

# TEACH

LE PROF

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



## INDOOR GAME DAY

FEATURE

LEARNING  
WITH PODCASTS

COLUMNS

**WEBSTUFF:** Water Conservation  
**FIELD TRIPS:** Indoor Game Day

**CLASSROOM PERSPECTIVES:**  
CREATING A READING CULTURE

## TEACH MAGAZINE • LE PROF

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**W**ho knew there was an International Podcast Day? Well, if you didn't know, you do now. Podcasts have become a mature means of communication and have many useful applications for schools and classrooms. Podcasts are easily accessible, downloadable, and playable across a wide variety of media. In other words, suiting the media consumption habits of many, if not most, students today. The medium provides flexibility. Listening to a podcast can be assigned as homework or a student can listen on their own time. As a recorded conversation or interview, a podcast allows students to reflect, to pause and even, rewind and listen again, if necessary. This aspect may also appeal to students who are reluctant readers or whose first language is not English.

The medium is also less cumbersome to create in case students wish to record their own podcast or it becomes part of a school project or presentation. In creating a podcast, students may work in teams and plumb the depths of their creativity by adding effects and music, for example. Podcasts may cover a wide range of topics and themes and even, languages. As a teaching and learning tool, it offers great flexibility. Many podcast libraries are available for free download, but it's recommended that teachers screen them for suitability and listen to the entire podcast and even, the entire series if it will be introduced into a classroom.

Podcasts have great potential to be used effectively and creatively. Read Adam Stone's **Feature Story** for more detail.

Talking about podcasts begs the question as to whether students actually read anymore, in the conventional sense. Or are they reading fewer physical books? Paige Classey Przybylski, a middle school media specialist, set out to encourage students in her school to pick up books more frequently. She recommends modelling book friendly behaviour on behalf of adults and teachers, in particular. Part of the recent popularity of books in her school revolves around creating book clubs that appeal to students of different ages and levels. These book clubs have become increasingly popular and have spread from grade to grade. Coupled with the creation of a comfy place for kids to sprawl out and read their favourites in a tranquil environment has helped. Promoting regular book reading generates many benefits, as she notes.

In our **Field Trips** column, we cover indoor game play and activities, just in time as winter, for many of us, rapidly approaches. Our **Webstuff** column explores the very important topic of water conservation. As planetary resources continue to shrink, we all need strategies to help us conserve.

Check out our digital teaching resources:

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

Until next time,  
Wili Liberman, Editor  
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# SUFFRAGE: CANADIAN WOMEN AND THE VOTE



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by Adam Stone

**A**s a digital learning specialist for the 55,000-student Plano Independent School District in Texas, Clara Alaniz is excited to bring podcasts into the classroom.

“After listening to the story, children will be asked to draw a picture of the characters or the setting using only the descriptive words that the author included,” she says. “That brings out great creativity in the children and it also helps them develop their listening skills.”

Podcasts are increasingly popular: One-third of Americans say they’ve listened to one in the past month, according to Reuters Institute’s latest Digital News Report. Educators now say this emerging technology could play a key role in the K-12 classroom.

### A DIFFERENT FORMAT

A podcast is “a digital audio file made available on the Internet for downloading to a computer or mobile device, typically available as a series, new installments of which can be received by subscribers automatically,” according to the organizers of International Podcast Day.

Unlike radio, podcasts are available on demand. Because they are downloadable, students can carry them on their personal devices or listen to them at home. Unlike audio books, they are typically offered in an ongoing series, rather than as stand-alone items.

Listeners can subscribe to podcasts—many of which are available for free—by clicking on an RSS icon or

subscription button, accessible through a number of podcast-listening apps. Subscribers typically will receive a notification any time a new installment becomes available.

There’s a level of independent learning inherent in the podcast format that some teachers find appealing. “One of the benefits of a podcast is that it is asynchronous—each student is listening individually, rather than having a single storyteller with all the students listening at the same pace,” Alaniz says. “They can pause to reflect, they can rewind if they didn’t quite catch something. It puts the students in the driver’s seat of their learning.”

The ability to go back and listen again can be especially helpful for students who may not have English as a first language. “In a classroom where students have language issues, they can hear how certain sounds are coming across, and they can listen as many times as they need to. Those things are hard to do in group instruction,” Alaniz says.

Others take an even broader view of podcasts. They’re looking to the new delivery mechanism as a way to potentially augment classroom content and broaden the learning experience.

### ‘MORE NUANCED EXPERIENCE’

A former 5th grade teacher in the New York City public schools, Monica Burns sees the podcast format as bringing new possibilities to the table. “It’s a way to give kids information that complements what they read in text,” says Burns, a curriculum consultant and founder of Class Tech Tips.



"If you are reading a social studies textbook, and then you can hear an interview with someone who was present at that event, that can bring a whole other layer that wouldn't otherwise be there. You're giving students a deeper, more nuanced experience," she says.

But content consumption is only one half of the podcast story. In addition to listening to other people's stories, K-12 learners can also create their own podcasts. This offers them a way to reflect on classroom learnings, express their creativity, and connect with one another.


"When students share about themselves, it can help to develop schools that are more anti-bullying, that have a more sophisticated language of cultural understanding and cultural acceptance," says Renée Laverdière, principal in The Boston Consulting Group's education practice. "That's why people like listening to podcasts: Because you feel like someone is talking directly to you, as a friend."

## BREADTH OF CONTENT

Teachers can find a wide range of podcasts touching on a variety of subjects.

The iTunes podcast library for K-12 features hundreds of titles. There are language-based podcasts—Italian, French, Spanish, German. There are math programs, biology podcasts and many others.

Podcast delivery site ThePodcastHost offers a roundup of popular K-12 programming. Top shows include Everyday Einstein (bringing science to everyday life); the Math Dude (making math concepts accessible); and Aesop's Fables, among others.



**"They can pause to reflect, they can rewind if they didn't quite catch something. It puts the students in the driver's seat of their learning."**

Podcasts also offer teacher resources. In Talks with Teachers, interviewers deliver insights from educators who are driving innovative projects in their schools. Teacher's Aid addresses practical classroom issues, from overcoming burnout to teaching in impoverished communities.

With so many options available, it isn't always easy to know which podcasts make sense in a given classroom. What are some of the criteria a teacher might apply in seeking out the best, most appropriate podcasts?

First, a podcast ought to have crystal-clear audio. A podcast is a listening experience, after all, "so poor

production quality tends to be a red flag for me," Burns says. "If someone isn't putting in the effort on what ought to be an easy win, it makes me concerned that they won't be putting in the effort in terms of the overall content."

Many podcasts, while free, are supported by advertising revenue. Educators therefore will want to make sure that any advertising is age-appropriate. It's also helpful if ads are grouped at the start or at the end of the podcast, rather than popping up obtrusively in the middle of the experience.

Advertising isn't necessarily a bad thing, and may in fact present an opportunity. "An educator can have a really rich and meaningful conversation about digital literacy, helping kids understand what is an ad and why it has to be in there. In the real world they are going to encounter advertising and students need media literacy around that," Alaniz says.

Some podcasts make transcripts available to accompany the recorded material. Students may find it helpful to read along, and the teacher can use the transcript as an easy reference point when planning lessons around the podcast.

As a general rule, experts recommend that a teacher listen through at least a couple of installments in their entirety before introducing a podcast in class. "You don't want any surprises. Inappropriate language can sneak in there, maybe someone in the podcast is surprised by something and an expletive gets thrown out," Alaniz says. "And you want the right level of content. If you're not ready to have a conversation about war in your classroom, if that is something sensitive, you want to know about that before you ever play something for your students."

While some teachers will ask students to listen to podcasts at home, others will use the tool in class. When playing a podcast in class, the group setting should inform the pacing. "There should be thoughtful pausing and prompting and discussion," Burns says. "If you listen to a 15-minute recording with a group of third-graders, you should have heavy discussion going into it and then you pause and discuss it every couple of minutes. Let them think aloud about it and let them see how you as an educator make use of this information and interpret this content."

## CONTENT CREATION

Just as there are rules of the road for content ingestion—keep it age-appropriate, help kids to interpret what they hear—there are likewise a number of best practices around content creation.

Done right, a class-produced podcast can have considerable pedagogic value. "It gives students a new way to demonstrate their understanding, to synthesize

information from multiple sources, and to create something that is representative of the media they consume outside of school," Burns says.

She relies on third-party apps like Garage Band or Sound Trap to support the recording process. "With the apps you will have enhanced data privacy. They also make collaborative workflow more seamless, with students collaborating side by side or asynchronously through the apps," she says.

Laverdière encourages teachers to let students take the lead in formulating the theme of their podcast. "It would be important that students build content related to the learning objectives, but that they also have some ability to choose the topics they feel strongly about," she says. "We learn best by teaching others, so creating a podcast becomes a way for students to teach their fellow classmates about something they have learned or that they feel strongly about. That is really powerful."

At the same time, she notes, it's also important for teachers to keep in mind that a podcast is fundamentally a technology-driven experience. Kids need access to devices and bandwidth in order for this to work.

"How are you thinking about equitable access to that material?" Laverdière says. "Do they have access to a


device? If they need to download material, do they have access to the Wi-Fi that they need? Have you thought about accessibility for students with special needs, for instance deaf students?"

For those who are able to work through the technical hurdles, experts say, there is much to be gained by a foray into this emerging digital delivery platform.

"This is something that is becoming a norm for people of all ages, so the more we can prepare students to interact in this space, the better equipped they will be to engage with information in this format," Burns says. "When a medium is this popular, we want to use that. It helps set them up for success as both consumers and creators."

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

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## Water Conservation

Water is precious. How can its resources be managed sustainably? What can be done to reduce our water consumption? Use these free resources in your classroom to help students answer these important questions as they learn how to protect this precious resource and use it wisely.



### Value of Water

[www.valuewater.ca](http://www.valuewater.ca) - Free

This website offers a fun educational video series featuring “Water Woman”, a water conservation superhero, alongside her villainous water-wasting cousin, “Leak E Hoser.” Each episode follows Water Woman as she teaches Leak E Hoser how to stop wasting water—with effective tips and strategies that we can apply to our daily lives. Share these videos with your class and use the complementary teacher guides that provide a variety of suggested activities. You can also find an array of additional K-12 lesson plans, games and activities, as well as field trip and workshop ideas.

### Water Footprint Calculator

[www.watercalculator.org](http://www.watercalculator.org) - Free

Used widely in middle and high schools, this innovative calculator takes users through a series of simple questions about our daily routines. It accounts for not only the water we use from the tap, but also the “virtual” water it takes to produce the food we eat, the energy we use, and the products we buy. Features include customized results, interactive graphics, and the ability for users to change their answers and “play” with their results. A collection of over 100 water-saving tips also offers a great way to supplement your water lesson plans. There’s even a video for kids in grades K-5, where 8-year old Aqua and her dog, Sparky, show her family how to conserve water and save money when their reservoir runs low.

### Water1der

iOS – Free

Water1der is a groundwater awareness trivia app that challenges players in their knowledge of topics such as groundwater basics, pollution prevention, recycling, water use, and more. Players spin a wheel to pick a category and play their way through a variety of questions and activities towards a final score. Teachers can review students’ learning by creating a group for students to submit their scores. A supplemental educator’s guide provides a multitude of teaching resources, including background information on topics, an answer key, additional activities for students, pre- and post-assessment quizzes, and additional evaluation. To learn more visit: [www.groundwater.org/get-informed/opportunities/water1der.html](http://www.groundwater.org/get-informed/opportunities/water1der.html).

### Operation Aqua

iOS – Free

This game-based learning app puts the user in control of the many factors that contribute to the water management of a city over a three-year span. Players must manage the various water resources including the river, lakes and reservoirs, groundwater and the desalination plant to meet the demand of the population, while also keeping cost and wastage to a minimum. They will also need to address consumer needs within the domestic, commercial, and industrial sectors as they arise, as well as other environmental or random challenges that occur. Players are awarded points based on how well they balance these factors and the speed they are able to address the problems at hand. For more information: [www.itunes.apple.com/us/app/operation-aqua/id770268540](http://www.itunes.apple.com/us/app/operation-aqua/id770268540).

# CREATING A READING CULTURE (EVEN WHEN YOU'RE LOW ON TIME AND FUNDS)

by Paige Classey Przybylski

"Why read when you can watch the movie?"

"I'm just not a reader."

"Reading's boring."

In my eight years as an educator, no other sentiments have been quite so crushing to hear from children. I've found that many students have a bleak attitude towards reading: reading is too dull, too difficult, or something to get through (or cheat through) in order to get a good grade. As a classroom teacher, I wanted my students to feel the same enthusiasm and excitement towards reading that I feel, but also found myself trying to navigate a packed curriculum, a shrinking budget, and other significant demands on instructional time.

When I made the transition from high school English teacher to middle school media specialist last year, I found myself presented with the thrilling opportunity to focus my energy on promoting a positive reading culture in my new school. We know our students need to read to improve their brain power, build empathy, and enrich their lives, but how do we accomplish that while fighting a tide of negativity, a limited budget, and a full curriculum? Here are a few small practices that can make a tremendous impact.

### Walk the Walk

Students should see that the adults in their lives value reading. Modeling will help them to view reading not as a mere task to complete, but as part of a healthy lifestyle beyond school. Another librarian in my district includes the books she is reading in her e-mail signature. Similarly, my school's reading specialist and literacy coach posts pictures of the books they're currently reading on their board. These are simple ways to show students and staff the importance of reading and also opens up a new channel of communication. Students who have read the posted books can discuss them with the teacher, while other students may be intrigued by these exchanges or by the book covers, and then pick up the book themselves.

A third way of presenting ourselves as readers to students is through the creation of staff and student book clubs. While more time-consuming than the ideas



listed above, they create rich communities of readers. Book clubs can meet daily, once a week, or even once a month and don't require a budget. I began a 6th grade book club last year that has now carried over into their 7th grade year and expanded to admit new members. A group of 8th graders also recently approached me to ask if I would oversee another book club for them. We look forward to these weekly lunchtime meetings where we share recommendations, read short stories and poems, and discuss important topics such as censorship.

### Provide Options

Educators know that students appreciate choice. While we may not always be able to offer choice in terms of the curriculum, we can always provide students with options for personal reading. One way of matching students with high-interest texts is presenting 5-minute book talks. Taking just a few minutes to showcase a book students can borrow—by reading the jacket, sharing an intriguing passage to highlight writing style, and showing the cover and thickness of the book—will help match students with books they may be genuinely interested in. This can also be a helpful method of providing students with books that meet their reading levels. Book talks spark interest in older titles as well as new; my book talks in September inspired students to check out titles like *The War of the Worlds* and *The Face on the Milk Carton*.

Making lists of recommendations by genre also increases ownership over book selection. I have created lists that include the titles of popular books, a brief synopsis for each, their call numbers, and images of book covers. Instead

of blindly matching a student with the first science fiction book that comes to mind, for example, these lists provide students with many options within their preferred genre(s). This practice has been so successful in my library that I've expanded the traditional genre lists to include books about animals, books that have been challenged or banned throughout history at various libraries, and more.

### Present Reading as a Privilege

Last year, I received a grant from the Milford Education Foundation to transform our rarely-used reference section into a comfortable "book nook." Students are able to use the bean bags and cushioned chairs in it while reading or working on a project. Even older students are not immune to a "cozy corner" of the classroom—the 11th and 12th grade students at my former high school were thrilled when they could sprawl out on the floor with a pillow or sit on a donated couch as they read. The furniture of a book nook does not need to be fancy or expensive. You can accept donations or pick up cheap pillows and chairs. Low on time for independent reading in the classroom? Allow students to read if they have completed their work early or as you conference with other groups.

I have also been able to arrange free or low-cost Skype sessions with authors, which I then promote as special events. The authors often talk about their all-time favorite books or the books that inspired them as children, which reinforces the importance of reading to students and also presents writing as a real career possibility. Students look forward to these sessions and feel honored to engage with famous writers.

What kindergartener isn't entranced by story time? Somewhere along the line, many of our students lose that initial fascination and excitement. My hope is that we, as educators, can work to maintain that momentum and create lifelong readers.

Paige Classey Przybylski is a media specialist at Harborside Middle School in Milford, Connecticut. She has a B.A. in English and an M.A. in Curriculum and Instruction from the University of Connecticut.

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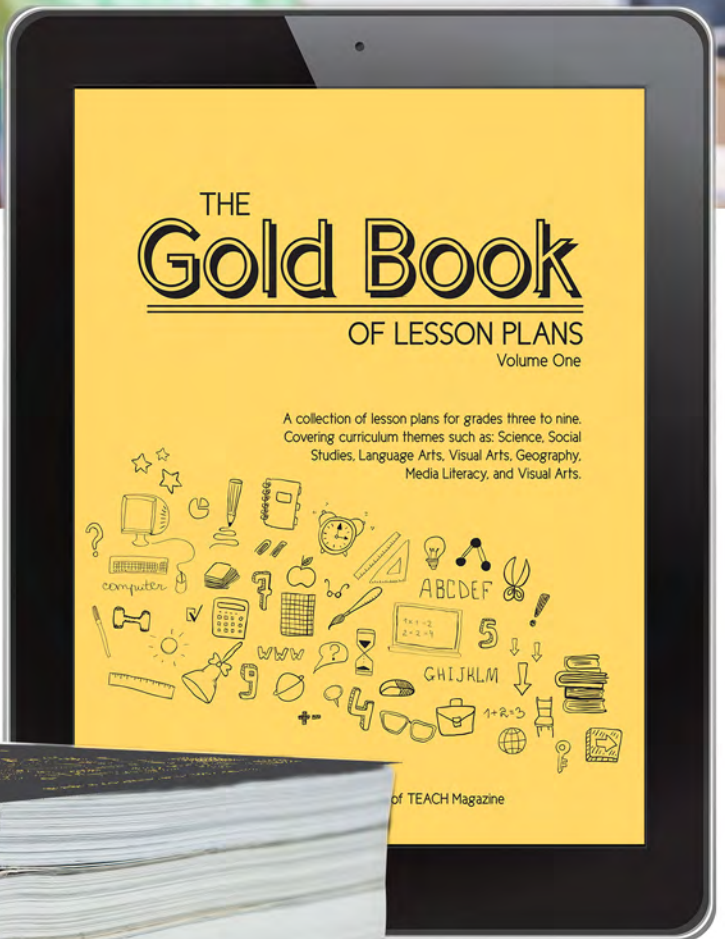
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This year, LTE will have over 350 exhibition booths featuring global educational suppliers from Australia, Finland, Hong Kong, China, Malaysia, South Korea, the UK and the US, etc. and over 200 sessions of keynote presentations, seminars, workshops and lesson demonstrations. New expo features will also be launched to facilitate the establishment of business cooperation between exhibitors and buyers.



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Delegates enjoy the depth and breadth of AISC topics and the innovative conference format. This provides less time sitting in large plenary halls and more time building peer-to-peer communities through break-out sessions, workshops, case studies and networking. This year the conference will be centred on four separate and concurrent streams: Innovation in Education, The Science of Learning, Inclusive Education and The Business of Education. Professor Rose Luckin and Dr. Jared Cooney Horvath will be the keynote speakers.



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# CURRICULA

## QUATRIÈME LEÇON : POURQUOI VOTER ?

La lutte pour le droit de vote des femmes au Canada a commencé à la naissance du pays et s'est poursuivie pendant près d'un demi-siècle avant que le gouvernement fédéral accorde le droit de vote « universel » aux femmes en 1920. Quarante autres années se sont écoulées avant que toutes les femmes obtiennent le droit de vote, peu importe leur race.

Cependant, des questions s'imposent. Les femmes votent-elles toutes aujourd'hui? Combien de Canadiens des deux sexes votent aujourd'hui? Selon Statistique Canada, à l'élection fédérale de 2015, 32 % des personnes qui n'ont pas voté ont donné comme raison leur manque d'intérêt pour la politique. C'est la même chose pour tous les adultes, quels que soient leur âge et leur sexe. Vingt-trois pour cent ont affirmé être trop occupés pour voter<sup>1</sup>.

Selon Statistique Canada :

Le vote est l'une des formes d'engagement civique les plus fondamentales. Plusieurs politologues établissent un lien entre la participation électorale et la santé du processus démocratique, avançant que la baisse de cette participation peut être symptomatique d'un « déficit démocratique » (Pammett et LeDuc, 2003; Nakhaie, 2006). Partant du principe que l'engagement politique peut également influencer sur les politiques publiques, d'autres s'inquiètent de ce qu'une faible participation puisse aboutir à des politiques qui ne sont pas forcément représentatives de certains groupes, comme ceux qui ont moins tendance à voter (Archer, 2003). C'est pourquoi le taux de participation des électeurs est utilisé comme un indicateur de l'engagement civique.

### MATIÈRES

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

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9<sup>e</sup> à 12<sup>e</sup> année

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



## CONCEPTS ABORDÉS

Dans la quatrième leçon, les élèves réfléchiront aux notions qu'ils ont apprises de leur étude du mouvement suffragiste canadien. Ils tenteront de comprendre comment la lutte pour le droit de vote a teint la perception qu'ont aujourd'hui les gens de l'exercice du vote, en particulier chez les femmes. Combien de femmes votent au cours des élections provinciales et fédérales aujourd'hui? Quelles femmes votent? Lesquelles ne votent pas et pourquoi? Quel rôle la diversité joue-t-elle au Canada? Pourquoi est-il important pour la société canadienne dans son ensemble que toutes les femmes votent? Les élèves réfléchiront à la pertinence du vote aujourd'hui au Canada et concluront que c'est encore de nos jours une responsabilité qui revêt une grande importance.

Les élèves s'informeront aussi du processus ayant mené au statut de « personne » pour les femmes qui ont pu ainsi commencer à siéger au Sénat. Il sera question de l'héritage de la lutte menée par les femmes pour obtenir le droit de vote et d'autres droits et son effet sur la capacité des Canadiens de changer leurs perceptions et d'adopter des lois qui réduisent les inégalités politiques au sein de la société, peu importe le sexe, l'ethnicité et la religion, et favorisent la diversité au sein de l'administration publique.

Les élèves se serviront d'une caméra pour relater l'attitude des membres de leur famille et de leurs amis par rapport au vote, tenteront de prendre contact avec des femmes de divers milieux et âges pour s'enquérir de leur perception par rapport au suffrage et présenteront le fruit de leur travail. Ils résumeront leur expérience et réfléchiront sur leur contribution au changement des mentalités par ce projet.

## OBJECTIFS

Voici les résultats attendus pour les élèves :

- approfondir leurs connaissances sur la lutte qu'ont menée les femmes pour leurs droits au Canada, tout particulièrement les Cinq femmes célèbres et l'affaire « personne »;
- étudier et comparer les taux de participation électorale récents au Canada et en comprendre les retombées sur la représentation politique et la démocratie;

- comprendre les avantages et les inconvénients de la réforme électorale au Canada, s'informer des mesures proposées à cet effet et en suggérer d'autres;
- décrire les inégalités au Canada, y compris celles fondées sur le sexe, sur le statut économique, sur la race et sur la santé, et en comprendre l'importance;
- étudier la méthode de recherche-action et en effectuer une pour relater et documenter l'effet du droit de vote des femmes sur l'attitude qu'ont les femmes d'aujourd'hui sur la pertinence du vote;
- 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
- Téléphones ou caméras
- Page des facteurs associés à la participation électorale, [www.statcan.gc.ca/pub/75-001-x/2012001/article/11629-fra.htm](http://www.statcan.gc.ca/pub/75-001-x/2012001/article/11629-fra.htm)
- Page d'une étude sur l'augmentation de la participation électorale, [www.statcan.gc.ca/pub/75-006-x/2016001/article/14669-fra.htm](http://www.statcan.gc.ca/pub/75-006-x/2016001/article/14669-fra.htm)
- Site de Statistique Canada, [www.statcan.gc.ca](http://www.statcan.gc.ca)
- Court documentaire sur Agnes Macphail, [www.cpac.ca/fr/programs/moments-marquants/episodes/21254203/](http://www.cpac.ca/fr/programs/moments-marquants/episodes/21254203/)
- Infographie sur l'inéquité salariale, [www.canadianwomen.org/sites/canadianwomen.org/files//Mind%20The%20Gap\\_0.pdf](http://www.canadianwomen.org/sites/canadianwomen.org/files//Mind%20The%20Gap_0.pdf) (en anglais)
- Article « The Facts About the Gender Wage Gap in Canada », [www.canadianwomen.org/facts-about-the-gender-wage-gap-in-canada](http://www.canadianwomen.org/facts-about-the-gender-wage-gap-in-canada) (en anglais)

## CONTEXTE

Même après avoir obtenu le vote fédéral au Canada et le vote dans certaines provinces, et même après l'élection d'Agnes McPhail à la Chambre des communes en 1921, les femmes ne pouvaient toujours pas siéger au Sénat canadien. Pourquoi? La loi ne les considérait pas comme des personnes. Les Albertaines Nellie McClung, Emily Murphy, Irene Palby, Louise McKinney et Henrietta Muir Edwards, connues comme les « Cinq

femmes célèbres », se sont battues pour changer la donne. En 1929, leur combat juridique, surnommé l'affaire « personne », s'est soldé par une victoire. Bien que la désignation de personne ne se soit pas appliquée à toutes les femmes canadiennes à l'époque, bon nombre d'entre elles en sont ressorties avec un pouvoir politique accru.

La victoire a aussi créé un précédent : la métaphore de l'arbre a commencé à s'appliquer pour la Constitution canadienne, qui devait être interprétée de manière large et libérale et non de manière étroite et formaliste. C'est là un dénouement d'importance, car la Cour suprême interprète toujours la Constitution de cette manière aujourd'hui<sup>2</sup>.

Même aujourd'hui, longtemps après que les femmes eurent obtenu le droit de vote au Canada, beaucoup affirment qu'il y a encore des sources d'inégalité entre les deux sexes. Dans la conférence qu'elle a donnée en octobre 2016, l'historienne canadienne Veronica Strong-Boag a eu les mots suivants [traduction] :

Si nous désirons une véritable égalité pour les femmes, et autant pour tout groupe faisant l'objet de discrimination, notamment raciale, il faut aller plus loin que le droit de vote et imposer un respect culturel et une justice économique (autrement dit la redistribution de ressources) de sorte qu'aucun sexe, aucune classe ni aucune race n'ait de privilège politique. Ce sont là deux conditions à respecter pour que tout le monde jouisse du même statut au sein du gouvernement. De nos jours, cependant, l'irrespect et l'inégalité matérielle ont la cote : il suffit de penser aux propos sexistes qui pullulent sur Internet ou aux disparités salariales. Une telle situation explique en grande partie pourquoi la démocratie n'honore pas toutes ses promesses au Canada et ailleurs au XXI<sup>e</sup> siècle<sup>3</sup>.

### **PREMIÈRE ÉTAPE : DISCUSSION AVEC L'ENSEIGNANT**

Dites aux élèves de relire l'introduction de la bande dessinée *Le mouvement des suffragettes canadiennes* et parlez de l'attitude des deux adolescentes sur le vote. Demandez aux élèves de faire part de leur opinion sur l'importance du vote et de donner des arguments. Rappelez-leur que les adolescentes changent d'idée à la fin de l'histoire parce qu'elles ont pu apprécier le travail accompli pour que les femmes aient le droit de voter. Résumez, pour les élèves, le rôle qu'ont joué les Cinq femmes célèbres pour changer la loi et reconnaître les

femmes comme des personnes en 1929. Montrez-leur les changements survenus relativement au droit de vote des femmes jusqu'à aujourd'hui.

### **DEUXIÈME ÉTAPE : FAIRE SORTIR LE VOTE**

Dites aux élèves que le taux de participation électorale a augmenté entre les élections fédérales de 2011 et de 2015. Demandez-leur si la chose les surprend ou non et dites-leur d'expliquer leurs réponses.

Faites-leur faire une recherche sur cette augmentation<sup>4</sup>. Vous pouvez les encourager à consulter l'étude de Statistique Canada à l'adresse [www.statcan.gc.ca/pub/75-006-x/2016001/article/14669-fra.htm](http://www.statcan.gc.ca/pub/75-006-x/2016001/article/14669-fra.htm). Ils pourraient aussi regarder le taux de participation électorale en 2011 et en 2015 sur le site Web de Statistique Canada à [www.statcan.gc.ca](http://www.statcan.gc.ca). Demandez aux élèves de poser leurs propres questions ou suggérez-en-leur, par exemple : « Combien de personnes votent aux élections fédérales? Par le passé, qui votait et qui ne votait pas habituellement et pourquoi? Quelles données peut-on trouver sur la participation électorale en 2015? Qui a été responsable de l'augmentation du nombre de votes? Quelles raisons pourrait-on avancer à cet effet? »

Réunissez la classe et demandez aux élèves de faire part de ce qu'ils ont appris. Posez-leur les questions suivantes : « Pourquoi selon vous le gouvernement canadien amasse-t-il des données sur la participation électorale et la répartition démographique de ceux et celles qui votent? Quel est le lien avec la démocratie? »

### **TROISIÈME ÉTAPE : VOTER... ET ÊTRE ÉLIGIBLE**

Montrez la courte vidéo sur Agnes McPhail qui a brigué les suffrages en 1921 et est devenue la première femme députée au Canada ([www.cpac.ca/fr/programs/moments-marquants/episodes/21254203/](http://www.cpac.ca/fr/programs/moments-marquants/episodes/21254203/)).

Dites-leur de répondre aux questions suivantes : « Pourquoi Agnes McPhail a-t-elle décidé de briguer les suffrages? Comment la population a-t-elle réagi au cours de sa campagne et de son mandat? Expliquez pourquoi, selon vous, il est important que des femmes puissent être élues au Canada. Comment qualifieriez-vous l'attitude des gens

envers la place des femmes au sein du gouvernement aujourd'hui? »

Demandez aux élèves de regarder la vidéo à l'adresse [www.cpac.ca/fr/programs/reforme-electorale/episodes/49192692/](http://www.cpac.ca/fr/programs/reforme-electorale/episodes/49192692/) dans laquelle le Comité spécial sur la réforme électorale se demande si cette réforme pourrait augmenter la représentation des femmes, des minorités et des Autochtones à la Chambre des communes (il est aussi possible de choisir une vidéo similaire).

Après la vidéo, demandez aux élèves de former des groupes de trois ou quatre. Prenez les dispositions nécessaires pour que le nombre de groupes soit pair. Dites aux élèves qu'ils feront une recherche et discuteront entre eux des réponses aux questions suivantes : « Est-il important d'avoir de la diversité à la Chambre des communes? Pourquoi? La réforme électorale pourrait-elle changer la façon dont les électeurs perçoivent leur contribution au système politique? Est-ce quelque chose de désirable? Pourquoi? » Proposez-leur une recherche en ligne en 15 minutes. Donnez-leur ensuite du temps pour se réunir en groupes, réfléchir ensemble et prendre des notes pour clarifier leurs idées sur le sujet.

Faites-leur rencontrer une autre équipe. Dites aux élèves de s'imaginer en train de présenter leur opinion sur la réforme électorale et la diversité à leur député fédéral local et de rédiger un exposé de principe. Indiquez-leur qu'il n'y aura pas nécessairement d'accord ou de désaccord sur tous les points. Dites-leur que le but de la rencontre est d'approfondir leurs idées, de consolider leur réflexion au sein d'un grand groupe et de rédiger un énoncé de principe contenant cinq ou six recommandations de mesures à adopter.

Affichez les documents un peu partout dans la classe pour que les élèves puissent les consulter et en discuter.

### **QUATRIÈME ÉTAPE : Y A-T-IL ÉGALITÉ AUJOURD'HUI?**

Organisez une discussion sur l'état de l'égalité des sexes au Canada et ce qu'on peut en retirer. Parlez des écarts possibles sur le plan du salaire, du statut économique, de la santé et de l'éducation, notamment. Dites aux élèves que le Centre canadien de politiques alternatives a mesuré l'écart entre les hommes et les femmes sur divers plans ([www.policyalternatives.ca/newsroom/updates/without-](http://www.policyalternatives.ca/newsroom/updates/without-)

[change-public-policy-canadas-gender-gap-will-persist](http://www.policyalternatives.ca/newsroom/updates/without-change-public-policy-canadas-gender-gap-will-persist), en anglais). Demandez-leur d'aller chercher les résultats et discutez-en.

Dites-leur de regarder l'infographie à l'adresse [www.canadianwomen.org/sites/canadianwomen.org/files/Untitled-2.jpg](http://www.canadianwomen.org/sites/canadianwomen.org/files/Untitled-2.jpg), illustrée ci-dessous, et discutez-en.

Expliquez aux élèves que certains ne croient pas à l'existence d'une disparité salariale. Montrez-leur ensuite une deuxième infographie ([www.canadianwomen.org/sites/canadianwomen.org/files/Mind%20The%20Gap\\_0.pdf](http://www.canadianwomen.org/sites/canadianwomen.org/files/Mind%20The%20Gap_0.pdf)) ou l'article rédigé par la Fondation canadienne des femmes ([www.canadianwomen.org/facts-about-the-gender-wage-gap-in-canada](http://www.canadianwomen.org/facts-about-the-gender-wage-gap-in-canada), en anglais). Demandez si les hommes et les femmes touchent le même salaire pour le même travail. Pourquoi y a-t-il une différence à ce chapitre? Devrait-on remédier à la situation et, le cas échéant, comment procéder?

Tous ensemble, abordez le sujet de l'inégalité de manière générale. Existe-t-il des exemples d'inégalité au Canada outre celle fondée sur le sexe (celle fondée sur le statut économique, la race ou la santé, par exemple)? Divisez la classe en quatre et demandez à chaque groupe de faire une recherche sur l'un ou l'autre des thèmes suivants : l'inégalité fondée sur le sexe, l'inégalité fondée sur le statut économique, l'inégalité fondée sur la race et l'inégalité fondée sur la santé. Demandez à chaque groupe de créer une infographie similaire à celles mentionnées ci-dessus et posez la question suivante : « Est-ce important de le savoir? » Il est à noter que le groupe qui s'occupe de l'infographie sur l'inégalité fondée sur le sexe doit y inclure des données absentes des infographies ci-dessus.

Affichez les infographies dans la classe une fois qu'elles sont terminées.

**Pour voir les plans de leçon complets ou pour en savoir plus, veuillez visiter [canadiansuffrage.com/fr](http://canadiansuffrage.com/fr).**



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### Beanbag Boccia

Recommended age group: 10-12 years old

The object of Beanbag Boccia is to toss a beanbag (or similar object) as close to a target as possible, also known as the pallino. The target can be a simple object such as a hula hoop. Groups take turns tossing their beanbags until all participants have tried. Similar to curling, participants are allowed to knock or hit either the pallino or other beanbags with their beanbag.

After all participants have thrown their beanbags, the group with the closest beanbag to the pallino scores one point. That group also receives a point for each beanbag that is between the pallino and the other group’s closest

beanbag. This group then moves the pallino to the opposite end of the playing area, starting the next round.



## Switcheroo

Recommended age group: 13-18 years old

To play Switcheroo, participants are divided into two groups. Members stand side-by-side facing the other group with a volleyball net between them. The two groups then work together to send and receive a ball over the net to create a rally. One at a time, participants at the front of each line hit the ball over the net using a forearm pass (bump), overhead pass (volley), or toss and then run to the back of their end of the line. Participants all work together to prevent the ball from hitting the ground as the game progresses.



## Flying Chicken Baseball

Recommended age group: 13-18 years old

To play Flying Chicken Baseball, objects are placed on the ground as bases. The batter uses an overhand throw to toss a rubber chicken as far as possible. The batting group runs together in a single file around the bases as many times as possible while maintaining the order of the line. The group scores a run for each participant who passes home plate.

Meanwhile, the fielding group retrieves the chicken. The first participant to reach the chicken holds it up in the air while the other group members form a line behind. Once the entire group is in a line, they pass the chicken down the line using over-under passing. The last participant to receive the chicken runs to the front of the line and then yells "Stop!"

If the batting group stops with half the group past home plate, count 1 point for each person who has crossed. The batter then goes to the back of the line and the next participant becomes the batter. The batting group has three turns at batting before they become the fielding group.

## Word Scramble

Recommended age group: 6-12 years old

To play Word Scramble, participants are divided into small teams. Participants write a letter of the alphabet on various objects (e.g., cards, tennis balls, etc.). Objects are then spread around one end of the activity area. At the start signal, the first participant in each group retrieves an object. While the rest of the team is waiting, they complete their choice of a fitness activity (jumping jacks, sit-ups, etc.).

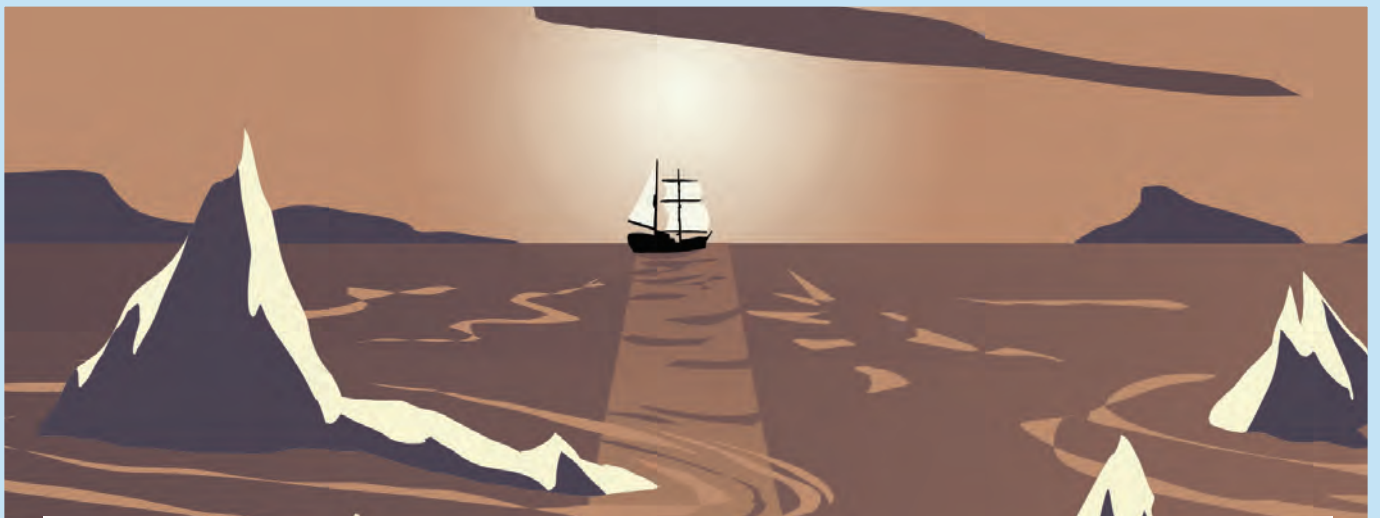
When a participant brings an object back to the group, he or she chooses a new fitness activity to complete while the next participant in the group retrieves an object. This process is continued until all participants in the group have a letter.

The team then tries to spell as many words as possible in 30 seconds. If a word cannot be spelled, a team member can exchange their object for a new one until a word can be spelled while the other teammates complete a fitness activity.

\*Games are adapted from playsport.net.

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