don't change the puzzles themselves if it's for adults vs. kids, but we allow the kids to ask as many questions as they want, as opposed to being restricted to only two or three hints." Eapen and co-founder Emma Rochon decided that unlimited hints keep kids engaged,

learning, and working toward a goal.

Working toward a tangible goal also means better information retention. "Because they are working for it—working to escape, working for a physical goal, they tend retain the information better," Eapen says. Surveys conducted by Improbable Escapes found that 80 percent of people retain information learned during the puzzles. "Traditional lecture style doesn't give you the instant gratification, so students can often drift off," she says. "Solving puzzles keeps them motivated to learn and ask questions."

Elizabeth Smailes and Jay Cross, co-founders of Escape Rooms 4 Kids in Vancouver agree the hands-on aspect means kids internalize information more readily. "It's easy to focus on specific skills, topics, or categories and the challenges give students a goal," Smailes explains. "If they get the math problem right, it might open a box, so there is more motivation to actually learn and make sure they're correct."

This type of exercise provides an opportunity for teamwork development, critical thinking, problem-solving, as well as internalizing information. "And it's fun!"

Helping teachers prepare and plan for attending the rooms is Escape Rooms 4 Kids' speciality. "We help schools to develop ways to use the rooms as a tool effectively and efficiently. When the prep time is lessened, there is more learning." Smailes explains that for rooms to be most effective, it is important to set up puzzles in a way that cause students to use and develop specific skills. For example, to unlock one part of a puzzle, let's say a group must put events in order to get a certain outcome. One member is blindfolded and their team has to help them get the order correct. "Once a group has talked about the order and figured it out, it's highly unlikely you're going to forget that chronology!" This type of exercise provides an opportunity for teamwork development, critical thinking, problem-solving, as well as internalizing information. "And it's fun!" Smailes reminds us. Learning through play is beneficial at all ages. "It's fun to play, and that's when students take the risks," she says. "Taking risks actually helps them learn more and develop and find skills they wouldn't otherwise."

That enjoyment doesn't just come from escaping the rooms. Students can plan, organize, and build their own rooms, which leads to a deeper understanding of the subject at hand and the mechanics of the puzzles. Harvey and co-founder Eric Reynold's Mobile Escape rooms travel from school to school in the Calgary area. Each 30-foot trailer contains two escape rooms, and schools have the option of choosing a quick introductory two-hour program or a longer, intensive week-long program where students plan and create their own escape rooms. "We can link this creation to whatever curriculum the school or class desires," Harvey says. "There are endless possibilities as we help the students become the makers. It goes beyond gamification where they are just consuming," he says. "When they create the game, it's a maker-movement: they are making something that demonstrates what they've been learning."

Escape rooms can be a fantastic addition to traditional classrooms. "These rooms and this program just prove to us there is so much room for innovation in the classroom," Harvey says. He feels classrooms haven't changed as much as they need to. "We need to be adapting. It's challenging but we are hoping escape rooms will play a role in that adaptation," he says. Escape rooms are one part of classroom innovation. "Of course, kids are still doing presentations, reading, and writing, but the escape room is a tool," says Smailes. "It kind of breaks up the day. You can laugh a bit and have a good time."

If you haven't explored this type of group adventure yet, maybe it's time to get planning, get puzzling, and make use of the escape room as an educational tool.

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

ADVERTISERS INDEX

EXPLORE THE LIFE AND TIMES OF CANADA'S FIRST FRANCOPHONE PRIME MINISTER

Sir Wilfrid's story is brought to life through compelling images that illustrate his life from childhood to his twilight years. Follow one of of most revered politicians in Canadian history and the highs and lows of his celebrated career as well as his common humanity.

Key People and Themes

Sir Wilfrid's family life; Francophone politics in Quebec and on the national stage; The tragedy of Louis Riel; the Manitoba Schools Crisis; Outbreak of the First World War; and Mandatory conscription.

Teacher Resources

Comprehensive suite of curriculum-connected resources and lesson plans smoothing the way for classroom implementation. Recommended for teachers and students in Grades 9-12. Available in English and French.

SIGN UP TODAY AT SIRWILFRIDLAURIER.COM

Canada TEACH MAGAZINE • LE PROF

The Remedy for Monotony

Classroom-ready lesson plans designed to excite your students about learning and make your life easier.

Volumes 1 and 2 are now available in digital and print versions through

Lulu.com amazon createspace

Brought to you by the editors of TEACH Magazine

For more information visit TEACHMAG.COM/EBOOKSTORE

Kindness and Empathy Apps

Let's go back to basics.
To create a classroom environment where meaningful teaching and learning can take place, it must first be a safe space where students are comfortable being themselves. When students are disrespected or bullied at school, it will negatively affect their home life, impacting self-esteem and social skills. To address this, and perhaps stop it before it starts, teachers can promote kindness and empathy. Here are some apps that can help positively influence the classroom environment and reinforce essential social-emotional skills. They serve as an extra reminder to students that a little kindness can go a long way.

Even Monsters are Shy
(iOS – $1.39 CAD)
Kindness reminder: A friend's support can make all the difference

Even Monsters are Shy is an iPad app that engages kids ages 4 and over in solving everyday challenges with empathy. Through eight mini games and interactive storytelling, kids play and interact with Ben as he tries to help his monster friend Gurk, overcome shyness. In a three-part plan, Ben helps his monster by teaching it how to smile, demonstrating how to be friendly, while reminding Gurk to be his "sweet and silly" monstrous self. Every screen has hidden activities and surprises.

My DPS from The Social Express
(iOS & Android – Free)
Kindness reminder: Be aware and responsive to your and others' emotions

My Digital Problem Solver is a free app for kids ages 6 and older. It focuses on identifying and coping with a variety of emotions through human facial expressions, body language, written and spoken words. The app uses CGI-animated videos to show brief social encounters in settings that are relevant. It aims to help children learn problem-solving techniques and coping strategies such as positive self-talk, breathing exercises, and taking breaks.

One Globe Kids
(iOS – Free)
Kindness reminder: Make connections and form understanding

One Globe Kids, aimed at students 4 to 10 years of age, puts the globe in children's hands. The free iOS app allows students to meet other kids across Africa, Asia, Europe, and North America. Users can learn what other children like, what they eat, how they speak, and more. Students can engage in interactive stories, practice a new language, and find what they have in common with other kids across the globe. The app inspires students to see and accept everyone's differences as natural.

ReThink
(iOS & Android - Free)
Kindness reminder: Words are powerful tools that affect those around us

ReThink is a free app designed to stop cyberbullying before it happens. Adolescents spend a lot of time online and have the opportunity to, impulsively, send messages that, upon second thought, may be offensive. ReThink detects hurtful content in real-time before it is posted and prompts the user to reconsider posting that message. ReThink prompts reconsideration of thought and action. As a result, adolescents have changed their minds over 93 percent of the time deciding not to send those painful messages.

EPISODE ONE
NOW AVAILABLE

DYSTØPIA 2153

<Coding Through Stories />

START YOUR FREE 15-DAY TRIAL TODAY!

dystopia2153.com

Canada Media Fund
Fonds des médias du Canada

TEACH
MAGAZINE • LE PROF