

\$6.99 • MAY/JUNE 2021

TEACH

EDUCATION FOR TODAY AND TOMORROW



ONE SIZE DOES NOT FIT ALL:
FINANCIAL LITERACY FOR STUDENTS
WITH PHYSICAL DISABILITIES

NOTES

The tunnel is long and narrow in places but there is a feeling of emergence. Now that spring

has appeared, people feel more hopeful even as the pandemic continues to rage in many areas around the world. As spring dissolves into summer, it is our fervent wish that we might finally begin to put all of this disruption behind us. However, the imparting and acquisition of knowledge does not rest, so until that time, we must soldier on.

We present two divergent, but nevertheless important, feature articles in this issue. The first, by contributor Lisa J. Lamb, explores the difficulties and barriers that people with disabilities confront every day. The stark reality is that the majority of people with disabilities are underemployed and face a precarious financial future. Lisa, a person with disabilities herself and a teacher for the previous 21 years, lays out how a personal finance course for students with physical disabilities can help them to prepare for the challenges they will encounter after high school. This is an important topic and one that isn't discussed nearly enough.

I am an honorary citizen of Finland, a privilege bestowed upon me by the Finnish Consul General, as a result of sharing a booth with a group of Finnish colleagues at a major educational conference stationed in Hong Kong. Finland is perennially ranked in the top tier of many quality-of-life assessments, with education being one of its most prominent features. *TEACH Magazine* recently interviewed Dr. Russell Booker, a former superintendent who had the opportunity to examine the Finnish

educational system first-hand. At the time, he was involved in designing a new high school in his school district.

His trip to Finland influenced his thinking and had a positive impact on the school's design. Take a moment to read about Finnish innovation and how it was adapted in a positive way in North America. Perhaps we all need a little more Finland at the moment.

Our latest issue also includes a moving tribute to a creative and enthusiastic principal who, tragically, died too soon. This tribute is written by a new member of Tim Liles' staff, who knew him for only a short time but still felt his loss just as keenly. The article demonstrates the profound impact of true, sincere leadership. That quality too, is something needed by all of us, especially as the pandemic continues to wreak havoc. And since many school districts have students still learning from home, take a look at some fascinating virtual field trips that span the globe and present a vast range of teaching and learning opportunities. Finally, in our Webstuff column, we present a number of innovative apps that are designed to be used outdoors. From bird watching to geocaching, these apps offer a chance to use technology positively while also contributing to physical and mental health and well-being. *CURRICULA*, in this issue, takes us back in time to the 1920 Olympic Games in Antwerp, Belgium. It was during those games that the Canadian National hockey team, The Winnipeg Falcons, won the first-ever Olympic gold medal in ice hockey. Take a look.

Until next time.

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One Size Does Not Fit All: Financial Literacy for Students with Physical Disabilities

By Lisa J. Lamb



It is expensive to be disabled in America... and to live independently. I should know because I myself am a disabled American. Associated costs of living with a physical disability that are not covered by insurance include home and vehicle modifications, furniture, and adaptive devices. To make a home wheelchair accessible can cost anywhere from \$40,000 to \$100,000; vehicle modifications range from around \$10,000 to \$90,000.

At the same time, [1 out every 3](#) non-institutionalized people with disabilities (PWD) in the United States live in households at or below the poverty line, and only [37 percent](#) of PWD are in the workforce. The expense of PWD living on their own is further exacerbated when they cannot get a job. Many are capable of work and want to work, but negative attitudes and the perceptions of employers are major obstacles to obtaining a job, earning an income, and living independently.

I feel that teachers, through a Critical Disability pedagogy, can help to better prepare their students with physical disabilities to face these issues, and other unique financial challenges, as they enter adulthood. It certainly would've helped me.

MY BRAIN, SERIOUSLY?

“Kid, this is as good as its going to get. We’ve done all we can do. Your body is physically disabled, but you have a brain. You are never going to be able to get a regular job. You will never be able to do manual labor or be a waitress or a nurse or an airline stewardess. You are going to have to use your head and you are going to have to work twice as hard to be half as good. You will always have to be one better than your able-bodied peers just to get by, and it’s not going to be easy.”

That’s what my doctor told me when I was fourteen years old, in a family meeting after two years of physical and occupational therapy and multiple surgeries. I thought to myself, use my brain? Seriously? We were not college people. College was for rich people or smart people and I was neither. My mother had an eighth grade education, and my father got his G.E.D. in the military. We were working poor. My father never made more than \$20,000 a year his entire life.

As we left the doctor’s office, my mother said, “Don’t worry. We’ll find a nice man to marry you. Or you can become a nun and the Church will take care of you.” I was not crazy about either one of those ideas.

I didn't know what I was going to do. My parents didn't know what to do. The insurance of the person that hit me with her car ran out long ago and my parents had mortgaged their house for my medical bills. My mother had to quit her job to take care of me. The house wasn't handicapped accessible and, except for the few modifications my father could do himself, most of the time I had to be carried by my brother—when he wasn't home, I dragged myself around.

I wished there were someone who could help us, help me.

We were denied social security disability. If there were services out there, we didn't know about them. PWD are basically told “sink or swim”—find a job you are physically able to do, like handing out shopping carts at Walmart for below minimum wage, or find someone who will take care of you.

Sink or swim? We were drowning.

As I entered high school, I began to formulate a career path; because I wanted to help other people like myself with disabilities, I decided to become an occupational therapist. However, when I went on to college, I received a letter from the State that I would not be granted certification because of my disability. (This was prior to the protections that the 1990 Americans with Disabilities Act (ADA) would offer.) I thought, who better to help PWD than someone with their own disability? But it was not to be. I left college, knowing that I was capable, but feeling defeated.

Then, on July 26, 1990, the ADA passed. I returned to school that fall, knowing that this time no one could legally tell me I couldn't reach my goals. Instead of occupational therapy, I chose to become a teacher. I've since taught in classrooms for over 20 years and also worked as an assistant principal.

But over time I've realized that my doctor had been right. I've had to work twice as hard and always be one step ahead of my able-bodied competitors. When applying for a position that required a bachelor's degree, I went in with a master's. If a job required a master's, I had two, and eventually three. Now I am working on my doctorate, and hope to one day instruct future teachers.

PERSONAL FINANCE EDUCATION

Students with physical disabilities (SWPD) need inclusive, specific, and specialized financial literacy training to navigate the marginalization and exclusion that stands as a barrier to reaching financial stability as an adult. What if teachers could guide students in the way that I had hoped for, after my doctor gave me my “reality check”? I wish someone had told me what services were available and

steered me through the bureaucracy, informed me of my rights, and taught me, specifically as a physically disabled student, what I needed to do to establish a viable career.

The goal of a personal finance course in high school is to prepare students for their financial futures. There is usually an activity where students are randomly assigned a career, given a salary, and instructed to create a budget—which must include money for rent, utilities, an auto loan, insurance, etc.—while also trying to save money, make investments, and learn the pros and cons of credit cards.

Looking through the critical lens of a student with a physical disability, imagine being in a wheelchair and the computer budgeting program randomly selects “construction worker” for a career. The student spends the next several weeks researching the position, skills to learn through a trade school, finding a job, and planning a budget based on a career they will never have. Not only is the student left emotionally defeated, they are no better prepared for life after high school than they were before.

Students with cognitive, intellectual, and even behavioral disabilities are given basic financial instruction and job placement opportunities based on their own abilities in their special education classes. But SWPD are only given the “one size fits all” approach, without any accommodations or variations in content. A personal finance course specifically developed for SWPD would acknowledge the additional costs required to meet their needs and prepare them for the expenses associated with living on their own, beyond the general instruction taught to all high school students.

The course would begin with an honest assessment of abilities matched with a student interest survey. Students would explore colleges and technical schools, careers, incomes, benefits, and disability services to provide a context to satisfy the budget standards of the course. More importantly, SWPD would also be made aware of their legal rights as described in the ADA, the U.S. Department of Justice, and the United Nations Convention on Persons with Disabilities.

SWPD do not currently have an Individual Education Plan (IEP) or any type of 504 (a specific plan for students with disabilities) that legally requires a transition plan for after high school. A specialized course

in personal finance for SWPD should compensate for this, and be designed to provide opportunities for teaching life skills (through a disability mentoring program, for example) that would equip students with the knowledge, confidence, and self-advocacy to help them transition to live independently or with the help of a personal health aid.

CHANGING ATTITUDES

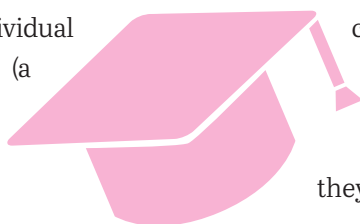
It is not enough to know disability rights and services for independent living. There is still the problem of the perceptions and marginalization that prevents PWD—even with the appropriate ability, knowledge, and skills—from obtaining a job and evading a life of poverty. The perceptions of an employer, in particular, can often be a major obstacle.

These opinions, shaped by societal perspectives and negative attitudes which have been learned from family and friends over time, result in unfavorable predispositions towards PWD. Because of this, employers, especially in competitive markets, are more likely to choose an able-bodied person over a PWD. Many employers are unaware of the legalities of accommodations or think the mere presence of a PWD might make customers and fellow employees “uncomfortable.”

This subliminal marginalization and ableism (the belief that able-bodied is normal and PWD are not) is what the ADA was trying to address. Thirty years later, PWD are still fighting the same battles to be able to live and work alongside their able-bodied peers.

Notions about employment and the ostracism of a group of people develop long before a PWD ever fills out an application or sends in a resume. Perceptions of people with noticeable disabilities begin early in childhood. As with the marginalization of other groups, this type of ableism needs to stop, and that can only happen through education and understanding.

Attitudes are learned and can therefore be unlearned. Teachers and curriculum developers can fill their classroom libraries with books that have diverse characters with varying disabilities. Children who grow up learning about people of all types of abilities become accepting adults who see others for what they can do, not what they can't, and will be more likely to hire people



based on their skill level to do a job rather than worrying about their disabilities.

IT SHOULD NOT BE THIS HARD

The doctor was right—it has not been easy. I’ve struggled against people telling me that I couldn’t do something my entire life and I’ve had to fight for everything I have and everything I’ve done. I am an accomplished, disabled woman in a two-handed, abled-bodied world, and it should not be this hard.

PWD have long been marginalized as “others” in a “normative” society, yet there are [over one billion people](#) across the globe that have a disability, making us one of

the largest marginalized groups in the world. Critical pedagogy asks students to question the beliefs and practices of the dominant narrative, developing an awareness of PWD in the able-bodied world.

To see through the critical lens of a PWD allows the normative society to have a better understanding of our perspective.



LISA J. LAMB is a veteran teacher of 21 years and former high school administrator. She is currently completing her Ph.D. at North Carolina State University. She lives in Angier, NC with her husband, and they have three grown children.

Some recommended reading for early learners:

- *Look What We Can Do!* by Brittany Adkins
- *My Three Best Friends and Me, Zulay* by Cari Best
- *Not So Different: What You Really Want to Ask About Having a Disability* by Shane Burcaw
- *Same, Same but Different* by Jenny Sue Kostecki-Shaw
- *Special People, Special Ways* by Arlene Maguire
- *Emmanuel’s Dream: The True Story of Emmanuel Ofose Yeboah* by Laurie Ann Thompson



A Thank You to My Principal, Tim Liles

By Abigail Smurr

“Welcome to the Wildcat family!” said a friendly voice on the other end of the phone. It was the spring of 2019 and Tim Liles, Principal of Sunnyside High School in Fresno, CA had just informed me that I’d been hired as an ELA teacher.

We had met a few weeks earlier at my job interview. He was a tall, slightly balding man, and he’d greeted me with a big smile on his face. During the interview, he was personable and straight forward, and made an effort to make sure I felt comfortable.

I’ll always remember one question he asked me, “Is it important for the kids to like you?” I found out afterwards that he asked each applicant the same thing, because he was looking for particular qualities in his staff. But I thought the question said a lot about him too, about own his values and the culture he wanted to create at Sunnyside.

After I was hired, Principal Liles took me on a personal tour of the campus. It was important to him that we got to know each other, and this gave us the chance to build a connection before the school year started. We spent over an hour talking about our lives and about why he loved the school.



Photo by Fresno United School District

“WE ARE CHANGING THE TRAJECTORY OF LIVES IN THE NEIGHBORHOOD”

Sunnyside High is nicknamed the “Disneyland” of high schools. It’s well known in the community and beyond as a school of tremendous spirit, in spite of having almost 3,000 students (no small feat). As a newly minted teacher, I was looking forward to starting my career there and continuing to get to know my principal. Little did I know, however, that the tour he gave me would be one of the fondest memories I had of Principal Liles in the very short time I knew him.

I soon began teaching 11th grade ELA as any normal first-year teacher, filled with caffeine, anxiety, and minimal sleep. I felt overwhelmed trying to find my way, learning to make decisions, and adjusting to the new position. But one thing that kept me going was the school’s spirit, led by Principal Liles. I’d never been on a school campus before where the principal would dress up in costume for every rally, make T-shirts to get the students excited about testing, and even compete in lip sync battles to raise scholarship money. “It’s what we do here at Sunnyside,” he would often say. His passion and energy were infectious, and Sunnyside radiated his ideals, positive spirit, and strong demeanor.

Then, the COVID-19 pandemic hit. It was Friday, March 13th, 2020 when I saw on the news that schools would begin to close due to the spread of the virus. That was my last day in the classroom, a day I won’t soon forget. Being a new teacher, I had just finally started getting into the groove of things before schools shut down, and all of a sudden, I had to reorient myself in the brand new world of virtual teaching. But even as I worried about how to adapt to online instruction and how to prepare for continually evolving COVID policies, there was no way to anticipate just how much things would change over the course of the school year. Or how deeply the lives of everyone at Sunnyside High would be affected.

As we transitioned into online learning, I began to notice that Principal Liles, who would always send weekly updates and inspiration, was heard from less often. His encouraging voice started to fade and other administrators began stepping in to fill his role.



Photo by Juan Esparza Loera, Fresno Bee

And then, it happened. Another day I will never forget. On Tuesday, September 22nd, 2020 we received news that Principal Liles had passed from a private battle with brain cancer. This shook our staff, students, and the whole Sunnyside community to the core.

“RELATIONSHIPS ARE THE FOUNDATION OF LEARNING”

Principal Tim Liles was a long-time employee of Fresno Unified School District. In his 28 years with the district, he served many positions across many schools, including a previous stint at Sunnyside High School as the Activities Director, back in 1999 when it first opened. He even worked as the district’s coordinator of campus culture for several years. Then in 2012, he ultimately chose to return to his roots, to the neighborhood where he grew up and the school he worked at when it was first built—Sunnyside High, this time as its principal.

As principal, Tim Liles not only focused on education, but on interpersonal relationships as well. He knew it mattered to put people first and to create a family bond. Despite the number of students at Sunnyside, he made an effort to know everyone’s name and make them feel special. Each morning he greeted students at the front

entrance of the school and he always made sure to be in the quad during breaks and lunch periods to chat.

He believed in the power of building relationships and the importance of cultivating a safe, fun, and inclusive culture on campus. It is these values that help students learn, feel connected, and feel loved—things that are especially important during these times of distance learning. And it was his upbeat attitude and enthusiasm that helped make Sunnyside feel like home for so many students.

He not only encouraged, supported, and cheered on all students, but us staff too. We have a group that hosts social events for teachers to get to know each other, and Principal Liles attended plenty of those events; he was always the one to BBQ and make the food. Many of the interactions I had with him were over food and celebration. He was always eager to celebrate the successes and achievements of everyone in our school community. It's not difficult to see why he was so beloved, and even considered family by students and staff alike.

“ONCE A WILDCAT, ALWAYS A WILDCAT”

The impact of his death on the school and extended community was immense. We were grieving an enormous loss, but we also felt lost without his comforting enthusiasm and guiding words.

After the news of his passing, numerous alumni and current students attended a socially distanced vigil in the Sunnyside parking lot to celebrate his life. Candles, notes, photographs, flowers, and posters were brought by many to share memories and pay their respects. The school made shirts in his honor and Lane Avenue, the street leading into the campus, was renamed Tim Liles Way.

Beyond being a leader of the school, he was also my boss, one unlike any I ever had. He welcomed me, took

Photos by Sunnyside VPA Multimedia



care of me, and regarded me as part of a family. I remember countless times we would be passing each other in the hallway, and he would ask what my plans were for the weekend, knowing I enjoy being active and spending time outside. Once I even gave him some passes to an indoor rock-climbing gym I frequently go to—he immediately wanted to share them with the rest of the staff as well!

Although he is gone and we continuously grieve the loss, his spirit lives on in the Sunnyside High traditions and culture he ingrained in the foundation of the school. Our district's Superintendent Bob Nelson shared this poignant memory of Principal Liles: “The powerful part of his legacy is he's done what every educator hopes [to] do—[he] left a piece of his indelible message with people. He does not really die. His values, his beliefs, and way he treated people are still present in the people that are succeeding him.”

When my first year as a new teacher came to a close in the middle of the pandemic, our school wasn't able to return to in-person sessions and I never had the opportunity to give a formal goodbye to that school year. I'm heartbroken that I never got to wish Principle Liles goodbye either. I wish I'd had

more chances to work with him in person, but although our paths crossed for only a short amount of time, I will always remember his big smile and will be forever indebted to his never-ending kindness.

To Principal Tim Liles, thank you. And in his own words, to close out any Sunnyside representation, “1-2-3, GO WILDCATS!”

ABIGAIL SMURR currently teaches at Sunnyside High School as an 11th grade ELA teacher. She received her MA in Curriculum and Instruction from California State University of Fresno in 2019.

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1 Everglades National Park ★

The largest tropical wilderness in the U.S. that is over 1.5 million acres of wetland.

TIP: Take advantage of the website's lesson plans and activities, designed for use both in the classroom and in the park.

ENGLAND

UNITED STATES



2 Machu Picchu ★

An ancient Inca citadel built in the 15th century that is located atop a mountain ridge.

PERU



3 Stonehenge ★

A prehistoric, circular stone monument that sits in an open field. Its history and meaning remain one of the world's greatest enigmas.



4 The Great Pyramid of Giza ★

The oldest and largest of the pyramids in Giza. It's also the only wonder of the ancient world to still exist.

Virtual Field Trips: Ancient & Natural World Wonders

The Earth is full of incredible wonders that normally wouldn't be visited on a class trip. But with the popularity of virtual field trips increasing, suddenly these faraway places seem closer. From iconic UNESCO World Heritage sites to breathtaking natural formations, take students on a journey with these top-notch virtual tours of wonders—ancient and natural—around the globe. With so many to choose from, it can be hard to know where to start. Check out these ten suggested virtual field trips take students to some of the most exciting places the world has to offer.

LEGEND: Ancient Wonders Natural Wonders UNESCO World Heritage Sites



5 **Petra** ★

Often referred to as the “Lost City” it is an ancient city that was carved into rock.



6 **Zhangjiajie National Forest Park** ★

China’s first national park contains unique vertical rock pillars and inspired the movie *Avatar*.

TIP: Check out the corresponding gallery from AirPano that shows other 360° photos and videos of the park.

EGYPT
JORDAN

CHINA

VIETNAM

CAMBODIA



7 **Angkor Wat** ★

The largest religious structure in the world (by land area).



8 **Sơn Đoòng Cave** ★

The world’s largest natural cave (by volume). Discovered only in 1991, it is believed to be around 2-5 million years old and has a river that flows through it.

TIP: Use the Teaching Modules, designed to immerse students in the city of Angkor at its height during the 13th century.

AUSTRALIA



9 **Uluru-Kata Tjuta National Park** ★

This national park is home to Uluru, an enormous sandstone monolith, and Kata Tjuta, a rock dome. The traditional owners of Uluru-Kata Tjuta are the Anangu Aboriginal people.



10 **The Great Barrier Reef** ★

The world’s largest coral reef system. It is made up of nearly 3,000 reefs and over 900 islands.

TIP: Want to learn more about coral reefs? Try the virtual tour of the Bahamian Coral Reef or the Coral Reefs of Palau.

The 100th Anniversary of Winnipeg Falcons' Olympic Win

By Susan Hughes

GRADES:

6 TO 8

SUBJECTS:

SPORTS,
CANADIAN HISTORY

DURATION:

4 TO 5 CLASSES



KEY CONCEPTS & ISSUES

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

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

Official championship picture of the Winnipeg Falcons Hockey Team at the VII Olympiade in Antwerp, Belgium, 1920.

From left to right:

Gordon Sigurjonsson (Trainer)
Hebbie Axford D.F.C. (Club President)
Wally Byron (Goal)
Slim Halderson (Right wing)
Frank Fredrickson (Captain, center)
Billy Hewitt (Canadian Olympic Representative)
Konnie Johannesson (Right defence)
Mike Goodman (Left wing)
Huck Woodman (Substitute)
Bobby Benson (Left defence)
Chris Fridfinnson (Rover)
Bill Fridfinnson (Secretary)



MATERIALS REQUIRED

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



EXPECTATIONS/OUTCOMES

The overall expectations listed below serve as an entry point for teachers. Teachers are encouraged to make connections to specific expectations in their region and grade. Students will:

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



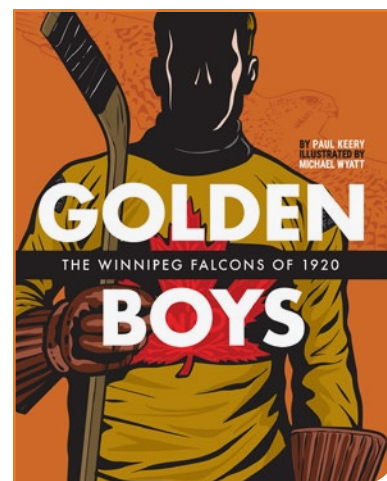
CURRICULUM LINKS

- Social Studies
- History and Geography
- Civics and Citizenship/Politics in Action
- English Language Arts
- Equity, Diversity, and Social Justice



BACKGROUND

Canada has always been a land of immigrants. Manitoba is no different. By the early 1900s, it was home to its First Peoples, as well as Métis, and many settlers from Europe, such as Ireland, Scotland, England, Russia, Ukraine, and also Iceland. Hockey had become a popular sport in Manitoba by that time; in 1908, there was both an amateur senior men's league and a professional senior men's league. Some parents even flooded their backyards so their children could play hockey! Especially keen was young Frank Frederickson, as were



Golden Boys: The Winnipeg Falcons of 1920 graphic novel



The 1920 Olympic Medal for Hockey (Canada's first), won by the Winnipeg Falcons, April 26, 1920 in Antwerp, Belgium. Photograph courtesy of Brian Johannesson.

his neighborhood buddies. They attended the same school and church, were fair-haired, fair-skinned, and tall—and none of the leagues, made of players of British ancestry, would allow the Icelandic boys to join. So in 1911, the young men formed their own team, the Winnipeg Falcons, and began competing in the Manitoba Independent League. In 1915, they won the Independent Hockey League title.

Then, in 1917, the members of the Winnipeg Falcons team joined many other Canadians in heading overseas to fight in the First World War. At the war's end, two members of the team had been killed. Nevertheless, in 1919 the Falcons reassembled, recruiting a few new players to replace those who were lost. That first season, 1919-1920, they not only won the Winnipeg league division, but they also won the provincial championship, which qualified them to compete in Canada's amateur championship. They came out on top, defeating the University of Toronto Varsity Blues 11-5 to win not only the coveted Allan Cup—but the opportunity to represent Canada in the Olympic Games! It was the first time hockey had been included in the Olympics.

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

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



STEP ONE

TEACHER DIRECTED DISCUSSION

1. With students, read a short book, or excerpts from a book, that explores diversity within hockey, or any other popular sport, for example:
 - Picture book biography *Mamie on the Mound: A Woman in Baseball's Negro Leagues* by Leah Henderson
 - Picture book biography *Breaking the Ice: The True Story of the First Woman to Play in the National Hockey League* by Angie Bullaro
 - Non-fiction *Hard Road to Victory: The Chatham All-Stars Story* by Brock Greenhalgh
 - Excerpts from the non-fiction MG book *Fighting for Gold: The Story of Canada's Sledge Hockey Paralympic Gold* by Lorna Schultz Nicholson

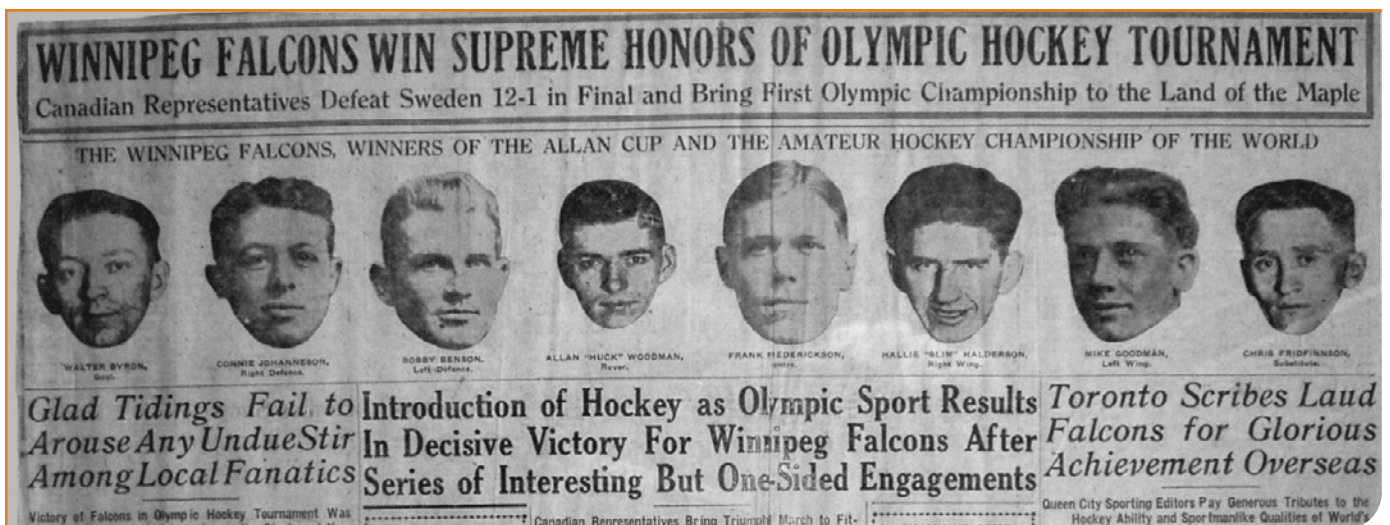
- Graphic novel *Pelé: The King of Soccer* by Eddy Simon
- MG biography *Becoming Muhammad Ali* by James Patterson and Kwame Alexander

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

- What challenges do all athletes face?
- What specific challenges did this athlete face, and why?
- What personal qualities did this athlete need to achieve success?
- How did this sport activity cause division or bring people together, and why?
- What would you have done to change this situation?

3. Explain to students that 2020 was the 100th anniversary of the Winnipeg Falcons' win at the Olympic Games in the summer of 1920. Using the Background content and graphic novel, explain to them who the Falcons were and how they came to play in the Olympics. Ask students to share their responses. Prompt with questions such as:

- Do the players' difficulties joining teams because of their Icelandic heritage reflect your own personal values and beliefs? Your values and beliefs as a Canadian? Would this happen today?
- How did Canadians respond to the Falcons' winning the Olympic Games, and why? How does their win make you feel? How and why can a sports activity elicit this kind of feeling?



Newspaper article showing the Falcons' win of the first Olympic hockey championship.



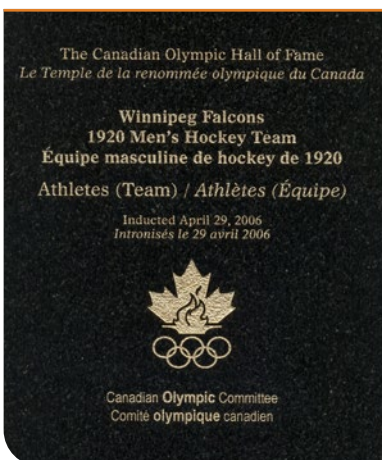
STEP TWO STUDENT LED EXPLORATION

1. Have students pick a partner and discuss the purpose and value of sports to individuals and communities (physical, emotional, and social). Ask prompting questions, such as:
 - a. What are some physical activities you enjoy, and why?
 - b. What are some ways to be active, other than organized sports? (hiking, gardening, doing household chores, cycling, snowshoeing, swimming)
 - c. Why is physical education a subject we include in our school curriculum? Why is it important for each of us to stay active? How can taking part in a small-group or team sport benefit us? (relieves stress, keeps our bodies healthy, gives us opportunities to interact with others and make friends, helps us learn discipline, develop confidence and self-awareness, make good choices, and so on)
 - d. What do you find challenging about being on a team with others (sports or otherwise) and what do you like most?
2. Students with partners discuss why many sports teams have names and logos. Have them jot down, or draw, examples of team names and logos with which they're familiar and note why they think the name and/or logo was chosen.
 - Students invent a team for a particular sport, writing brief biographies of the team members, creating a name for the team, and designing the necessary equipment (for example, jerseys, helmets, bats/sticks, footwear, pads), and a logo.
 - They write a short explanation of why they made these choices.
 - The Canadian Paralympic Team has a beaver as a mascot. According to the team's website:

“As Canada’s national animal, I can be found all over the country in our beautiful lakes and rivers. I move slowly on land, but because of my webbed feet I am an excellent swimmer. I might not have the best eyesight, but I make up for it with my strong sense of hearing, smell, and touch. I don’t let any challenge stop me!

I always work hard and persevere through any situation so that I can accomplish all of my tasks and goals. I believe that anything is possible, and I’m proud to share that belief with the amazing athletes who are training to be the best in the world and represent Canada at the Paralympic Games.”

3. Students independently or in pairs consider questions such as:
 - What is a mascot?
 - How might a team choose a mascot?
 - How might it help a team?



Official Canadian Olympic Hall of Fame plaque, awarded to the Falcons upon their induction on April 29, 2006.

Challenge students to choose, and draw, a mascot for the school, your classroom, real teams or imaginary teams, and explain their reasons.



STEP THREE CULMINATING ACTIVITY

1. Preparing for the Activity: Doing Extra Research

Students gather in groups of three to create a retelling of the Falcon story for younger children (ages 5 to 9). Explain they will create a non-fiction retelling, using only facts, or an informational retelling, using invented dialogue and scenes that are based on reality. They will share the final product with other students.

Discuss with students:

- Think about how to turn history into a narrative that instructs and entertains. Will it be non-fiction or informational fiction? (Have them choose depending on their audience and purpose.)
- Think about whether you'll create the story as a written document, a video, a podcast, and so on. Will you add visuals, and if so, will they be photos, illustrations, comics?

2. Executing the Activity

Students research to find out more details about the Winnipeg Falcons and their experience at the Olympic summer games. They create their narratives.

- Where will you begin your narrative? What will the middle be about? How will you end?
- Will you have a “refrain” that repeats?
- What will be the thread that connects the story throughout?
- Will there be a theme or “message,” and if so, what will it be?

Students record their thoughts using text, audio, images, or video. They share their work with younger students.

- What was the impact of your narrative on your audience? How do you know?

3. Final Critique/Reflection

- In what ways do you feel your work is successful?
- In what ways would you change your work to improve it?
- How does your work reflect your understanding of the historical experience of the Winnipeg Falcons and what this could mean for other Canadians?



Showcase at the Winnipeg Falcons exhibit in the MTS Centre with replica jerseys and gold medals.



Autographed photo of Mike Goodman while he was playing hockey for Duluth in the 1920s.



OPTIONAL EXTENSION ACTIVITIES

- If possible, obtain photos of the Winnipeg Falcons in full hockey gear and photos of several contemporary NHL teams. Compare the older hockey equipment to contemporary hockey equipment, doing research to help analyze and explain the differences.
- Students make their own mini foosball/air hockey table with craft materials. Have them write a list of rules for the teams, including the purpose of the game, instructions, and participant make-up and conduct. They reflect on which of their own personal beliefs and values they rely on when creating the rules.
- Have students research sports or active games with roots in a particular cultural community. If possible, have them explain and even demonstrate the game live or using video footage or displaying photos to the class. (If possible, help them access any necessary equipment or visual sources.) For example, lacrosse has origins in games played by Haudenosaunee and other First Nations. Cricket is played extensively in South Asia.
- Non-profit organizations worldwide, including in Canada, use sports as a way to support youth and sustainable development. For example, Chance to Play is a non-profit organization that ships soccer gear around the world and to Aboriginal communities across Canada. Slum Soccer helps marginalized communities in India using soccer as “the messenger.”
- Small groups of students choose one organization, research, and then discuss why and how sports and play can make a difference to young people.
- Students reflect on why some communities might not offer organized sports (discuss economics and priority setting, funds needed to build and maintain pools, outdoor hiking and snow trails, parks, rinks). They research how many, and which, organized sports their own community offers, and how many, and which, other kinds of sports or fitness opportunities take place in their community. They create a chart outlining who the activities are aimed at, including age range, gender, abled/disabled, and so on. They reach a conclusion about equity of opportunities in their community. How does this reflect on their community’s values and beliefs?
- Students discuss the concept “fairness is not sameness.” How are equality and equity different? They discuss and list reasons why the concept is important to sports activities or organizations.
- Students watch (online or live) or participate in a sports activity with which they’re unfamiliar. Have them record their feelings as they watch, specifically

about interest and inclusion. Would they find this activity personally inviting? Would they encounter any barriers if they wished to engage in this sport regularly? How does this affect their idea of beliefs and values in the sports world?



GENERAL WEBSITES:

- Manitoba Hockey Hall of Fame: mbhockeyhalloffame.ca
- Winnipeg Falcons: winnipegfalcons.com
- Ontario Curriculum, Grades 1–8: Health and Physical Education, 2019 revised: edu.gov.on.ca/eng/curriculum/elementary/2019-health-physical-education-grades-1to8.pdf
- Slum Soccer: slumsoccer.org/index.php
- Chance to Play: chancetoplay.ca
- Sport Information Resource Centre—Anti-Racism Resources: sirc.ca/safe-sport/anti-racism-resources

VIDEO DOCUMENTARIES:

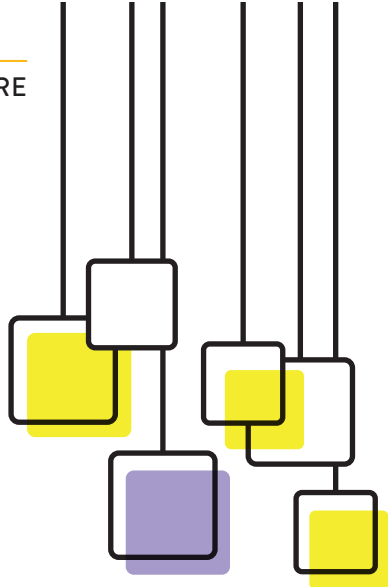
- CBC documentary, “The Winnipeg Falcons”: cbc.ca/player/play/2597947238 (8:27)

CHILDREN’S BOOKS (FOR STUDENTS AGES 9 AND UP):

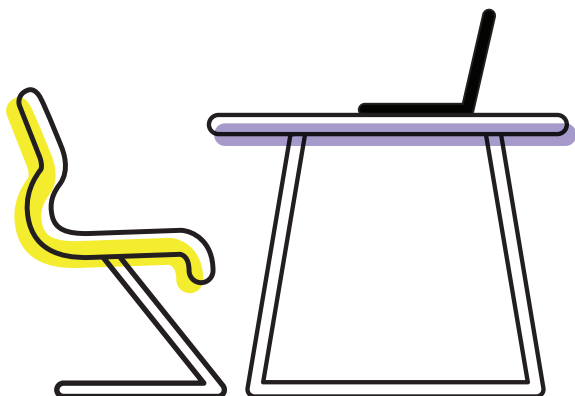
- Picture book biography *Mamie on the Mound: A Woman in Baseball’s Negro Leagues* by Leah Henderson
- Picture book biography *Breaking the Ice: The True Story of the First Woman to Play in the National Hockey League* by Angie Bullaro
- Non-fiction *Hard Road to Victory: The Chatham All-Stars Story* by Brock Greenhalgh
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- MG biography *Becoming Muhammad Ali* by James Patterson and Kwame Alexander



Presentation of the Allan Cup to the Falcons at Wesley College Field, Manitoba.



Finnish Education Design: Bring Joy to Learning



The world of education is always looking for new and innovative ideas. Often countries that rank near the top of international education assessments—countries like Finland—are looked to for inspiration. From shorter school days and more frequent breaks, to an increased amount of teacher autonomy and lack of standardized testing, the Finnish educational system has many different strategies to offer.

In 2018, Dr. Russell Booker, who was Superintendent of Spartanburg County School District 7 at the time, toured the Scandinavian country on a trip organized by the Riley Institute at Furman University. Few North American educators are able to see first-hand what a typical school day in Finland looks like, but Dr. Booker was lucky enough to experience that for himself. He visited schools around Finland with a group of South Carolina educators, legislators, and non-profit leaders who were seeking inspiration on how to promote teacher retention and student academic achievement. That same year Dr. Booker was also working with architecture firm McMillan Pazdan Smith as a design consultant. He and the firm collaborated to implement the ideas from his trip into the design of a new facility for Spartanburg High School. TEACH recently connected with Dr. Booker to find out more about the application of Finnish education design in his school district.

The following interview has been edited for length and clarity.

WHAT WERE YOU HOPING TO DISCOVER FROM FINLAND'S EDUCATION SYSTEM?

I've always wanted to learn more about Finland, so when asked if I'd be willing to take part in the trip, I immediately said yes. As an educator I'd heard about how wonderful their education system was—they always rank in the top five of international assessments (PISA)—but the thing that stuck with me was hearing stories of how the teachers were treated. I was once told that teachers earned the same salary as doctors in Finland—it turns out they don't, but they are as greatly revered as physicians. This makes teaching an attractive profession to go into. As a result of that, there's high teacher retention.

I'd also heard that they don't give homework in Finland—which isn't entirely true, although students do have a significantly smaller amount—but I wanted to go there to see for myself what was fact and what was fiction.

WHAT DID YOU LEARN FROM THE TRIP? WAS THERE ANYTHING THAT SURPRISED YOU?

We toured schools in different settings, from Helsinki, which is a larger, more cosmopolitan area, to some of the most rural areas—Oulu, for example. We must have toured five to seven schools from early learning all the way through to post-secondary institutions. We also spent time with their department of education and some of the education leaders there. We talked about their national curriculum. It was a pretty comprehensive view of Finland's education system.

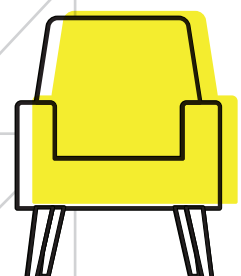
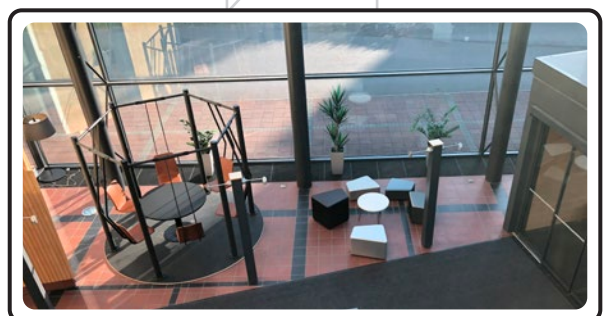
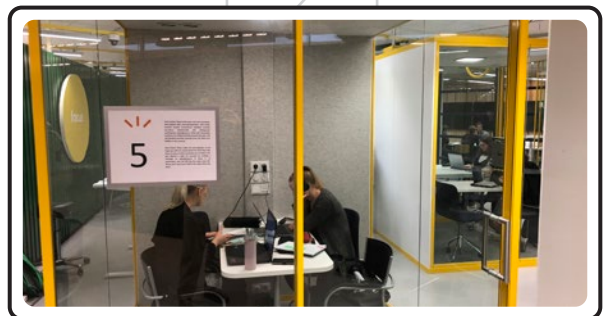
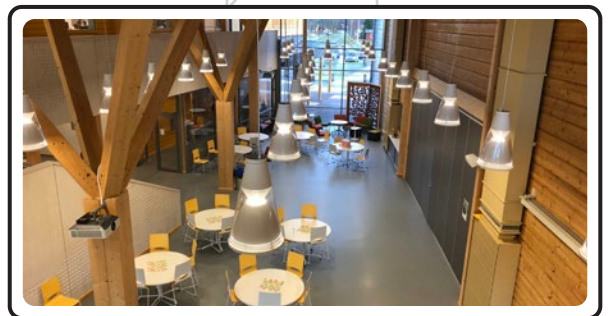
I'd heard that Finland was a very homogeneous community, mostly Caucasian and affluent, which isn't necessarily the case. Finland is dealing with some of the same immigration issues that we're dealing with. Their approach to immigration, as far as the education system is concerned, is something that really blew my mind. When Finland looked at ways to create equity in their country, they looked towards education to do that. To me, education is a basic human right, and I was pleased to learn that Finland's leaders feel the same way.

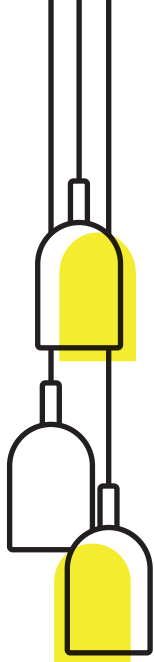
Here in North America, children start school around age four; in Finland they're seven years old. So, what's happening from birth until then? The Finnish take seriously what happens in the home. Maternity leave policies give families that time to spend with their children early on. When we talk about parents being the first teachers, that's what you see over there. They make sure there's a way for that to really happen.

HOW DO YOU THINK THE FINNISH PRACTICES WILL HELP IMPROVE SCHOOLS AND LEARNING?

The big takeaway that I brought back from Finland was that their learning environments are referred to as "joyful learning." When you go into their schools, you see the setting is very relaxed. The way the schools are set up with furniture and equipment plays into that. I saw a variety of spaces created to foster collaboration between students and teachers. Students choose where they sit each day and are allowed to sit, stand, and lay on furniture that's designed with flexibility in mind.

Prior to going to Finland, I was in the midst of building Spartanburg High School with McMillan Pazdan Smith. Cost overruns were coming, as they typically do, and I had scaled





back on furniture and equipment. But after spending a day in some of Finland's schools, I picked up the phone and called our chief financial officer. I said, put every dime of that money back into the budget, because I was able to see the role learning environments play in creating collaborative and shared learning experiences.

HOW DID YOU DECIDE WHICH FINNISH EDUCATION DESIGN ELEMENTS TO INCORPORATE INTO SPARTANBURG HIGH SCHOOL?

Some of the schools in Finland were beautiful on the outside and some were more plain, but schools aren't just about the exterior building. When I walked inside each one and saw how the learning environment was situated, how the space was created, I saw equity. So, the firm and I began with the physical exterior environment of Spartanburg, but then we really started imagining how we could create an interior environment that would lend itself to cooperative learning, innovation and flexibility.

I knew if we were really going to get Spartanburg High's teachers teaching the Finnish way and the students learning that way, then the physical environment would have to allow for that to happen. If you walk into Spartanburg High School on any given day, every crevice of that school is now a learning space.

If there was room to create different types of tiered seating, we created it. We added a variety of creative and stimulating furniture options, including the use of convertible standing desks, as well as workstations where students can ride stationary bikes during study. The school has a media center that seats a number of classrooms and which has open conference rooms without walls for collaborative learning. There's now an outdoor Amphitheatre and even a student center designed with a higher education influence—including furnishing, lighting, and a coffee shop—to prepare students for the next steps after graduation. We also made sure to add plenty of flexible multipurpose spaces within common areas and several soundproof acoustic pods for private student collaboration throughout the school.

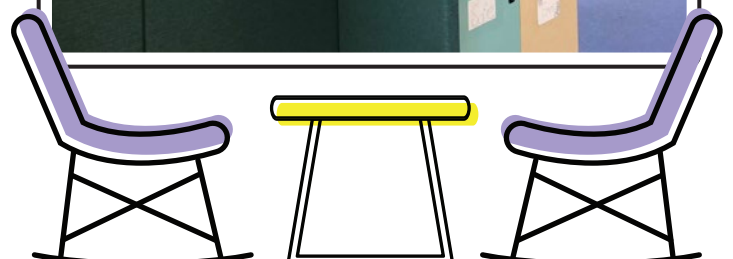
HAVE THE FINLAND-INSPIRED ELEMENTS RESULTED IN CHANGES TO STUDENT LEARNING OR TO THE OVERALL HIGH SCHOOL EXPERIENCE?

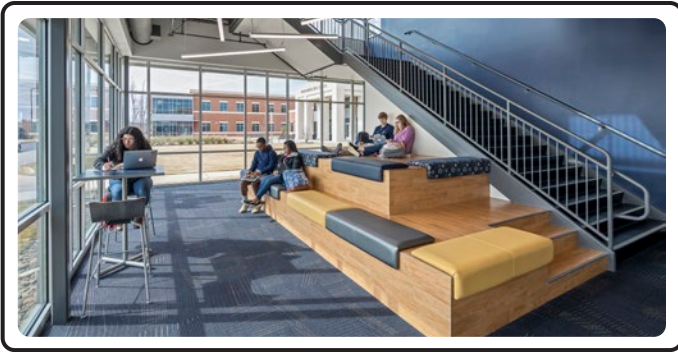
We completed the Spartanburg High School building in the fall of 2019. I was afraid the students wouldn't take advantage of the new spaces, but what ended up happening instead was the spaces became so popular that sign-up sheets had to be used for them! Students are social creatures. They desire to have spaces where they can come together and share. Our high school students really enjoy that. I was especially pleased that a high school that holds 2,000 students was already built to socially distance when the COVID-19 crisis hit.

HOW WOULD YOU RECOMMEND IMPLEMENTING THESE ELEMENTS AND PRACTICES IN OTHER SCHOOLS?

First, you need to have the mindset where principals can give teachers the freedom to take advantage of those spaces. That's the challenge we have in America, we can't be afraid to do that. We can't let standardized tests get in the way of allowing teachers to be creative and have freedom. Finland doesn't believe in teacher evaluations because they trust the teachers to be the authority. They believe in giving them autonomy.

In Finland, children will be in class for 45 minutes, a soft bell will ring and they'll put on their shoes to head outside and play for 15 minutes. Then they come back in



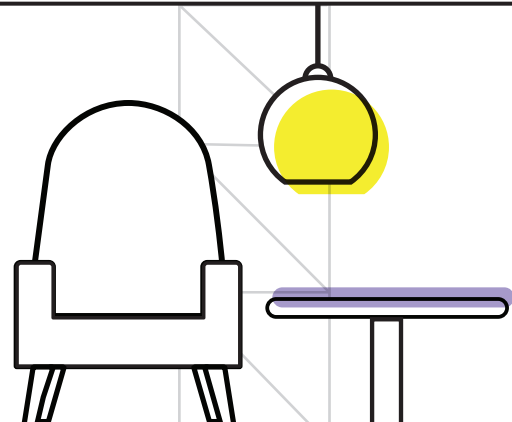


and pick up where they left off with their learning. This happens continually over the course of the entire school day because Finnish educators want kids to have time to be kids and play. Kids learn through play as well. So, I had conversations with the elementary principals in my district about creating space during the day for students to do that. A colleague of mine who is the Superintendent of Pickens County, Danny Merck, took that a step further and instituted what is now called “Finnish Fridays.” Every Friday in Pickens, the schools set their day up like the elementary schools in Finland. That’s had a very positive impact on the kids.

I think we need to revisit how we are looking at our educational system. There needs to be testing, but testing just to compare schools or to put in punitive measures is not helping us at all. For change to happen, we need to start by looking at other possibilities. I actually began sending teachers to Finland after my own trip, so they could see some of these alternative teaching practices for themselves. I hope that after the pandemic ends, we can continue what we started and keep exploring new techniques to better assist our students and teachers.

DR. RUSSELL BOOKER served as superintendent of Spartanburg County School District Seven for 10 years, where he directed many innovative initiatives. Most notably, he is credited with eliminating the District’s digital divide. He holds a B.Sc. from Wingate University and a Ph.D. from the University of South Carolina. He and his wife Sheryl are founders of [One Acorn](#), which works to address diversity and equity in organizations and communities. Through this agency, Dr. Booker continues to work closely with [McMillan Pazdan Smith](#).

Photo credits: Pages 25 and 26 by Dr. Russell Booker. Page 27 by Kris Decker and Firewater Photography.



Getting Kids Outside

Spring has finally arrived, and with it, the opportunity to head outdoors. After a long winter cooped up inside, it's more important than ever to make sure students are getting plenty of fresh air and exercise now that the weather is warmer. Here are some apps that can be used in the classroom, by students alone, or shared with parents and families to encourage kids to play outside and explore the natural world around them.



AUDUBON BIRD GUIDE
Free – iOS, Android, Website

Help students develop wildlife observation skills with this birdwatching app. Developed by the non-profit environmental organization Audubon, this guide contains information on 800+ species of North American birds. Students can use features like size, colour, habitat, and voice to identify any birds they find. The app also contains a Sightings journal where users can record the species and location of all the birds they've seen—and even upload their best photos to share with fellow birders. For more information, visit [audubon.org](https://www.audubon.org).



CHARITY MILES

Free – iOS, Android



Charity Miles empowers students to help others, just by being active! For every mile they log on the app—whether through indoor or outdoor walks, bikes, or runs—users can earn money for a charity of their choice. There are over 40 charities to select from, including: Habitat for Humanity, Save the Children, the World Food Programme, and the World Wildlife Federation. Students can accumulate miles on their own or as part of a team. Check out charitymiles.org for further details.

GEOCACHING

Free – iOS, Android



By downloading the Geocaching app, students gain access to the location of millions of geocaches across the world. The modern-day version of treasure hunting, caches are smaller, waterproof containers that typically contain a logbook and other items. These caches are placed at specific locations, marked by coordinates. Using the app, students can navigate towards caches in their area. Visit geocaching.com/play to learn more.

OUTDOOR FAMILY FUN WITH PLUM

Free – iOS, Android, Website



This app was created by PBS Kids to encourage young children and their families to spend time outdoors. Kids can choose from over 150+ unique missions, such as taking selfies with trees, counting different groups of animals, or finding shapes in the clouds. Each day the app provides 5 suggested missions, but users can also browse the full mission list at any time. By completing missions, kids can unlock new ones, while also earning achievement badges. For more information check out pbskids.org/plumlanding. (The website also contains additional [resources](#) for educators.)

PROJECT NOAH

Free – Website



Students can become citizen scientists by joining the Project Noah community. Designed to help people connect with nature and learn about wildlife, this platform allows its members to document their own wildlife sightings, participate in global missions to photograph wildlife, and create their own nature journals. Members can learn to identify wildlife species through the help of experts, Rangers, and the broad Noah community. The website also includes [lesson plans](#) and nature-focused activities for grades 2-6. More details can be found at projectnoah.org.

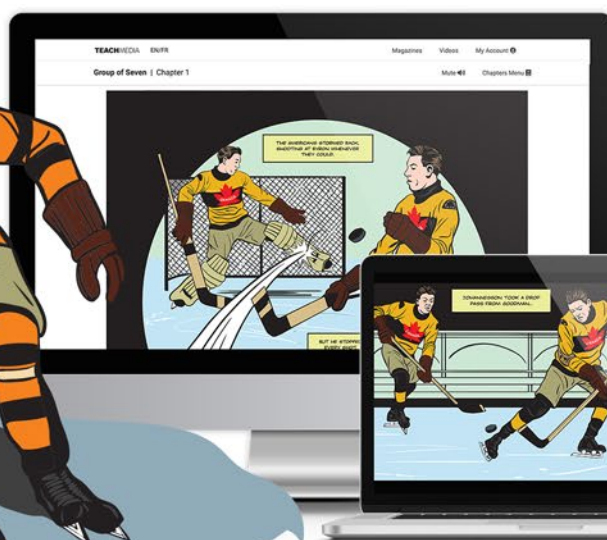


GOLDEN BOYS

THE WINNIPEG FALCONS OF 1920

WWW.WINNIPEGFALCONS1920.COM

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



**Mystic Learnings:
The Group of Seven**

A digital literacy title that explores some of Canada's most famous painters and how their art helped shape Canadian identity.

WWW.GROUPOFSEVEN1920.COM

TEACHMEDIA

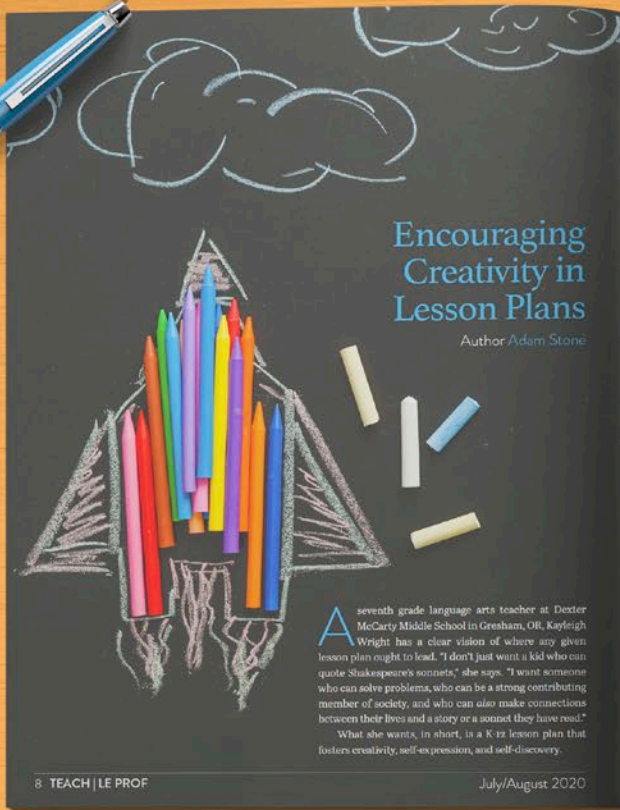
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This is not easily achieved, says Cassie Tabrizi, CEO of educational consultancy, Create abilities. "It can be incredibly easy to treat lesson planning like a checklist. Objective check. Standards check. Activity check," she says. Education experts say there is a better way. A thoughtful lesson plan can encourage exploration, freeing kids to speak in their own voices and infusing creativity into the learning process. Parents and teachers see the value in this: Gallup research found 87 percent of teachers and 77 percent of parents say teaching that incorporates creativity in the learning process has a bigger payoff for students.

FIRST STEPS

In order for students to find their own unique voices, they first need to feel their voices are valid. Before setting down to craft the lesson plan, teachers need to make an upfront investment in relationship-building.

"Whether it's through surveys or one-on-one interviews, you have to know who is in your classroom in order to create an environment in which they will take risks for self-discovery," says Rowena Shurn, senior policy analyst and program specialist at the National Education Association.

Shurn taught in Prince George's County, MD schools for 14 years, and found that this early effort paid dividends when she moved on to the actual lesson planning. "You take that information—who they are, what they are interested in—and you have that profile in front of you when you make your lesson plan," she says. "It's what allows your students to show up as their authentic selves."

Deborah Poulos is a teacher with over 27 years experience and the author of *The Conscious Teacher*. She studied every student's cumulative record files at the start of every year, and built that knowledge into her lesson planning. "I had strategies to individualize and differentiate so I could meet students at their levels," she says. "They knew I thought they were important."

PLAN FOR CHOICES

How to write a lesson plan that empowers those valued individuals to speak in their own voices? Step 1: Give them choices. Students learn in different ways, and the lesson plan needs to reflect that individuality.

When Wright gives out a persuasive writing assignment, for example, she keeps it loose. "It can't



always be five paragraphs, five sentences in each paragraph," she says. "You can get the same amount of information from them if you let them do it in different ways. They can create a commercial, they can create a blog, they can [create vlogs]. I just need to see that they can make a persuasive argument."

At The Avery Coonley School in suburban Chicago, second grade teacher Sarah Batzel even finds ways to make math an open-ended exercise. "Let's say I want to talk about fractions. I give them patterned blocks and ask them to build a figure that represents 'one third.' They grapple with the concept, but there is more than one way of doing it," she says. "They make their own choices."

She did the same in science class, as kids designed their own glue. "We tested corn starch, we tested flour, then the children got to design their own mixture in their own way, using the data we had collected," she says.

It's that combination of data—of facts, information, and a clearly defined end product—that keeps this kind of open-ended work from becoming a free-for-all. "Parameters foster creativity," Batzel says. "It's not just 'go make a shape.' There is real math in there, and they work within that."

Shurn builds her lesson plans on a tic-tac-toe approach: Eight ways of mastering the information (pick your own) plus a blank square if none of the others appeal to you. "Some people can demonstrate their abilities visually. Another student may be more kinesthetic, so

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