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FEATURES

THE ESL CHALLENGE
SIT. STAY. READ.

COLUMNS

WEBSTUFF: Health & Fitness
FIELD TRIPS: Fall Farm Fun

CLASSROOM PERSPECTIVES:
TEACHER PRESENCE

TEACH MAGAZINE • LE PROF

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We welcome you back to school with a full slate of articles, columns, teaching tools and resources. These offerings cover a diverse range of subjects and programs.

For example, Meagan Gillmore has written about a therapy dog program in schools. Students are selected for the program by teachers. Trained therapy dogs are brought into the school and students have the opportunity to read the dogs. Students feel that the dogs are really listening to them and give their full attention. These students often struggle with a range of challenges and find reading to a dog delivers therapeutic benefits. The dogs are brought in by volunteers and the reading programs run from eight to twelve weeks and usually take place in the school library. The dogs help students facing stressful situations or those who are reluctant readers. Although the program doesn't guarantee improvement in literacy, that is often the outcome. It's always rewarding when you know someone is paying attention to you, even if that someone is a dog.

Among the many challenges teachers confront, teaching ESL students is one of them. As urban centres welcome new immigrants and refugees, it makes for more complex dynamics in the classroom. When students come from a range of countries and speak different languages as a first language, it is difficult to find a common denominator. That is, students are often at different stages and levels of development and understanding. So, it is important for teachers to be aware of and implement a range of best practices to deal effectively with these complexities. Read Adam Stone's article offering a range of strategies to help teachers achieve success with ESL students.

How do you define presence? Is it simply intuitive or is it something that can be learned? Teachers with presence seem to interact with their students meaningfully while commanding a healthy level of respect. Teacher presence may be a gift and may also be something that needs to be earned. It demands a level of authenticity without sacrificing authority. In our **Classroom Perspectives** column, find out how one school celebrates teacher 'presence'.

You will also find helpful tools, resources, hints and strategies in our **Webstuff** and **Field Trip** columns and a continuation of the exploration of the Canadian Suffrage Movement in **CURRICULA**.

Check out our digital teaching resources:

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

Until next time,
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Accessible Stories of Refugee Experiences



The *Leaving My Homeland* series is a timely examination of the refugee crises around the world. Written from a child's perspective, each title follows the story of one child and his or her family providing insight into their life in a new country.

Clear and simple text describing what it means to be a refugee, the reasons why people must flee their homelands, and the challenges encountered by refugees makes these sensitive narratives accessible to young readers.

A refugee's journey does not end after they escape conflict, persecution, and displacement in their home country. Adjusting to their lives in their new homes—whether temporary or permanent—is a new journey. Continuing the stories of six fictional refugees featured in the award-winning *Leaving My Homeland* series, *After the Journey* is a thoughtful and important look at how refugee children and their families face and overcome challenges after fleeing their homelands. Each fictional story is interwoven with accessible, nonfiction text, which updates readers on the current conflict in that country and ways in which new countries offer support to newcomers. Discussion prompts at the end of each book support understanding and encourage critical thinking about worldwide responsibilities to help refugees.



The *Leaving My Homeland Collection* is a valuable resource supporting the Social Studies curriculum and 21st Century Skills Framework for Global Awareness.



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 (A Refugee's Journey from Afghanistan and A Refugee's Journey from Syria)



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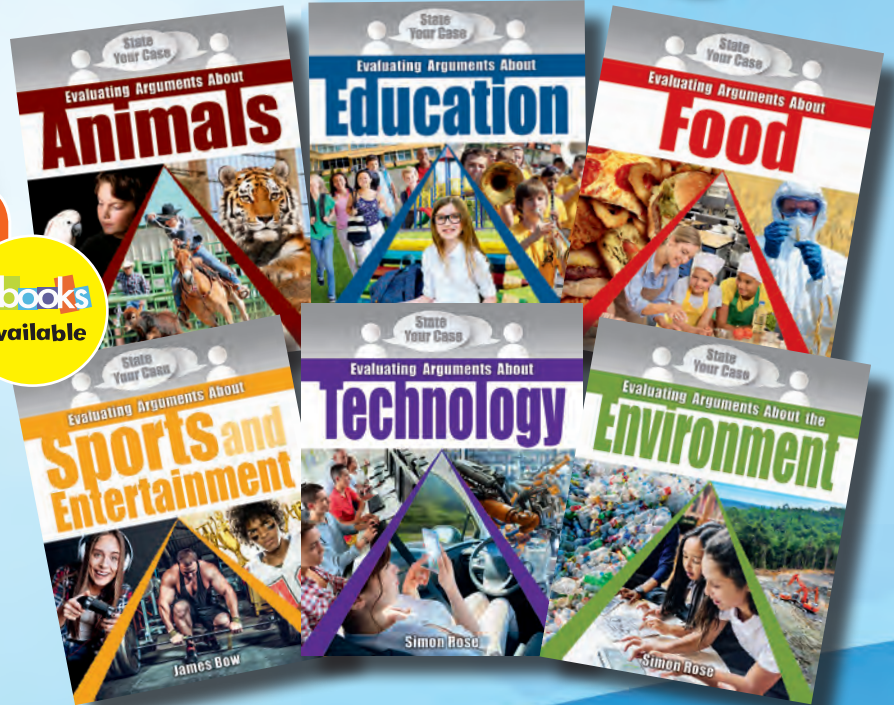
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From Evaluating Arguments About Technology

WHAT MAKES AN ARGUMENT?

Evaluating an Argument

You can evaluate an argument by looking at its features. Let's look at the features in this argument about e-books. Does the argument include all of the features it needs to be a strong argument? When you are finished reading, decide if you think this argument is a strong one.

CORE ARGUMENT
E-books are the better option than printed books and should replace them because they help struggling readers learn to read and they are better for the environment.

CLAIM
E-books have technology that supports people who are learning to read.

REASON
Some e-books have a read-aloud option. This helps beginner readers learn new words and hear how they should be pronounced, or spoken. Some e-books also allow the reader to click on an unfamiliar word to learn its meaning. E-books can also be adapted to the needs of the reader. For example, you can adjust the font size or magnify the text to make it easier for people who struggle to read small type.

EVIDENCE
A 2015 study in the United Kingdom (UK) showed that being able to read e-books improved reading skills. Boys' reading levels increased by an average of 8.4 months, girls' by 7.2 months. The number of boys that found reading difficult fell from 28.0 per cent to 15.9 per cent.

CLAIM
Studies have shown that boys can be encouraged to read more by using e-books.

CLAIM
One argument in favor of e-books is that they help preserve the environment.

REASON
E-books should replace printed books because, since they are digital, they take up less space and are better for the environment.

EVIDENCE
E-books are not printed on paper so they do not require trees to be cut down to make them.

COUNTERCLAIM
In the United States, 2 billion books are made in one year. To manufacture the paper for these books, 32 million trees are needed. One tree produces enough paper for approximately 62.5 books. This means that if 200 million e-books are sold and downloaded, 3,200,000 trees will be saved. Since e-books are not printed on paper, they take up very little physical space. They can be easily stored on a device and are therefore easy to carry and store.

CONCLUSION
Some people argue that e-books should not replace printed books because reading books on devices opens up the opportunity to be distracted with other activities, such as games. Naomi Baron, professor of linguistics at American University, surveyed more than 300 university students in the United States, Japan, Germany, and Slovakia regarding how they preferred to read. 92 per cent concentrated best when using printed books. However, evidence shows that reading skills can be improved by using the tools only available on e-books. Therefore, e-books have a more positive effect on learning than a negative one.

Due to the benefits reading e-books has on learning and the environment, they should replace paper books. E-books will encourage more people to read, improve literacy around the world, reduce waste, and also help to protect the planet for future generations.

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THE ESL CHALLENGE

by Adam Stone

For K-12 teachers of English as a Second Language, the shifting nature of the ESL population is creating a new set of classroom challenges.

As an ESL teacher at Decatur Central High School, in Indianapolis, IN, Kameron Packard has seen it firsthand. “The only thing they have in common today is they are not grade-level fluent,” he says. “They are not from the same country. They don’t have the same background knowledge. If you are teaching algebra, a kid who comes from another school can fall right in. In ESL, a kid comes in and the experience is very disjointed, with kids constantly playing catch up.”

Canada’s education officials recognize the complex learning environment that confront many ESL learners today. “These children have often suffered traumatic experiences, and may also be separated from family members. They may have been in transit for a number of years, or may not have had access to formal education in their home country or while in transit,” according to policy documents from the Ontario Ministry of Education.

Against this backdrop, educators have developed a range of best practices for effectively engaging English-language learners, from a focus on family engagement to a growing reliance on educational apps.

FAMILY FIRST

Educators and ESL experts agree that language acquisition happens most easily when subject matter is aligned to personal experience. A fundamental classroom strategy in ESL, therefore, is to seek out and incorporate culturally relevant course materials.

“The more relevant to their experience—immigration, diversity, discrimination—the more buy-in you will get,” Packard said.

Others endorse this approach. “You can pair off two people who are not from the same country so that they have to use their English skills and then they talk about things they already know, about their families, about their countries,” says Bernice Slotnick, former head of ESL at Riverdale Collegiate Institute in Toronto. “The language comes about through these familiar topics, then you go on to useful things, like how to get around the city, how to navigate familiar locations.”

Many in ESL view this kind of personalization as vital to the process of language acquisition. “It is essential that instruction be embedded in authentic language that is both meaningful and interesting to students,” says Lucia Buttarò, Chair of TESOL/ Bilingual Advanced Certificate Programs at Touro Graduate School of Education in New York City. This has direct classroom implications, for example, in the shaping of vocabulary lists that resonate with student experience. “It is important to avoid the temptations to begin and end vocabulary instruction with dictionary definitions. Research shows that ‘student friendly’ definitions support learning, whereas copying dictionary definitions does not.”

This effort to personalize ESL content can begin with the students themselves. Teachers can make use of activities “that explore students’ personal histories and interests,” says Jenna Canillas, Associate Professor of Education at Biola University in Los Angeles. “Asking students to draw a self-portrait about who they are and what is important to them can yield insight into how teachers can integrate students’ interests into content lessons. As an extension to this art project, when students share with each other verbally and then write about their portrait, they practice oral communication and writing skills.”

Extending this concept even further, some say that family engagement can be a key driver in ESL success. They

encourage teachers to proactively reach out to parents, to bring them into the curriculum-development process and to use those relationships as a springboard to further engagement with the ESL learner's home community.

"They can have biweekly curriculum nights where parents work with teachers not just to get to know each other but to build the curriculum. The teacher can say: Here is what we are working on and here is what you can do to help at home. Parents in turn can say: Here are things that are important to our family and

"Embodied practices, in which students utilize their whole bodies in learning—readers' theater, improvisation activities, role playing, small group demonstrations with defined roles for participants—are particularly effective"

our community. The teacher can then work to have those things reflected in the reading," says Dr. Cristobal Rodriguez, Associate Professor and Director of Graduate Studies at Howard University, in Washington.

While teachers can take some steps to encourage parent participation, he says, school administrators can also play a role in helping to capitalize on key touchpoints. "When a school has a cultural event for the Latino community, parents will come in and the teachers are there. But the administration too often isn't there, the PTO isn't there to engage them. Then there is no official way for anyone to continue that engagement. That's a missed opportunity," he says.

By grabbing hold of that opportunity, school officials may see benefits that extend beyond the ESL cadre. "The reality is we have linguistically diverse children in almost every classroom, and we need to recognize that diverse identity," Rodriguez says.

TOOLS & TECHNIQUES

Family engagement is a major theme among today's ESL educators, but it is by no means the only arrow in the quiver. Experts point to a wide range of tools and techniques that have proven effective in the process of language education.

Dr. Ellen Skilton-Sylvester, Professor of Education, at Arcadia University in Glenside, PA, points to multi-



modality as being particularly helpful. There's something in the nature of language acquisition that requires the learner to engage beyond the printed page. "Embodied practices, in which students utilize their whole bodies in learning—readers' theater, improvisation activities, role playing, small group demonstrations with defined roles for participants—are particularly effective," she says.

Packard has seen this kind of experiential learning deliver positive outcomes. "I give them an assignment to create something using their new knowledge," he says. "In genetics, I will have them build a person and they will argue with each other: 'No, that's a dominant trait.' That's not language they normally use, but now they have a safe place to use it because they are just working together and not being answerable to a teacher."

That notion of safe experimentation is another key building block in the ESL architecture. "Risk-taking is an essential part of language learning," Buttaro says. "Learners should be encouraged to predict, share prior knowledge, argue a point, make mistakes and self-correct."

Others take this a step further, encouraging teachers to literally incorporate play styles into ESL instructions.

"Gamification is the use of game elements and game design techniques in non-game contexts," says Jorge F. Figueroa, Visiting Associate Professor of Bilingual and ESL Education at Texas Woman's University. By gamifying ESL, the learning experience "becomes more enjoyable and it promotes motivation through healthy competition. [In this model,] class activities become quests, the student becomes a player, achievements are represented through badges and reaching or moving to another experience are part of the classroom tasks."

Figueroa encourages teachers to consider a wide range of tools for enhancing student engagement. He's experimenting with emerging Augmented Reality (AR) and Virtual Reality (VR) technologies as a way to extend ESL beyond the confines of the physical classroom. He also advocates for Personal Learning Environments (PLE), wherein students set their own goals and manage their own learning. This approach may be especially helpful in ESL, where a widely heterogeneous group of learners may

encounter class materials at varied levels and from diverse perspectives.

LEVERAGE TECHNOLOGY

Technology has been a boon to ESL, giving teachers a variety of supporting tools that help to enhance the classroom experience.

Packard is partial to Google Slides as a means to allow students to work together on visual presentations. The key here is collaboration. When it comes to language learning, “anything that allows kids to put things out there and work with others is great,” he says. “If you have someone who is ready to learn, and you put them together with someone who already knows a little but more, they can build confidence and learn from each other, especially when they can create stuff together and still work at their own pace.”

A number of apps have also lately emerged in support of ESL education:


- *Busuu* offers lessons, vocabulary and practice sessions for beginning, elementary and intermediate learners. With text and audio, students can listen and speak, practicing pronunciation, and accessing grammar tips.
- *Memrise* uses flash cards as memory aids to help build vocabulary. It seeks to engage students by awarding points for learning new words and completing new levels of achievement.

- *SpeakingPal English Tutor* offers five-minute mini-lessons with an emphasis on fun. Quizzes keep learners engaged and a multi-level curriculum encourages continued forward momentum.

Technologies such as these can help to engage students and reinforce their classroom experience. While teachers may wish to seek out such resources, some say that schools and school districts could be doing more to support those teachers, especially given the present classroom pressures. Rodriguez points especially to the Common Core as being skewed too strongly toward the dominant culture. Teachers need more support, he says, if they are to build an ESL curriculum that responds to a more diverse student body.

“We need to emphasize professional development and team building efforts that focus on aligning the standards with a cultural and linguistic orientation that recognizes those children,” he says. “We can do better systemically to provide better resources. We can do a better job at preparing teachers.”

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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Health & Fitness for Kids

The Canadian Physical Activity Guidelines recommend that children aged 5 to 17 accumulate at least 60 minutes of moderate to vigorous physical activity per day. A recent ParticipACTION report found that only 9 percent of kids in this age group meet that goal. It is important to encourage kids to move and develop an understanding of health and fitness that will carry on into adulthood. Here are some apps that can help kids reach that physical activity target.



Super Stretch Yoga

iOS (Free)

Super Stretch Yoga provides a kid-friendly guide to 12 different yoga poses and lots of gentle encouragement to get moving. Each pose is introduced by Super Stretch, a superhero. Between each pose, kids are encouraged to take a moment to breathe deeply.

Sworkit Kids

iOS, Android (Free)

Sworkit Kids makes physical activity possible any time, anywhere. The app provides video and verbal instructions on how to complete age-appropriate exercises. The app features kids in their videos, making it easy for users to follow along. The customizable workouts target strength, agility, flexibility, and balance. The app uses a scientifically proven technique of combining interval training with randomized exercises. Data is collected at the end of each exercise, including elapsed time and calories burned, and can be synced with the iOS Health App tool.

Walkr

iOS, Android (Free)

Walkr is a space-themed adventure game where players earn energy points for their spaceship by walking in real life. Steps

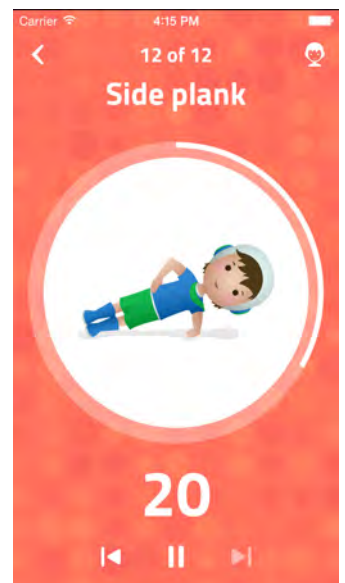
are recorded via the player's phone pedometer. A little alien gives instructions via text-like bubbles. There are over 30 missions, 25 planets, dozens of creatures, and upgraded spaceships for players to acquire.

Kurbo

iOS, Android (Free)

Kurbo is a health-coaching app that helps kids age 8 to 18. It is based on the Traffic Light Diet System developed at Stanford University that categorizes food into green, yellow, and red choices. Kids can learn to choose healthy options more often, without restricting entire food groups. There's also an exercise log, a goal-setting and weight-tracking tool, health-education games, and videos explaining each concept. More extensive, personalized help is available through the program's website. Kids can track their progress over time.

Plan your meals using the Kurbo Plate.



7-min Workout for Kids by ExactLead

iOS (Free)

This 7-minute workout app provides high-intensity interval-training for kids. Using only their own bodyweight, children can do a full-body workout as they follow the movements of the animation. Workouts target endurance, strength, and flexibility. The whole family can join in on the exercises, including jumping jacks, push-ups, abdominal crunches, squats, and more.

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TEACHER PRESENCE: INVALUABLE OR OVERRATED?

by Craig L. Bouvier, Ph.D.

Some teachers clearly have it, and others do not. Those that have it, seem to come by it naturally, and those that don't, seem to struggle to get it.

Rachel Kessler, in her book, *The Soul of Education*, suggested that "it" is at least as important as the ability to teach; she wrote, "Who we are and the environment we create in class are at least as important as the teaching skills we possess." Kessler was referencing teacher presence and its importance to teaching. I would suggest that it is even more important than most realize, and here's why.

When you have a teacher who has presence, students are impacted in ways that positively affect the class; when you have a group of teachers who have presence, students are impacted in ways that positively affect the school. What,

then, is teacher presence? Teacher presence is a teacher engaging her students as much as her subjects; it is a teacher teaching in the classroom and then extending that teaching into the halls, the lunchroom and the playground. Teacher presence is a teacher with the desire to engage students with her expertise and her life. To be present is not just being in a space at a certain time; it is much more.

A teacher with presence has a classroom with fewer discipline issues, more learning opportunities and changed lives. Teachers with presence are found in the halls gently teaching students right from wrong, in lunchrooms eating and engaging with students and on playgrounds participating with students in sports and games. Teachers with presence give their own time to students and consider it part of teaching. Teacher presence, done correctly, equates to more gentle rebukes and less harsh punishments because teachers are consistently in student spaces engaging with students.

The first question asked when I talk about teacher presence is this: can every teacher have presence? Some

teachers just have presence; it comes naturally to them, but those who don't can have it if they truly want it. The key to teacher presence is really wanting it and choosing to have it. You have to want to be where students are. You have to choose to spend your own time with students. Teacher presence is an intentional choice to engage students beyond your teaching. You will not have presence if the only time you engage students is in your classroom. Teacher presence, plain and simple, is a desire and a choice.

What does teacher presence look like? Well, it can look very differently depending on the teacher. I had a teacher colleague who would stand at the door at the beginning of each class and welcome every student by name. She worked hard to learn her students' names quickly so she could address them properly. She had teacher presence. Every one of her students knew that she wanted to know them deeply. Teacher presence can also look like lunch detention. I used to walk by another teacher's classroom at lunch and marveled at seeing a classroom full of students actively working. What was taking place in that classroom? Teacher presence. The teacher explained to me that students, in his class, knew from the beginning that class time was essential to their education. As a teacher, he valued it and treated it with respect, and because of his model, they, too, valued it and respected it. They all agreed; it could not be wasted or



missed. When it was wasted or missed, they all agreed to give up their own time to get it back. More times than not, students were in that lunch detention because they chose to be there not because they had to be there. Why? He had teacher presence.

Teacher presence can take almost any form. Teachers with presence build relationships with students in the classroom and seek ways to relate to students beyond the classroom. Teachers with presence coach, engage, listen and ultimately, mentor students as they teach. We live in a day and age where social media has become dominant in the lives of students. Students engage social media almost more than they engage teachers or even other students. How can

teachers compete with social media? The answer is simple: teacher presence. A teacher modeling and mentoring a student in real time is a powerful force and more desirable than any social media app.

Teacher presence goes beyond teaching. It is a mindset that intuitively considers students first. Let me be clear, however, teacher presence is not friendship. Teacher presence is being a mentor and a model as an adult. It is embracing the role of mentor by modeling the behavior you seek from your students in real life, but it is always being the adult in that relationship. It is not dropping down to the student level and becoming another friend. If you want students to be respectful, then, you must be the model of respect as a humble adult servant and not as a friend. If you want them to obey your classroom rules, then, you, as the

Teachers with presence build relationships with students in the classroom and seek ways to relate to students beyond the classroom.

adult, must be the consistent model of those rules, obeying them in all situations. If they consider you a friend, they will see you as a friend and as an equal and treat you as such. That is not teacher presence.

Teacher presence is more than teaching or being present in student space. It is a life lived out in an intentional way in front of students with purpose and direction. Teacher presence can be achieved in a short time, but it can also be quickly destroyed. Students will quickly root out those teachers who they label as "pretenders." You cannot "pretend" to be a teacher with presence; you must truly want it and desire it. You cannot "pretend" that you teach because you love students; you must truly love students. Teacher presence cannot be faked or manipulated; it must be true and authentic.

Some say teacher presence is overrated; others discount its value. I say its value is immeasurable and without it you run the risk of making little to no impact on the lives of students or worse, making a negative impact on the lives of students. There is an old adage that goes something like this, "Students don't care how much you know until they know how much you care." That is, in essence, a statement about teacher presence and why it is invaluable to education.

Dr. Craig L. Bouvier is currently the Head of School at Shannon Forest Christian School in Greenville, South Carolina.

TEACHERS AND STUDENTS ALIKE BENEFIT FROM TECHNOLOGY TOOLS IN THE CLASSROOM

Kaylyn Dorland started using technology tools to help children with accessibility needs in her primary school classes in Milton, Ontario, but quickly found that all her students were benefiting, regardless of their abilities.

“Technology increases student engagement, and that has a domino effect on their understanding of the lesson itself, the connections they can make to that lesson, and their motivation to want to complete those lessons,” Dorland says.

A Grade 3 teacher at Queen of Heaven Catholic Elementary School, Dorland first began learning about assisted learning technologies four years ago when she joined the Microsoft Educator Community. She began researching the potential uses of Learning Tools for OneNote (such as enhanced dictation and immersive reading) for her students with accessibility needs. One such student is Noah Rob, who has difficulty with fine motor skills stemming from a hand injury and has been diagnosed with Autism Spectrum Disorder.

“Noah was definitely my ‘aha moment’ – seeing him grow, encouraging him to continue to try using the programs and then watching it eventually click with him. I saw his confidence skyrocket. His understanding of concepts and ability to communicate his understanding in different ways, by recording his voice and his work made me feel like ‘this is really something.’”

Noah had difficulty writing, but quickly adapted to typing on his Surface keyboard and utilizing the audio recording features in OneNote to work on the tone, speed and clarity of his speech when reading aloud.

“With math and science, he was able to draw things that he could never draw with a paper and pencil. Even using a ruler was hard for him. So being able to use the straight-line draw features, making tables in One Note and organizing his thoughts in that way is something he loves to do,” says Dorland.

But Dorland says the benefits of the assisted learning tools in programs like OneNote, Word and PowerPoint, don’t simply help students with accessibility needs; they also increase the engagement and confidence of all students overall.

Dorland says the more self-directed her students become as a result of engaging with the technology, the greater the value of the kinds of interactions she is then able to have with them.

“If you have a classroom where students feel confident and understand how to complete a task completely on their own, or at least with minimal assistance, you can take a step back,

and you can watch the learning happen – and they’ll take responsibility for their own learning.”

Dorland feels the inclusive learning environment created by technology in the classroom levels the playing field for all students.

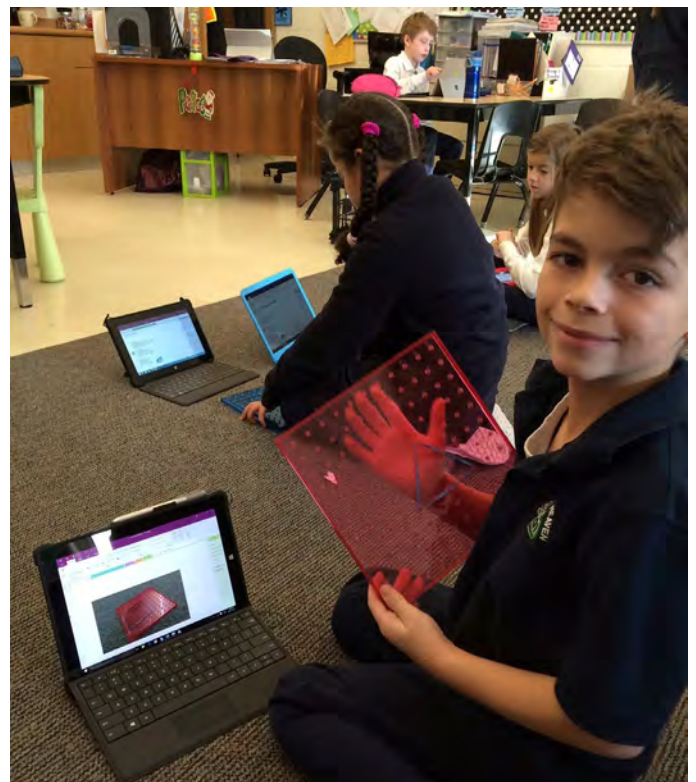
“Having an inclusive classroom allows for more students to be self-directed. And for me, personally, that’s one of my biggest goals: to have students feel empowered to direct their own learning.”

Dorland hopes any of her fellow teachers who might feel a bit intimidated by the idea of technology in the classrooms will consider the benefits for all students and take the plunge.

“Teachers are afraid, I think, of using technology because they feel it might be too complicated for students that have accessibility needs. But what I have seen is that when those students realize the potential that it can give them, they have more confidence to be able to complete those tasks.”

As for Noah, Dorland says he’s become the teacher.

“He teaches me things that I didn’t know you could do. And that’s the beauty of kids learning with technology: they have the motivation and the drive to want to learn more, and they want to challenge themselves.”





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To learn more, visit microsoft.ca/education

Taking Action: Inquiring into Elections

by Rachel Collishaw, Elections Canada

Gender-neutral bathrooms and a cleaner environment are some of the issues that teens care about. They have lots of opinions about what they would like to be different in their world, but how can we help them take action as young citizens? How can we make learning about the Canadian electoral system relevant to pre-voting age youth? These were some of the questions I had when I started working with Elections Canada to develop a new suite of learning resources. It's been an exciting challenge to figure out how to engage students in purposeful inquiries about elections and democracy across all provinces and territories and in a variety of subject areas.

To help students figure out how to make change on issues that matter to them, we developed Civic Action: Then and Now, which introduces them to a model of active citizenship using historical case studies.

We also created resources that touch on history, geography, politics and even math. We piloted everything in classrooms across Canada.



While most Canadians only think about elections during an election cycle, teachers must teach about democracy all year. Find our resources and how to connect with us on the new website: www.electionsanddemocracy.ca.

Rachel Collishaw is an award-winning teacher with over 20 years' experience who's been seconded to Elections Canada.

Passer à l'action : s'informer sur les élections

par Rachel Collishaw, Élections Canada

Au palmarès des enjeux auxquels tiennent les jeunes, il y a les toilettes non genrées et la santé de l'environnement. Les jeunes ont aussi leur mot à dire sur les changements qu'il faudrait apporter dans le monde, mais comment les aider à passer à l'action? Comment intéresser des jeunes qui ne peuvent pas encore voter au système électoral canadien? Ces questions m'habitaient lorsque j'ai commencé à travailler à la création d'une nouvelle série de ressources éducatives pour Élections Canada. Ce fut un défi très stimulant que d'essayer de pousser des élèves des quatre coins du pays à faire des recherches réfléchies sur les élections et la démocratie en abordant toute une panoplie de sujets.

Pour aider les élèves à concrétiser les changements qu'ils souhaitent dans les enjeux qui leur tiennent à cœur, nous avons créé Action citoyenne, d'hier à aujourd'hui, une activité qui présente un modèle de citoyenneté active par l'étude de cas vécus.

Nous avons aussi créé des ressources sur l'histoire, la géographie, la politique, et même les mathématiques. Le tout a été testé dans des salles de classe partout au Canada.

Alors que la majorité des Canadiens n'y pensent qu'au moment des élections, les enseignants doivent parler de démocratie toute l'année. Pour accéder à nos ressources et savoir comment nous joindre, consultez le nouveau site Web electionsetdemocratie.ca.



Rachel Collishaw est une enseignante maintes fois récompensée en 20 ans de carrière qui a été détachée à Élections Canada.

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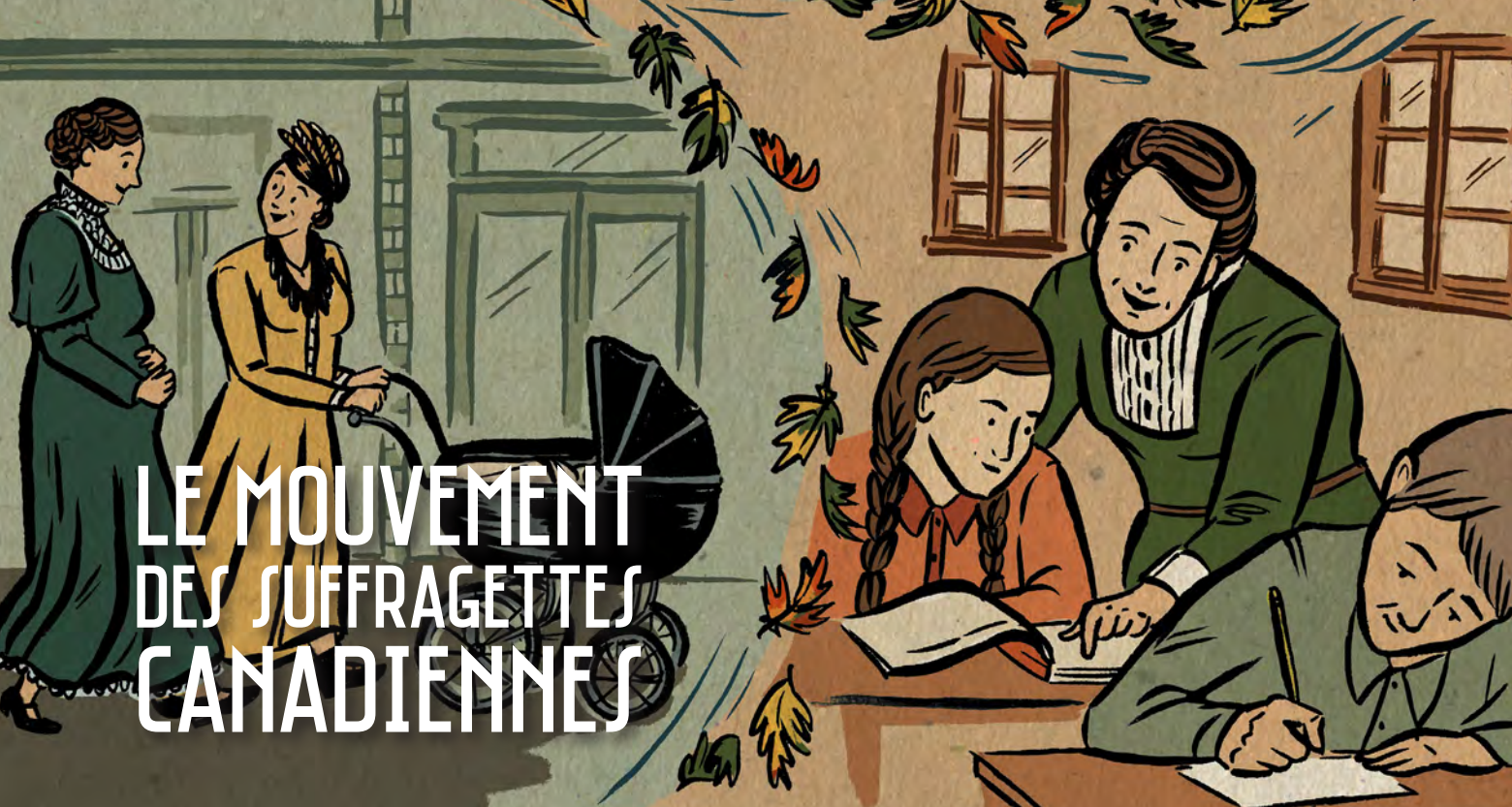
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LE MOUVEMENT DES SUFFRAGETTES CANADIENNES

CURRICULA

TROISIÈME LEÇON :

Deux façons de faire

Les suffragettes canadiennes se sont attaquées à l'opinion publique, surtout celle des politiciens, dans leur lutte pour l'obtention du droit de vote des femmes. Elles y allaient généralement d'actes paisibles qui respectaient la loi. Ce n'était cependant pas le cas de leurs homologues britanniques et états-uniennes. Certaines suffragettes états-uniennes ont versé dans la désobéissance civile tandis que des Britanniques ont perpétré des actes de violence et de protestation. Bon nombre de ces femmes ont été arrêtées et emprisonnées.

Ce serait trop facile de tomber dans le piège d'un peuple canadien naturellement plus sympathique et obéissant quand on veut expliquer la différence d'approche des suffragettes : la réalité est bien plus complexe.

Encouragez les élèves à étudier le mouvement pour l'obtention du droit de vote dans chaque pays et à comparer les points suivants : l'unité au sein du mouvement, l'ampleur du racisme au sein du mouvement, les raisons au fondement de la lutte pour le droit de vote, le degré de frustration des suffragettes, les raisons des méthodes choisies et leur efficacité, l'effet de la Première Guerre mondiale et l'effet des changements apportés aux lois électorales dans d'autres pays.

MATIÈRES

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

NIVEAU SCOLAIRE

9^e à 12^e année

DURÉE

3 à 4 cours

VOCABULAIRE IMPORTANT

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

CONCEPTS ABORDÉS

Le Canada partageait des similitudes avec d'autres démocraties à l'époque. Il subissait une très grande influence du système juridique et de la vision du monde britanniques ainsi que de la politique, de l'économie, des mœurs et des idéologies de son voisin du sud, les États-Unis. Le Canada était cependant une société à part ayant sa propre histoire et un peuple bien à lui qui l'a façonné à sa manière. La comparaison des méthodes utilisées par les suffragettes canadiennes à celles de leurs homologues états-uniennes et britanniques pour obtenir le droit de vote peut aider les étudiants à mieux comprendre notre pays et son histoire. Une comparaison peut aussi être faite avec le mouvement en France si l'enseignant le juge pertinent.

Les élèves se pencheront sur les questions suivantes : « Combien a-t-il fallu de temps pour acquérir le droit de vote au Canada? Aux États-Unis? Au Royaume-Uni? Quel a été l'effet de la Première Guerre mondiale sur le droit de vote au Canada? Aux États-Unis? Au Royaume-Uni? Comment les perceptions des suffragettes et les méthodes qu'elles ont utilisées pour obtenir le droit de vote ont-elles différé au Canada, au Royaume-Uni et aux États-Unis? Que révèlent ces différences sur les mœurs et la culture de ces sociétés? »

Les élèves appliqueront ce qu'ils ont appris en abordant le thème de la désobéissance civile et créeront des baladodiffusions ou des vidéos YouTube où ils comparent les divers types de suffragettes selon les méthodes qu'elles ont employées pour atteindre leurs buts.

OBJECTIFS

Voici les résultats attendus pour les élèves :

- parler des méthodes utilisées par les suffragettes canadiennes pour obtenir le droit de vote;
- étudier l'effet des médias sur la société d'aujourd'hui et d'autrefois et leur rôle dans la diffusion des revendications pour le droit de vote;
- étudier les différences et similitudes dans les points de vue adoptés et les méthodes utilisées pour obtenir le droit de vote par les suffragettes du Canada, des États-Unis et du Royaume-Uni, par exemple les lettres, les affiches, les pétitions, les articles, les manifestations, les ralliements, les actes de désobéissance civile et les actes de violence;
- comparer la manière dont le droit de vote des femmes a été obtenu au Canada, aux États-Unis et au Royaume-Uni ainsi que le moment de l'obtention;

- tirer des conclusions des comparaisons effectuées, par exemple par l'analyse de ce que révèlent les différences et les similitudes cernées sur les mœurs et la culture des sociétés.

MATÉRIEL REQUIS

- Bande dessinée *Le mouvement des suffragettes canadiennes*
- Ordinateurs ou autres appareils avec accès Internet
- Article <http://encyclopediecanadienne.ca/fr/collection/droit-de-vote-des-femmes-au-canada/>
- Matériel nécessaire pour la réalisation des baladodiffusions et des vidéos YouTube

CONTEXTE

Il y avait certes une organisation nationale pour le droit de vote des femmes au Canada, mais bon nombre d'entre elles s'alliaient à leur mouvement local ou provincial pour obtenir les droits de vote aux échelons en question. Les femmes avaient les mêmes visées, mais ne faisaient pas vraiment front commun pour l'obtention du droit de vote.

Dans leurs revendications, les Canadiennes se montraient rarement hors la loi. Elles préféraient faire pression sur le Parlement pour faire changer les choses. Elles cherchaient à informer les décideurs et la population en général pour modifier leurs attitudes et leurs croyances. Elles recouraient aux pétitions, aux rencontres avec les politiciens, aux conférences, aux allocutions, aux échanges avec les citoyens et à divers événements publics. Elles formaient des associations et des ligues. Elles optaient principalement pour des actions pacifiques et se sont ainsi évité la prison et les levées de boucliers de la police et de leurs opposants.

Cependant, les mouvements suffragistes au Royaume-Uni et aux États-Unis étaient plus intenses que ceux qu'on pouvait observer dans les pays européens, au Canada, en Australie et en Nouvelle-Zélande. La place prépondérante des médias et les lois favorables aux regroupements en sont les grandes causes. Les méthodes des suffragettes de ces pays avaient des points en commun avec celles des Canadiennes, mais il existait de nettes différences aussi. Par exemple, au Royaume-Uni, le mouvement suffragiste n'avait qu'une seule voix et visait expressément le vote fédéral. Le racisme n'y était pas trop prononcé, mais il y avait une séparation marquée des classes. En 1918, le droit de vote a été accordé, mais seulement à celles qui avaient plus de 30 ans et qui possédaient des biens au Royaume-



Uni; le suffrage universel n'est arrivé qu'en 1928.

Au Royaume-Uni, de nombreux petits groupes ont formé la National Union of Women's Suffrage Societies (NUWSS) pour représenter toutes les femmes du pays et sensibiliser la population au droit de vote des femmes. La NUWSS a organisé une énorme manifestation en 1907, la Mud March, à laquelle ont participé des milliers de femmes.

Lorsque le mouvement a commencé à battre de l'aile auprès des médias et des politiciens, Emmeline Pankhurst a mis sur pied et dirigé une autre organisation de suffragettes, la Women's Social and Political Union (WSPU) (1903-1917). « Les actes plus que les mots » (« Deeds, not words ») était le slogan de cette organisation. Pour secouer le pays et l'inciter à prendre la chose au sérieux, Pankhurst encourageait la violence. Les suffragettes de cette organisation détruisaient des vitrines, faisaient brûler des maisons et des églises inoccupées et posaient des bombes dans des bâtiments publics. Elles envoyaient des colis piégés et coupaient des lignes téléphoniques. De 1906 à 1914, il y a eu 1 214 comparutions devant un tribunal pour les suffragettes. En 1921, 240 personnes ont été emprisonnées en raison d'activités militantes liées à la revendication du droit de vote.

La WSPU a bien réussi à attirer l'attention, mais s'est aussi mis à dos bon nombre de personnes qui s'étaient jointes au mouvement. Bien qu'ils soient nombreux à reconnaître le rôle de Pankhurst dans l'obtention du droit de vote des femmes au Royaume-Uni, les historiens affirment plutôt que c'est à la NUWSS que le gouvernement a tendu la main

au bout du compte.

Aux États-Unis, beaucoup de femmes croyaient que la meilleure façon de procéder était État par État. Juste avant le XX^e siècle, le mouvement s'est unifié dans le but d'acquiescer le vote fédéral. Le racisme était plus palpable dans le mouvement suffragiste aux États-Unis. Tôt dans le mouvement national, il y a eu scission sur la question du respect du XV^e amendement contre la discrimination raciale dans les revendications des droits des femmes. Les femmes noires ont fini par former leur propre mouvement.

Nombre de suffragettes des États-Unis voulaient éviter la violence, peut-être parce qu'elles étaient majoritairement des membres de la Société des Amis et des pacifistes, mais certaines prônaient des actions plus fermes. Par exemple, en 1910, Alice Paul, membre de la Société des Amis, est revenue d'un voyage au Royaume-Uni, inspirée par les méthodes d'Emmeline Pankhurst. Elle a formé une organisation parallèle de lutte pour le droit de vote des femmes, le National Women's Party. Cette organisation s'est montrée plus fougueuse. Par exemple, elle a organisé des parades et des manifestations d'envergure et de spectaculaires reconstitutions historiques. Elle organisait un piquetage quotidien (sauf le dimanche) devant la Maison-Blanche, quelque chose qui n'avait jamais été fait auparavant. Les membres ont gardé la cadence pendant un an et demi, de 1917 à la mi-1918; elles ont souvent dû faire face à la violence des spectateurs amassés autour. Aussi, bon nombre de piqueteuses ont été arrêtées et placées en confinement. Elles ont ainsi adopté une nouvelle stratégie, des grèves de la faim, qui se sont soldées par la répression et l'alimentation de force. En 1919, elles ont brûlé une représentation du président.

Le travail des suffragettes au Royaume-Uni et aux États-Unis a clairement été une source d'inspiration et d'influence pour les suffragettes canadiennes. En 1889, après une visite de la célèbre suffragette états-unienne Anna Howard Shaw, qui a été pour elle une inspiration, Emily Stowe, médecin canadienne, a créé la Dominion Women's Enfranchisement Association. Susan B. Antony, suffragette états-unienne bien connue, a rendu visite au groupe pour faire une allocution. En 1909, l'assemblée du Conseil international des femmes a eu lieu au Canada, et des militantes de partout en Europe et en Amérique du Nord y ont assisté. Emmeline Pankhurst et sa compatriote britannique Ethel Snowden sont aussi allées en terre canadienne plus d'une fois pour y livrer des discours poignants et encourager les femmes à rejoindre le mouvement.

La Première Guerre mondiale est peut-être le principal facteur ayant fait accélérer le processus d'acquisition du droit de vote pour de nombreux pays où les esprits bouillonnaient, notamment le Danemark, l'Autriche, les Pays-Bas, l'Allemagne, la Russie et la Suède. La contribution des femmes dans leur pays et à l'étranger, à titre de bénévoles ou d'infirmières, a modifié l'attitude des gens par rapport au rôle et aux capacités des femmes en général. À mesure que se déployait la guerre et que divers pays commençaient à légiférer sur le vote des femmes, d'autres pays se sont sentis obligés de leur emboîter le pas. Pour cette raison, et compte tenu des avantages politiques que le soutien à la cause pouvait procurer au premier ministre Borden, le droit de vote a été accordé à certaines femmes (les Québécoises en étaient exclues) de manière temporaire au Canada pendant les années de guerre. En 1919, immédiatement après la fin de la guerre, les Canadiennes avaient pour la plupart le droit de voter.

Bien qu'aux États-Unis, les femmes aient acquis le droit de vote État par État, à commencer par Washington en 1910; la Californie en 1911; l'Oregon, le Kansas et l'Arizona en 1912 et l'Illinois en 1913, le droit de vote national n'a pas été obtenu avant 1920. Ce n'est qu'en 1928 que les femmes britanniques ont obtenu le suffrage universel, soit l'égalité dans le droit des votes par rapport aux hommes.

PREMIÈRE ÉTAPE : DISCUSSION AVEC L'ENSEIGNANT

Examinez avec les élèves les méthodes utilisées par les suffragettes canadiennes pour obtenir le droit de vote. Demandez-leur de faire référence à des pages de la bande dessinée *Le mouvement des suffragettes canadiennes* en guise d'appui. Parlez des raisons qui ont incité les femmes à choisir ces méthodes.

Expliquez la force des mots et le rôle des médias dans le mouvement pour le vote des femmes. Demandez aux élèves si les mots utilisés par les suffragettes canadiennes les ont aidées à atteindre leurs objectifs. Comment les suffragettes canadiennes ont-elles fini par avoir ce qu'elles voulaient?

Les médias canadiens exhibaient dans leurs unes les méthodes violentes auxquelles avaient recouru les suffragettes britanniques. Demandez aux élèves l'effet qu'ont eu selon eux ces unes sur le mouvement suffragiste canadien et sur la population en général.

Abordez les diverses formes que revêtent les médias d'aujourd'hui (journaux, magazines, radio, Internet, télévision, médias sociaux) et le pouvoir des médias quand vient le temps d'influencer les comportements et de modifier les politiques et les lois. Vous pourriez par exemple parler avec les élèves du rôle des médias sociaux au cours du Printemps arabe.

DEUXIÈME ÉTAPE : DÉBAT SUR LA DÉSŒBÉISSANCE CIVILE

Dites aux élèves de définir le terme « désobéissance civile », soit l'acte d'enfreindre délibérément la loi à des fins morales ou politiques. Précisez que la désobéissance civile se fait généralement sans violence.

Demandez aux élèves de suggérer des exemples de désobéissance civile (occuper des locaux publics ou privés, bloquer des routes, refuser de payer des impôts ou des amendes, faire la grève de la faim, ne pas respecter un couvre-feu, s'enchaîner à un arbre ou à une clôture pour qu'il soit impossible de se faire déplacer).

Donnez-leur plusieurs exemples de désobéissance civile dans l'histoire, notamment le Boston Tea Party en 1772 (les Fils de la Liberté refusaient de payer une taxe sur le thé et ont jeté des caisses de thé à l'eau dans le port de Boston); la marche du sel en 1930 (le gouvernement britannique avait imposé une taxe si élevée sur le sel indien que les Indiens ne pouvaient plus se le payer, et Gandhi a mené une marche de protestation visant à produire et à vendre du sel, ce qui était illégal à l'époque) et le « sit-in » de Greensboro en 1960 (quatre étudiants noirs ont occupé le comptoir réservé aux blancs d'un magasin Woolworth à Greensboro en Caroline du Nord).

Demandez aux élèves de nommer les lois qui ont été violées par les protestataires, les risques de leurs gestes et les motifs qui les ont poussés à agir ainsi.

Dites aux élèves de discuter, à deux, de leur point de vue sur la désobéissance civile, à savoir, notamment, si c'est justifié comme moyen et pourquoi.

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SIT. STAY. READ.

How Therapy Dogs Can Improve Literacy

by Meagan Gillmore

One of the best literacy teachers Jane Swire knows is her dog, Blizzard. About three years ago, the Grade 7 and 8 teacher at John T. Tuck Public School in Burlington, ON, began volunteering with St. John Ambulance's therapy dog program. Along with visiting nursing homes, she and her nine-year-old Alaskan malamute also visit the local library once a week during the school year as part of the organization's Paws 4 Stories program.

As part of the program, volunteers visit libraries or schools with their pets, who have all been evaluated by the organization. The volunteers sit with children while they read to the dogs for half-hour visits. In schools, the programs typically run for eight to 12 weeks. Library programs may be shorter.

Swire admits that despite 26 years of teaching, she doubted at first how helpful dogs could be to students. "I don't think I understood it. I don't think people understand it until they actually see it."

She has seen dogs help students through stressful situations—something she says is more needed today than before. She has also seen Blizzard help reluctant readers grow to love reading. "I'm the person on the end of her leash," she says. "(Blizzard's) the one doing all the magic."

Swire and Blizzard sit with a child on the floor in the

library room designated for the program. Swire holds the leash while the child reads to Blizzard. Each child spends about half an hour with the dog; Swire usually sees two children each week. Children pet Blizzard and snuggle up with her as they read the books.

"Reading [takes] practice. And the more you practice, the better you get at it," says Swire. Children however, may not want to practice if they feel they will be judged if they struggle.

"Reading is also [about building] confidence and having somebody that is non-judgemental that will help you out

Therapy dogs are "feel good dog[s] that we share with everyone"

if you're struggling on a word," says Swire. "That feels nice. It really encourages these children to flower and become confident in their reading abilities."

"Basically, we're just there to develop a love of reading in the child," says Leslie Jack, the acting therapy dog coordinator for St. John Ambulance in Ontario. A few years ago, they had to ask schools to consider bringing the

dogs in for weekly visits. Now, they can't keep up with the demand. Some schools, she says, would have their teams come in everyday if possible. "As people realize the benefits, the teachers love it." What they may not like, she says, is the waiting list for the program—it can be a year long.

The organization always makes it clear to schools and libraries that they aren't coming in to teach students and that the volunteers have no expectation the children's reading will improve. Teachers select the students who will participate in the school programs, so it's often reluctant readers who come. Any child can attend the programs at the library, she says. "They don't have to improve. They do improve, but they don't have to. That's not our purpose."

Reading to dogs helps build children's self-esteem, she says. "Usually if a child is struggling with reading, there's a whole background of things. It's not just reading—it's a whole package," says Jack, noting children often have low self-esteem because of their poor reading. Reading can make them nervous, and the dogs absorb the children's anxiety.

Volunteers emphasize children aren't reading to them—

they're reading to the dogs. Swire's dog Blizzard, will reach out a paw to the child, and Swire will tell the child this means Blizzard wants to hear more about a picture. "They'll have total conversations with her," she says.

If Jack hears a student struggling with a word, she will tell them the dog is having a hard time understanding them and needs them to try to say the word again.

"We never say, 'I don't understand' or 'you're not getting it right,'" says Jack. "There's no negativity at all. We encourage them to read to the dog: 'The dog doesn't understand. The dog needs their help to understand the story.'"

Children also feel special because they are able to read to a dog. This makes reading exciting for them, something they anticipate instead of dread. These programs give children a way to interact in the school community that allows them to

Students like to read to the dogs because they know the dogs will listen to them.



"shine a little bit more," says Nicole Little, a volunteer with Pacific Animal Therapy Society (PATS) in Victoria, BC. She began volunteering with PATS specifically so she and her dog could be part of the Paws and Tales reading program.

The organization works with local schools to develop reading programs best suited for their needs. Sometimes, this means working with some children individually; other times volunteers bring dogs into classes so all the students get to share the dog.

The dogs motivate children to develop skills other than reading, says Little. They become ambassadors for the program and want to tell others about it. Sometimes, she says, they write about the dogs for assignments, or write letters and poems to the dogs.

"There's an increased desire to describe the experience to other people," she says. She has a collection of cards and letters students have written to her dog. Little says one student would still come to meet her and her dog even after she had stopped participating in the Paws and Tales program. "It's just a really fantastic bond that gets formed," she says.

Despite this, some schools may hesitate to participate in similar programs. Little says teachers who are interested should do their research, and suggests offering the program as a pilot project or a test. The teachers should be ready to answer questions from administrators.

Therapy dogs are different from service animals or emotional support animals, says Jack. Service animals, including guide dogs, and emotional support animals are trained to work with a specific person. They assist people who have various disabilities or are assigned to help an

Blizzard the Therapy Dog

... the dog reading program helps children learn more about pet ownership, noting that most animals at the shelter are there because their owners can no longer take care of them, for example, because of death, divorce or illness.

an individual with emotional needs. Therapy dogs are “feel-good dogs that we share with everyone,” she says. “They’re our pets and we share them with others.” The dogs in St. John Ambulance’s Paws 4 Stories program have been specifically tested to see if they can stay calm during stressful situations, like school bells and fire alarms ringing, and if they can work with children. They are all vaccinated, and the teams are insured, says Jack.

Schools are often worried about allergies. Volunteers bring blankets for the dogs to sit on and take them home with them at the end of the visit, says Jack. They can’t guarantee someone won’t have an allergic reaction, she says, but participation “is a choice. It’s not like we’re throwing this dog

into an area where there may be children with allergies.” Parents or guardians agree to have children be part of the program, she adds.

These programs don’t just benefit children, either. The Alliston & District Humane Society in Ontario has run reading programs since March 2018. Emily Day, the society’s dog coordinator, spent two years researching best practices for the program. Children read with dogs or cats and other small animals. Parents must be with their children if they’re reading to the dogs. There’s an educator, such as a teacher or speech language pathologist, available during each reading time to help the students, but volunteers are clear with parents that the program isn’t about literacy improvement. “The kids are coming in to practice something they already know,” she says.

Day also explains that the dog reading program helps children learn more about pet ownership, noting that most animals at the shelter are there because their owners can no longer take care of them, for example, because of death, divorce or illness. “A lot of people assume that a shelter is a place for runaways, and it’s not. It’s a place for animals when life gets tough for their people. It’s hopefully going to help them understand that pet ownership should be forever.”

More importantly, these programs reinforce the value of listening. Animals can’t always be in the classroom, but teachers can learn to listen to their students.

Technology has, in a lot of ways, made it harder for children to listen and know they are being listened to, says Swire. Students like to read to the dogs because they know the dogs will listen to them. Teachers need to do the same, she says.

Meagan Gillmore is a freelance writer in Toronto, ON.

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Building Assessment-Capable Visible Learners in Mathematics



by John Almarode

The story behind the 1,400 meta-analyses, over 90,000 studies, and 300 million students represented in the Visible Learning research is this: learning best occurs when teachers see the learning through the eyes of students and students see themselves as their own teachers. In mathematics, when learners see themselves as their own teachers, they embrace certain dispositions, engage in specific learning processes, and assimilate feedback in the learning of mathematics content and processes.

What's an assessment-capable Visible Learner in mathematics?

1. They're active in their mathematics learning.

They deliberately and intentionally engage in learning mathematics content and processes by asking themselves questions, monitoring their learning, and taking the reins. They know their current level of learning and how to progress to the next.

2. They plan next steps in their progression towards mathematics mastery.

These learners can plan their next steps and select the right tools to support working toward given learning intentions and success criteria in

mathematics. They know what additional tools they need to successfully move forward in a task or topic.

3. They know the purpose of assessment and seek feedback.

These learners have a firm understanding of the information behind each assessment and the feedback exchanged in the classroom. These learners not only seek feedback, but they recognize that errors are opportunities for learning.

HOW DO WE BUILD ASSESSMENT-CAPABLE VISIBLE LEARNERS IN MATHEMATICS?

We should match the best strategy, action, or approach with the learning needs of our math learners. As we emphasize in the upcoming grade-level series, using the right approach at the right time increases our impact on student learning in the mathematics classroom. For teachers and students, Visible Learning in the mathematics classroom is a continual evaluation of impact on learning.

Let's look at a specific example: the use of calculators. Should we allow students to use calculators?

Using calculators has a relatively small effect size (0.27). Instead, our focus should be on the intended learning outcomes and how calculators further that learning. The question should be: is using calculators the right strategy for my learners at this time for this content?

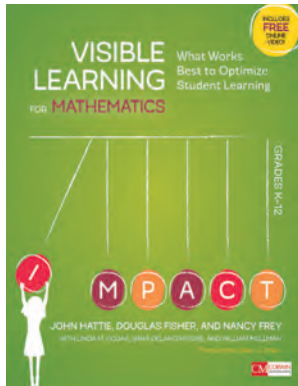
This requires that teachers and students have clarity about the learning intention—what the learning should be for the day, why students are learning about this piece of content, and how we and our learners will know they've learned the content. This requires us, as mathematics teachers, to be clear in our planning and preparation for each learning experience and challenging task.

Back to School

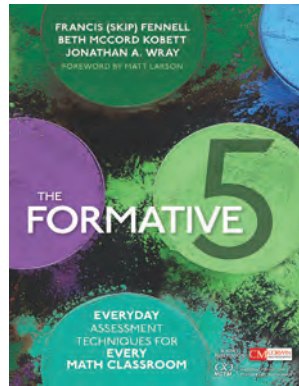
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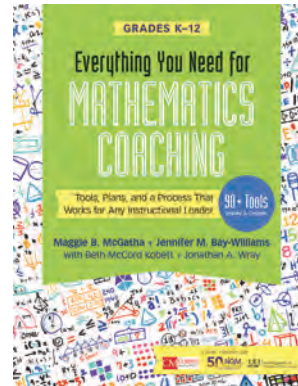
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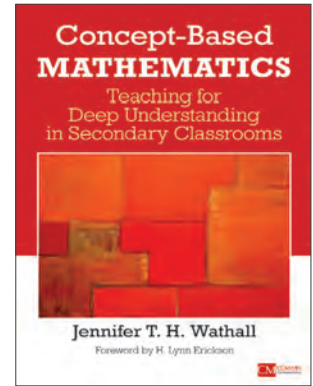
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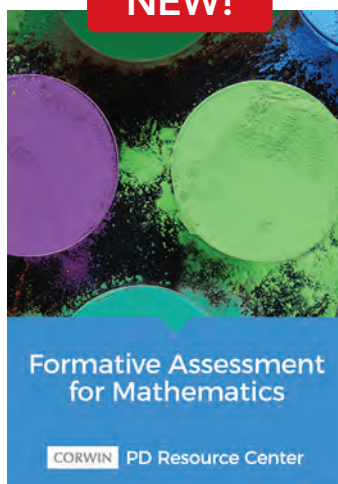


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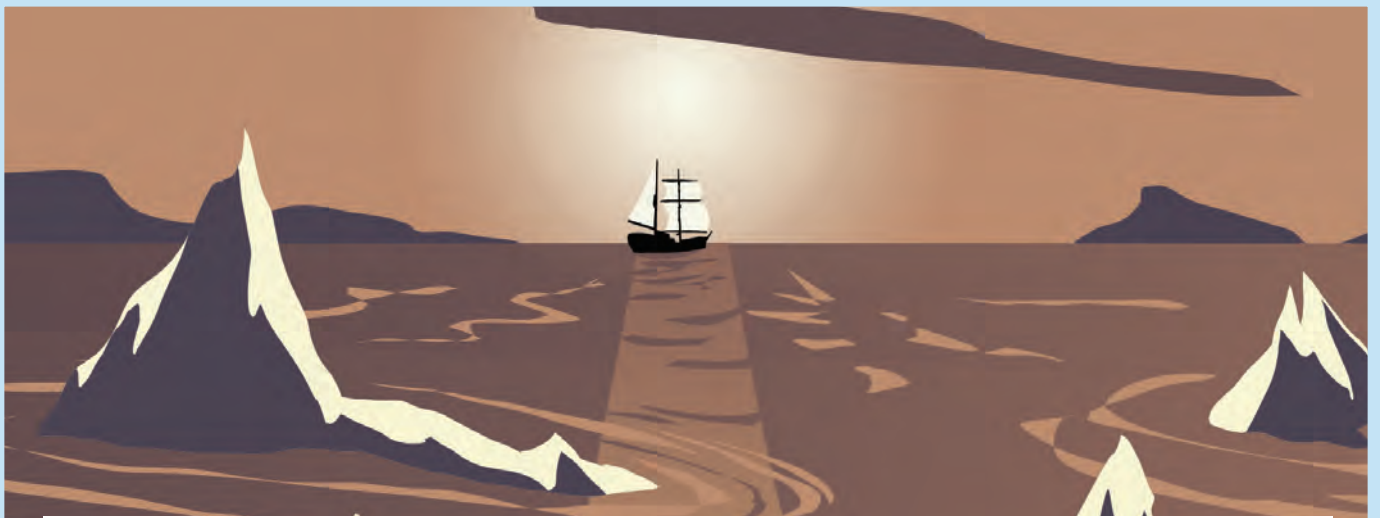
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Fall Farm Fun

A farm field trip can be a great way to enjoy the Fall season. Students can meet farmers, see how food grows, understand what kinds of food grows in their community, and engage in hands-on activities that can open their minds to new experiences. Here are a few farms across Canada to consider visiting this autumn.

Fresh Roots

Fresh Roots provides a fun, hands-on field trip that supports the BC Curriculum. Their field trips include farm work experience, as well as a tasting of veggies. Grade 6 and 7 students can explore the evolution of crops through natural and unnatural selection, and the effects of climate on food. Students in grades 4 and 5 can explore how a healthy environment, food, and people are connected. Check out more at www.freshroots.ca.

October Harvest Pumpkin Hunts

Located in Calgary, Alberta, Butterfield Acres offers programs that are child-centered, hands-on, and support curriculum objectives. Students can climb aboard one of their big wagons and take a gentle rolling ride in search of pumpkins. This visit includes pumpkin decorating and a farmyard visit with the animals. Check out more at www.butterfieldacres.com.

Country Heritage Park

Country Heritage Park, located in Milton, Ontario, offers curriculum-based programs that incorporate hands-on learning opportunities. Program topics include food literacy, history, outdoor education, sustainability, and the arts. Students can explore biodiversity, food chains, habitats, and environmental conditions. Discover other programs offered at www.countryheritagepark.com.

Hunter Brothers

Located in Florenceville-Bristol, New Brunswick, Hunter Brothers is a working farm that specializes in sweet corn production, along with potatoes, tomatoes, squash, pumpkins, and more. It offers activities including a corn maze, the Field of Fun, and a wagon ride. Book a visit at www.hunterbrothers.ca.

Verger La Bonté

Take a class trip to Verger La Bonté in Perrot, Quebec. Packages include apple picking, pumpkin picking, and corn mazes. All packages include access to the playground, farmyard animals, and hayrides. Reserve a visit online at www.vergerlabonte.com.

Rounds Ranch

Located in Barrie, Ontario, Rounds Ranch offers curriculum-connected tours for students of all ages. Activities include, a pedal cart racetrack, zip-lines, slides, and barnyard boxcar rides. Discover more at www.roundsranch.com.

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