

TEACH

LE PROF

JAN/FEB 2013 \$3.85

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

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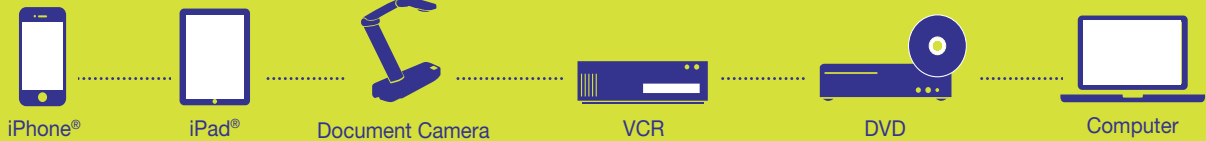
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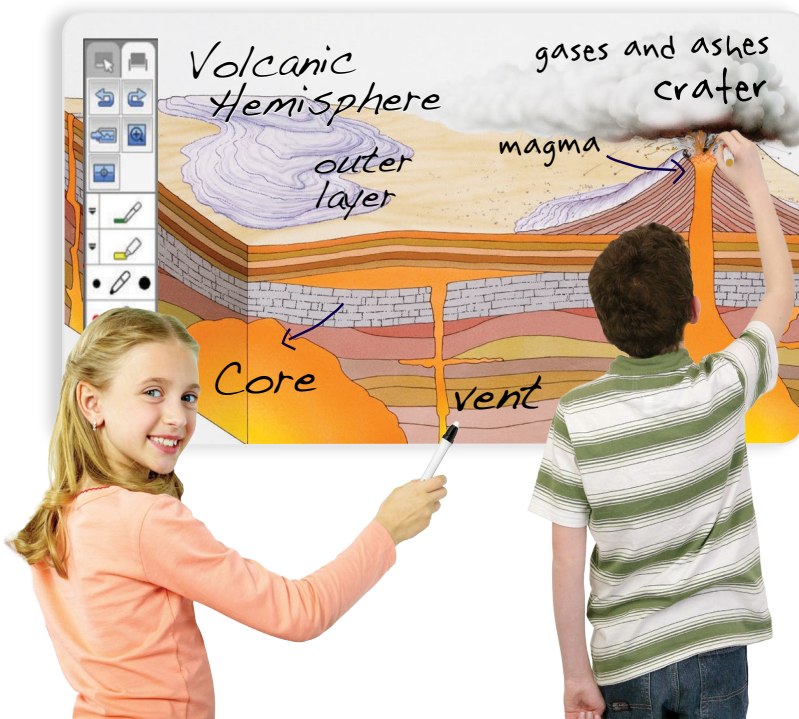
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Welcome to another issue of TEACH!

With roots in dramatic performance and innate interactivity, puppets naturally captivate any audience's attention. And when brought into the classroom as educational tools, puppets can transform the delivery of information and motivate children to participate in their learning. Our first feature explores the world of puppetry and the benefits of teaching children across many grade levels using animated friends.

Our other feature story asks: how can we ensure that our students arrive at school ready to learn? Often, children may be distracted or discouraged from learning by the latest tech toys or by familial troubles at home. Yoga and Mindfulness are new concepts being introduced to the classroom to teach students the power of deep breathing and its connection to the brain. With no religious implications, educators are using these techniques to help students relax, rid themselves of negativity, be aware of the present moment, and focus. Peruse this story to learn how we can help students be ready for the day's learning.

Elsewhere in the issue, Field Trips introduces you to Canadian zoos that welcome visitors to learn about animal habitats. Students will learn that habitats dictate the way in which an animal lives so it is important that zoos replicate natural surroundings for all the animal species they house.

Last year, we began commemorating the bicentennial of the War of 1812. *The Ruptured Sky* is a digital literacy title that delivers insight into the

vital role played by First Nations in the outcome of the War of 1812. The resource exposes an important part of Canadian history, one that has been underserved throughout the generations. The project is a collaboration of First Nations artists, creators, writers, historians, subject matter experts, and educators. It is important for students to have access to a resource that reports historical events from First Nations perspectives. As commemoration of the war continues into 2013, we encourage you to try *The Ruptured Sky* for free at www.therupturedsky.com.

We hope that you thoroughly enjoy this issue and hope you stay in touch. We enjoy hearing from you! Find us on Facebook and Twitter (@teachmag) or email us at letters@teachmag.com.

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Breathe In, Breathe Out

Getting kids ready-to-learn through physical, mental, and emotional health

By Lisa Tran

Every morning when the school bell rings, kids across the country file into their classrooms ready to learn the lessons of the day. But are they *really* ready? Often, students are distracted by their smart phones and tablets, concerned about family issues, stressed about classroom bullying, easily excitable, or simply anxious about academic expectations. How can we help these students be prepared to tackle and absorb the day's learning? We can ensure that they are healthy—not just physically, but mentally and emotionally too. Mindfulness and yoga are becoming popular approaches in our classrooms and not for their *über trendy* appeal, but for the principles that encourage kids to engage their minds, connect them with their bodies, and breathe. Using tangible and scientific examples, these new-to-the-classroom styles teach kids self-awareness and the ability to will positive outcomes. When we neutralize all the on-goings in a kid's mind, *then* they are ready to learn.

Originating in India at least 2,500 years ago, yoga teaches participants to “focus solely on their bodies, becoming aware of how it feels, focusing on breath,” explains Janet Williams, a certified elementary educator and hatha yoga instructor from Mississauga, Ontario. In Sanskrit, ‘yoga’ means ‘to yoke’ just like when two oxen

are yoked together to plough a farmer's field. “Yoga allows us to yoke our mind and body so they are working together and creating optimal health,” adds Williams. She has taught yoga since 1996 and today, specializes in children's yoga through workshops and developing her own educational resources and instructional materials. A guru in her own right, Williams emphasizes the incredible health benefits of yoga, especially for children, “It improves strength, flexibility, balance, and increases your overall sense of well-being.” She adds, “Kids are ready to learn because they would have oxygenated their brains with deep breathing. It's also non-competitive, allowing children to be successful.”

The yoga poses themselves are easy to facilitate; whether in the school's gymnasium on mats, on a small classroom carpet, on the grass under the shade of a tree, or even beside student desks. Comprehensive resources like Williams', guide teachers on how to prompt children and suggest simpler pose variations. And when difficult to pronounce poses such as *balasana* and *savasana* are renamed to *mouse pose* and *meadow pose* (like you're lying in an open meadow), kids are eager to flex their bodies into forms they can readily imagine. In a busy classroom full of young kids, yoga is excellent as a warm

Excerpts of journal responses on Mindfulness from Julie Loland's students

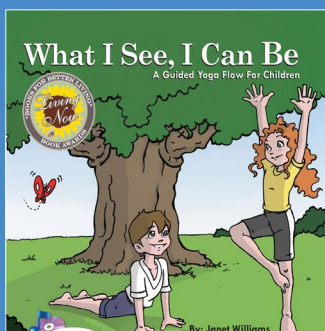
I'm Allison and sometimes I have trouble settling down in class. Mindfulness helped me learn to calm down and relax... after recess or lunch, it was the hardest, but... mindfulness... helped me... focus on the project or assignment that we were working on in class.

I'm Joanna and my dad died last year from cancer. Mindfulness helped me to understand that it is okay to be sad... [and] that there are also a lot of good things in my life and a lot of people that do love me and [understand] what I am going through.

I'm Brennan and I was being bullied by a kid that lied a lot. Mindfulness helped me realize that I needed to solve this problem so I talked to my mom.

I'm Christine and I was angry a lot and always alone at home and even at school. Mindfulness helped me to release some of my stress and anger and now... more people want to be around me because I'm not as angry and unhappy around them.

Note: student names have been changed.



Janet Williams' children's book, *What I See, I Can Be*. For more on Williams' educational resources, visit www.childrensyogabooks.com

up or calm down exercise to help students unwind or regain their attention. "It calms them down and returns them to a balanced state of being," adds Williams.

The most important aspect of yoga is breathing. Slow, deep breaths, especially before a test or exam, send oxygen to the brain's amygdala—the quick, but limited decision-making part of the brain. The amygdala controls emotions, telling us to *fight, flight, or freeze*. When we breathe deeply, the amygdala is calmed, and we are able to make rational decisions using other parts of the brain.

When faced with opposition to teaching yoga to children, Williams stresses that yoga is exercise and not a religion in any way. Instead, she draws parallels to professional athletes who 'live and breathe' their sport, yet no one ever accuses them of indoctrination. Yoga is no different.

In Abbotsford, British Columbia, educator Julie Loland used a similar technique in her Grade 5 class called Mindfulness. Teaching at Terry Fox Elementary, a greater needs school, Loland says, "I felt that kids came to school and were not ready to learn; they were battling stressful life situations." She adds, "Many students didn't care about learning, instead they

[Mindfulness is] "Paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally."

wondered, 'Where's my next meal going to come from? Will my mom be there when I get home?' Loland believes many kids came to school to forget and ignore their poverty, and not deal with it. She wanted to ensure "kids were open to the learning of the day."

Mindfulness is defined by Dr. Jon Kabat-Zinn as, "Paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally."¹ Coinciding with her Master's research, Loland discovered Mindfulness and "hoped that [it] would be a solution to student stress, by enhancing social and emotional learning, promoting academic success and developing executive function."²

Loland began introducing Mindfulness to her kids through breathing exercises, bringing their attention to the immediate experience. Her approach was secular and scientific, teaching the basic anatomy and physiology of the brain. The hippocampus, Loland informed students, controls memory, and the amygdala makes quick, but emotional decisions, while the prefrontal cortex makes rational ones. Deep breathing calms the amygdala and allows us "to look at other options for decisions," explained Loland to her students who fully grasped and embraced these new concepts.

At first, the concentrated breathing lasted only 30 seconds and gradually increased to five minutes. In comfortable positions, Loland guided students' breathing, asking them to inhale through their nose and exhale through their mouth, watching their stomach rising and falling and being aware of only

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their breath. Loland encouraged students' minds not to drift, but reassured them that it is okay if they do, as long as they recognize it and bring their minds back to the present moment. "The classroom was a calmer place. It was an amazing 30 seconds to get everyone into focus and have everyone on the same page," recalls Loland.

Breathing and other exercises such as, guessing flavours of jellybeans, and active listening to different sounds of the classroom, taught students to be mindful of their senses and to self-regulate their thoughts. Loland also introduced a 'Mindfulness bottle'—a basic pop bottle filled with water and glitter. Students shook the bottle when they felt upset or angry and watched the glitter slowly fall, effectively calming them and allowing them to think rationally.

Loland's introductory Mindfulness activities were tangible and children easily recognized their newfound self-awareness. She applied these same techniques to problem solving, conflict resolution, and perspective. Students became mindful of their own thoughts and their surroundings, and that of their peers, and the control they had over them.

The Mindfulness 'experiment' produced amazing results for Loland's students. "They [the mindfulness activities] were such simple things, but able to meet each kid at every stage and help them." In her written Masters composition, *Divided No More: A Living Inquiry Into Wholeness*, Loland lists some benefits of Mindfulness as: a relief of stress, ability to make effective decisions, ability to orient attention, physical and emotional regulation, a decrease in negative emotions, self-acceptance, and an overall improved learning environment. Students also emotionally responded to Mindfulness in their journals. Many commented that it helped them tackle challenges, resolve disagreements, deal with anger and sadness, and reevaluate situations. Some even candidly connected Mindfulness with their ability to cope with loss, pain, and tragedy.

Like Williams, Loland feared Mindfulness would be opposed and rejected as 'religious.' However, after seeking approval from her superiors, informing parents through a letter, and having an open discussion with students about the brain, the only true opposition she received was from the older 'cool' kids, "Breathe, really?"

Mindfulness and yoga are much more than relaxation and breath. The exercises are so simple yet with such widespread impacts. They teach self-awareness and self-regulation, but they are also mechanisms for accessing reason and memory rather than emotion—tools children do not currently have for learning. And when kids engage their minds and bodies, when they respond positively, and when they apply their knowledge, they are succeeding—and only then, are we truly transforming their approach to education. As for the kids who are not fully ready to learn, all we simply have to do is tell them, *breathe*.

Mindfulness for Adults

As for adult experience, The *New York Daily News* reported that the U.S. Marines Corps is currently teaching Mindfulness and yoga to help its soldiers cope with extreme stress. Unlike young impressionable children however, these disciplined men and women were at first very skeptical, but of course, the exercises had profound effects. "We have doctors, counselors, behavioral health scientists, all sorts of people to get help for Marines who have exhibited stress type symptoms but what can we do before that happens? How do we armor Marines up so they are capable of handling stress?" asks Jeffery Bearor, the executive deputy of the Marine Corps training and education command. Mindfulness can help soldiers on the battlefield as well as in civilian society, modifying potential behavioural issues. "As we see the data supports [Mindfulness], it makes perfect sense that this is what we should be doing," says Major General Melvin Spiess. "It's like doing pushups for the brain." Source: "U.S. Marine Corps members learn mindfulness meditation and yoga in pilot program to help reduce stress." *New York Daily News*: January 23, 2013.

www.nydailynews.com/1.1245698

¹ Kabat-Zinn, Jon. *Mindfulness-Based Interventions in Context: Past, Present, and Future*. University of Massachusetts Medical School, 2003, p. 145.

² Loland, Julie. *Divided No More: A living inquiry into wholeness*. Simon Fraser University, Surrey, 2012, p. 3.



Puppets Talk, Children Listen

How puppets are effective teaching aids for kids

By Christie Belfiore

The young faces of the children in a Toronto-area Montessori classroom illuminate as their teacher, Carina Cancelli, brings out the puppets to help enact the lesson of the day. Simple gestures with her hand bring life to the inert puppets, moving their little arms and mouths to animate a topic. Easy to operate, the children too can play with the puppets—bringing them to life and attributing personalities, characteristics, attitudes, and more. The puppet can become anyone or anything he or she wants. A best friend perhaps. Maybe even a sibling, teacher, or pet. It does not really matter because the world children create with puppets is entirely their own, a world without boundaries that they can freely explore. When used in the classroom, these puppets can help boost creativity and stimulate kids' imaginations, from the pre-

school age up to early teen years. The innate interactivity draws children in and encourages them to be actively involved in the learning process and share their thoughts and observations.

A puppet is defined as a movable inanimate object or figure that is controlled by strings, rods, or by placing one's hand inside its body. There are various types from finger puppets to hand puppets, pop-up puppets to paddle puppets, and marionettes to shadow puppets. A very ancient art form believed to have originated 3,000 years ago, puppetry has been practiced among many cultures throughout the history of civilization. The expressiveness and dramatization of puppets have not only entertained people for thousands of years, but have been used to educate and inform. In early Asian society,

puppets were described in literature such as the Mahabharata and the Ashokan Edicts, as preachers of religion. In China specifically, shadow theatre—the casting of shadows of puppets onto a wall or screen as the puppeteer narrated a tale—was a popular form of entertainment. In parts of ancient Europe, such as Greece and Italy, puppets dramatized scriptural stories about creation and life. In areas of Africa, puppetry was often incorporated into healing rituals.

Today, puppets can be used to teach an array of secular topics, particularly in the classroom. Pre-school children ranging from ages one to three, can be overly active and easily irritable or cranky. Puppets are perfect for grabbing their attention because they are safe, fun, and a natural progression from educational cartoons they likely watch at home. “My students are very excited when I use puppets. They love watching them and acting out scenarios of everyday life,” explains Cancelli who teaches a busy classroom full of two- and three-year-olds. “Finger puppets, particularly, are the most effective for my children because they have such tiny hands. By putting puppets on their fingers, they are able to transform their fingers into anything they want,” she adds. Puppets are also effective for teaching storytelling and the arts. Cancelli explains enthusiastically that puppets “are amazing as a visual aid for singing and dancing, they help children to be inventive and artistic, and they allow for children’s visions and inspirations to come to life.”

When puppets are incorporated with play-based learning, children retain knowledge more effectively.

For kindergarten children, puppets are simple and effective tools for delivering information. “Often times, [my students] quote things I have said in lessons, or things their parents have said at home. The puppets allow them to project things that they observe and relate to in their lives,” explains Cancelli. When puppets are incorporated with play-based learning, children retain knowledge more effectively. The puppets then become tools for sharing or retelling what they have learned and observed.

Primary students can benefit from puppets through oral and language skills development. When a puppet speaks, children can listen, identify, and understand different words and phrases emphatically performed by their teacher who stresses proper enunciation and pronunciation. Similarly, the act of speaking out loud is much different than thinking the thoughts in your head. So when children are required to make short presentations or simply answer questions in class, the pressures from their peers or evaluation from

Making a dog hand puppet

What You Will Need:

- 1 Sock of any colour (goes half way up a forearm when put over hand)
- 1 Button
- Pipe cleaner
- Ribbon
- Scissors
- Glue
- Large ‘googly eyes’ or 2 large buttons
- Feathers
- Marker
- Felt

Instructions:

1. Place your sock and put it over your hand
2. With your marker, draw little marks where you want your dog’s eyes and nose to go
3. Remove the sock off of your hand
4. Take 2 large googly eyes or 2 large buttons and glue them on the marks you drew with the marker
5. Take a button and glue it on your sock as your dog’s nose
6. Bend a pipe cleaner to fashion a mouth
7. Glue the mouth onto your pup right under the nose
8. Cut two ovals out of felt and glue one on each side of your dog’s head as ears
9. Cut a ribbon and glue a collar around the neck of your pup
10. Glue feathers on your dog’s head for some wacky and fun hair
11. Put your doggy puppet back on your hand
12. Enjoy!



their teachers can be intimidating. When puppets are provided however, these shy students can speak via the puppet, shifting the audience's attention away from them and onto the puppet. With a crutch in their hand, students can gradually grow more confident with public speaking.

Some of the main benefits of puppets for middle school children revolve around developing a child's social skills. It is around this age that kids begin communicating among larger settings and partake in social activities without the presence of a teacher. They begin learning how to interact with the different personalities of their peers. When two puppets are animatedly speaking to each other first, it can help break the ice between students and initiate natural conversation. By exploring different communication techniques using puppets, students can apply the same to regular conversations.

Children in latter grades can use puppets in a more profound

Puppets can empower students and assure them that they *can* discuss difficult issues without being centred out or put on the spot.

way. Puppets can help break down barriers and encourage students to discuss very difficult issues such as bullying, abuse, drugs, and cultural and physical differences, to name a few. Many students are very uncomfortable with deeply personal topics and puppets can be used to lighten the mood. Cancelli says puppets "allow kids to express issues or concerns with a 'mask' on," hiding behind the puppets, but still talking about the issues on hand—literally and figuratively. Puppets can empower students and assure them that they *can* discuss difficult issues without being centred out or put on the spot. Cancelli adds, "Puppets also act as an outlet because students can use them to express things that may pain them, or share things

without feeling vulnerable."

Over the centuries, puppets have remained a powerful form of communication between people. From Asia to Europe, Africa to the Americas, puppetry is a familiar art form that has been predominantly used for telling stories, preaching religious beliefs, and discussing cultural practices, but mainly, sharing knowledge. Puppetry in the classroom can be used in the same way. Beginning as a progression from child-friendly cartoons, such as the Muppets, to an educational tool for sounding out and pronouncing words, their multi-purpose functionality allows children's minds to create, explore, and flourish. Puppets aid students to speak aloud in a group setting, allowing them to talk about serious and uncomfortable issues. Not only that, puppets are also a wonderful visual aid for children, retaining their attention and encouraging them to participate in class. Children are more willing to learn when they are having fun, and puppets are a gateway to opening up the mind and inviting knowledge in. Kids' imaginations can run wild, and without knowing it, they are developing essential skills needed for everyday life, just as they did thousands of years ago.



Photo Credit:

www.themudpiemakers.com/2011/07/animal-sock-puppets.html



CURRICULA

FOR GRADES
6 TO 9

THE SHADOWED ROAD: GLOBAL CITIZENSHIP

Socrates once wrote, *"I am a citizen not of Athens or Greece, but of the world."* Motivated by the desire to think beyond the physical borders of his country, Socrates and other global citizens stressed the importance of respect for fellow human beings, human rights, and human dignity.

The responsibility to reduce international inequality (social and economic), protect the rights of all human beings and advocate for the betterment of all, are fundamental duties of the global citizen.

More information and a full lesson plan visit www.theshadowedroad.com

LESSON ONE: GLOBAL CITIZENSHIP

Key Concepts

Students will explore the concept of global citizenship.

Subject

Global Citizenship in Ethiopia

Duration

One classroom session

Curriculum Links

Social Studies, World History, World Geography

Materials Required

Internet access

Detailed map of Ethiopia (<http://maps.nationalgeographic.com/map-machine>)

Writing paper and supplies

A Developing World Map from Canadian Geographic/CIDA

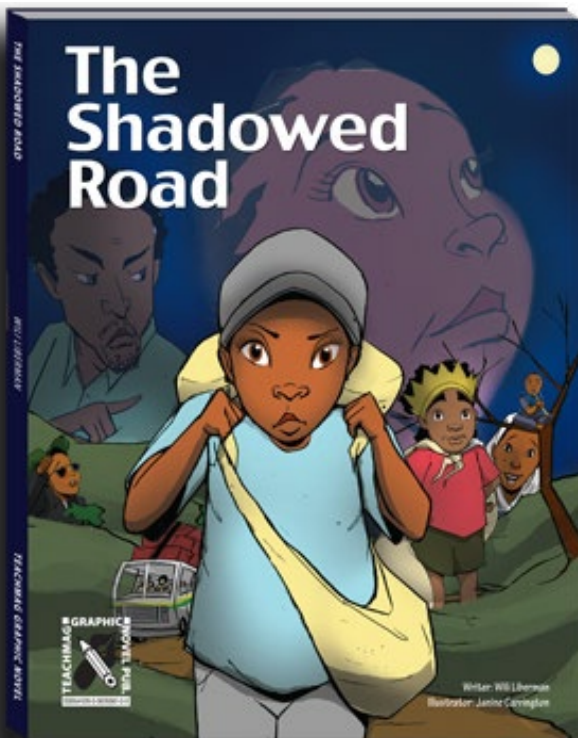
(www.canadiangeographic.ca/worldmap/cida/CIDAWorldMap.aspx?Language=EN)

Introduction

The goal is for students to reflect on their understanding of the concept of citizenship and then to apply it in a global sense, coming to an awareness of what it means to have rights and responsibilities towards citizens around the world. They will do this as preparation for reading the graphic novel, *The Shadowed Road*, that describes the life of a girl in Ethiopia and her struggle for higher education.

The students will examine and compare the levels of human development in countries around the world and discuss various reasons for differences. They will brainstorm possible ways to create structures for change, including a Global Summit. They will form groups and present priorities for their own "country" at a Global Summit, and then reflect on the challenges and opportunities for global citizenship.

Where possible, Canadian organizations, NGOs and those working directly with CIDA will be highlighted in this lessonplan.



The Shadowed Road is an interactive graphic novel and multimedia experience. Imaginative illustrations and unique multimedia make learning fun and intuitive for ESL and ELL students. For more information or read the full lesson plan visit, www.theshadowedroad.com

Expectations/Outcomes

Students will:

- Identify and explain the rights and responsibilities of individual citizens in a local, national, and global context;
- Demonstrate an understanding of global citizenship;
- Recognize the difficulties in prioritizing global issues;
- Post their own stories to the wiki application;
- Add and build their own content; and
- Gain insight into the conditions and challenges faced by their peers in Ethiopia.

Background

According to Oxfam, the international, non-profit development agency, a global citizen is someone who:

- Is aware of the wider world and has a sense of their own role as a world citizen
- Respects and values diversity
- Has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally
- Is outraged by social injustice
- Participates in and contributes to the community at a range of levels from local to global
- Is willing to act to make the world a more sustainable place
- Takes responsibility for their actions

Global citizenship in schools is based on following principles:

- The importance of reaffirming or developing a sense of identity and self-esteem
- Valuing all pupils and addressing inequality within and outside school
- Acknowledging the importance of relevant values, attitudes, and personal/social education
- Willingness to learn from the experiences of others around the world
- Relevance to young people's interests and needs
- Supporting and increasing young peoples' motivation to effect change
- Holistic approach to Global Citizenship—should be an ethos permeating all areas of school life

Teacher-Led Discussion

Begin with a general discussion about citizenship and what that means. Ask students to suggest the roles and responsibilities of a Canadian citizen. Expand the discussion to the concept



of global citizenship. Explain that the world is becoming more and more interconnected and countries, and their economies, are increasingly dependent on one another. There are common issues which are of critical importance to all people on the planet, for example, environmental issues, food, war and peace, equity and justice. There are many challenges that do not stop at national boundaries, for example, greenhouse gas emissions and global warming. Citizens need to think and act nationally and globally.

Have students compare and contrast citizenship and global citizenship. Discuss the roles and responsibilities of a global citizen. Then post a large sheet of paper, and on it, draw a Venn diagram with three intertwining circles. Label the diagram, 'Key Elements of Global Citizenship'. In the centre, where the circles overlap, write Global Citizen. Beside each of the three circles, write: Knowledge and Understanding About; Skills; and Values and Attitudes. Have the

students work in small groups to discuss each of the three categories and come up with various attributes of a global citizen. (Suggest that some of them may overlap with similar attributes of "regular" citizens.) Have them share their ideas with the whole class, adding their suggestions to the posted diagram.

Some possibilities

Knowledge and understanding about:

- Social justice and equity
- Diversity
- Globalization and interdependence
- Sustainable development
- Peace and conflict

Skills:

- Critical thinking
- Ability to argue effectively
- Ability to challenge injustice and inequalities
- Respect for people and things
- Cooperation and conflict resolution

Values and attitudes:

- Sense of identity and self-esteem
- Empathy
- Commitment to social justice and equity
- Value and respect for diversity

Point out the link between literacy and global citizenship, explaining that it is not a necessary skill of a global citizen but literacy enables global citizens to more easily share ideas, better challenge misinformation, and counter intolerance and ignorance. Being able to read and write helps us connect to, and communicate with, others around the world.



CURRICULA

ANNÉES :

Sixième à neuvième année
ou sixième à douzième
année pour français langue
maternelle et seconde

LE CHEMIN ET SES OMBRES : LA CITOYENNETÉ PLANÉTAIRE

Socrate a dit: *"Je suis citoyen, non pas d'Athènes ni de Grèce, mais du monde."* Motivés par le désir de penser au-delà des frontières physiques de leur pays, Socrate et d'autres citoyens du monde ont souligné l'importance du respect de ses semblables, des droits de la personne et de la dignité humaine.

La responsabilité de réduire les inégalités (sociales et économiques), de protéger les droits de tous les êtres humains et de se faire le champion du mieux-être général : tels sont les devoirs fondamentaux du citoyen planétaire.

En savoir plus visitez : www.theshadowedroad.com/fre

LEÇON 1 : LA CITOYENNETÉ PLANÉTAIRE

Concepts clés et Sujets de discussion

Les élèves étudieront le concept de citoyenneté planétaire.

Sujet

La Citoyenneté planétaire en Éthiopie

Durée

Un session de cours

Liens avec les programmes scolaires

Sciences sociales, histoire mondiale et géographie mondiale

Matériel requis

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(www.canadiangeographic.ca/worldmap/cida/cidaworldmap.aspx?Language=FR)

Introduction

Le but est de faire réfléchir les élèves sur ce que signifie pour eux le concept de citoyenneté, pour l'appliquer ensuite dans un sens planétaire et leur faire prendre conscience de ce que signifie avoir des droits et des responsabilités envers les citoyens du monde entier. Ils se livreront à cette réflexion pour se préparer à la lecture de la bande dessinée *Le Chemin et ses ombres*, qui décrit la vie en Éthiopie d'une jeune Éthiopienne et son combat pour poursuivre ses études.

Les élèves étudieront et compareront le niveau de développement humain dans divers pays du monde et discuteront des diverses raisons qui peuvent expliquer ces différences. Ils organiseront des remue-méninges pour essayer de découvrir comment créer des structures de changement, dont un sommet planétaire. Ils formeront des groupes et établiront des priorités pour leur propre « pays », celui qu'ils représenteront au sommet planétaire; enfin, ils examineront les défis et les perspectives que présente la citoyenneté planétaire.

Dans la mesure du possible, dans ce dossier pédagogique, on soulignera les organisations canadiennes, les ONG et les autres organisations qui oeuvrent directement avec l'ACDI.



Le chemin et ses ombres est un projet multimédia gravitant autour d'une bande dessinée interactive. En savoir plus, visitez www.theshadowedroad.com/fre

Attentes/Résultats

Les élèves devront :

- Identifier et expliquer les droits et les responsabilités du citoyen dans un contexte local, national et planétaire ;
- Démontrer qu'ils comprennent le concept de citoyenneté planétaire ;
- Reconnaître les difficultés d'établir des priorités parmi les problèmes planétaires ;
- Afficher leur propre histoire dans une application wiki ;
- Ajouter et créer leur propre contenu ; enfin, se familiariser avec les conditions dans lesquelles leurs pairs vivent en Éthiopie et avec les défis auxquels ils font face.

Contexte

Selon Oxfam (www.oxfamfrance.org), l'agence de développement à but non lucratif, un citoyen planétaire est quelqu'un qui :

- Est conscient du vaste monde et qui possède un sens de son propre rôle en tant que citoyen du monde, qui respecte et apprécie la diversité à sa juste valeur ;
- Comprend comment fonctionne le monde, sur les plans économique, politique, social, culturel, technologique et environnemental ;
- Et révolté par l'injustice sociale ;
- Participe à la vie de la collectivité et y contribue à divers niveaux, du local au planétaire ;
- Est prêt à agir pour renforcer la durabilité du monde ;
- Est responsable de ses actions.

Dans les écoles, la citoyenneté planétaire se base sur les principes suivants :

- Reconnaître l'importance de réaffirmer ou de renforcer le sens de l'identité et l'estime de soi
- Apprécier la valeur de chaque élève et faire face à l'inégalité, à l'école et en dehors de l'école
- Reconnaître l'importance des valeurs et des attitudes pertinentes, ainsi que de l'éducation au niveau personnel et social
- Être ouvert à l'idée de s'enrichir de l'expérience des autres à travers le monde
- Apprécier l'importance des intérêts et des besoins des jeunes
- Appuyer et encourager la motivation des jeunes à effectuer du changement
- Adopter une approche holistique de la citoyenneté planétaire qui pénètre dans tous les domaines de la vie à l'école



Discussion guidée par l'enseignant/e

Commencez par une discussion générale sur la citoyenneté et sur son sens. Demandez aux élèves de suggérer les rôles et les responsabilités d'un citoyen canadien. Élargissez le débat pour y inclure le concept de citoyenneté planétaire. Expliquez que le monde est de plus en plus interconnecté et que les pays, ainsi que leur économie, dépendent de plus en plus les uns des autres. Ils font face à des problèmes communs, d'une importance critique pour tous les habitants de la planète, tels que les questions environnementales, la nourriture, la guerre et la paix, l'équité et la justice. De nombreux défis ne reconnaissent pas les frontières nationales, dont les émissions de gaz à effet de serre et le réchauffement planétaire. Les citoyens et les citoyennes ont besoin de penser et d'agir au niveau national et mondial.

Demandez aux élèves de comparer et de contraster entre elles la citoyenneté d'un pays et la citoyenneté planétaire. Discutez des rôles et des responsabilités

d'un citoyen du monde. Ensuite, sur une grande feuille de papier que vous afficherez, dessinez un diagramme d'Euler-Venn avec trois cercles qui se recoupent. Intitulez le diagramme « Éléments clés de la citoyenneté planétaire ». Au centre, là où les cercles se recoupent, écrivez : Citoyen du monde. À côté de chacun des trois cercles, écrivez : Connaissance et Compréhension des : Compétences, Valeurs et Attitudes. Faites travailler les élèves en petits groupes pour discuter de chacune de ces trois catégories et découvrir les diverses caractéristiques du citoyen du monde. (Suggeriez que quelques-unes de ces catégories peuvent chevaucher celles des « simples » citoyens.) Faites leur partager leurs idées avec toute la classe et ajouter les idées suggérées au diagramme affiché.

Suggestion d'éléments à évaluer

Connaissance et compréhension des notions de :
Justice sociale et équité, diversité, globalisation et interdépendance, développement durable, paix et conflit.

Compétences :

Pensée critique, capacité de discuter efficacement, d'affronter l'injustice et l'inégalité, de respecter les êtres et les choses ainsi que la coopération et la résolution de conflit.

Valeurs et attitudes :

Identité et estime de soi, empathie, engagement envers la justice sociale et l'équité, appréciation et respect de la diversité.

Signalez le lien qui existe entre l'alphabétisation et la citoyenneté planétaire. Expliquez que, sans être une compétence nécessaire du citoyen du monde, l'alphabétisation permet aux citoyens du monde de partager plus facilement leurs idées, de mieux affronter la désinformation et de contrecarrer l'intolérance et l'ignorance. Pouvoir lire et écrire nous permet d'entrer en contact avec les autres et de communiquer avec eux à travers le monde.

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Sample Content



The goal is for students to reflect on their understanding of the concept of citizenship and then to apply it in a global sense

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The Shadowed Road

An Interactive Graphic Novel and Multimedia Experience

An Online Digital Project by TEACH Magazine

The Shadowed Road is an interactive graphic novel and multimedia experience. Pedagogical themes of Human Rights, Democracy, Basic Education, and Global Citizenship make the project a great Social Sciences or Digital Literacy tool. Imaginative illustrations and unique multimedia means learning will be fun and intuitive for ESL and ELL students.

The story tells the tale of Selome Fekadu, a young Ethiopian girl, who is forced to quit school and become the obedient housewife to a local goat herder. Instead of abandoning her lifelong dreams of becoming a teacher, Selome disguises herself as a boy and runs away from her rural village in order to claim her right to an education. As students read through the novel, they'll embark on a digital treasure hunt, collecting clues to solve an ancient Ethiopian puzzle that will unlock the next chapter.

The Shadowed Road graphic novel is also available as a hardcopy book or an eBook. Order yours today!

Target audience

Grades 6-9 or 6-12 for ESL/ELL learners

Languages

The Shadowed Road graphic novel and all digital and academic components are available in both English and French. French curriculum links however, are available to only those provinces with a French curriculum.

To learn more about *The Shadowed Road* or to purchase a subscription or sign up for a free trial, please visit www.theshadowedroad.com.

FIELD TRIPS: Animal Habitats in Zoos

Animal habitats range from dry desert areas to cool tundra lands, grasslands to land caves, freshwater marshes to tropical rainforests, temperate deciduous forests to taiga coniferous forests, and many more. The well being of animals depends highly on the habitats in which they live, especially while in captivity. Each habitat dictates how an animal lives, their food sources, and their shelter. For these reasons, it is imperative that zoos maintain as natural as possible, mimicking the wild for the animals that they house. When students take a field trip to their local zoo, they can learn more about each animal's unique habitat that contributes to their character development and well-being.

Toronto Zoo Toronto, ON

www.torontozoo.com

The Toronto Zoo houses over 460 species that lay across 710 acres. This zoo is divided by continent, and as visitors walk from one to the next, they can see the difference in the land and vegetation in each area.

Granby Zoo Granby, QC

www.zoodegranby.com/cgi-bin/zoo

Granby Zoo, located in Quebec, is a much smaller zoo with 60 acres of land, but is also divided by the geography of its inhabitants including, Africa, Asia, Oceania, and the Americas. Home to nearly 1000 animals, this zoo has over 225 different species all living within their appropriate habitats.

Calgary Zoo Calgary, AB

www.calgaryzoo.org

Established in 1929, **Calgary Zoo** is the second largest zoo in Canada. Also following the continent division theme, this zoo has different buildings and areas such as the TransAlta Rainforest Aviary, the African Savannah Building, and the Tiger Amphitheatre.

Magnetic Hill Zoo Moncton, NB

www.moncton.org/zoo

In New Brunswick, **Magnetic Hill Zoo** is the largest zoo in Atlantic Canada and dedicates itself to the protection



of species. It first opened in 1953 as a farm that housed indigenous species that were either injured or orphaned, but by 1993, it became a full zoo, inhabiting exotic animals of all types. Some of the different habitats they have are: the Frog Bog, the Koi Pond, the Bird Garden, and the Primate Conservation Centre.

Edmonton Valley Zoo Edmonton, AB

www.edmonton.ca/attractions_recreation/attractions/edmonton-valley-zoo.aspx

The Edmonton Valley Zoo manages animal habitats by organizing the zoo into small regimes, which are meant to replicate the natural habitat for a variety of animals. Some of their establishments are African Veldt, Saito Centre, and Carnivore Alley.

Greater Vancouver Zoo Aldergrove, BC

www.gvzoo.com

The Greater Vancouver Zoo takes great strides in getting involved in wildlife recovery programs. They understand that by creating proper habitats that allow different species to adapt well and live suitably, it permits animals to live as naturally as possible in captivity.

Assiniboine Park Zoo Winnipeg, MB

www.assiniboineparkzoo.ca/index.php

The Assiniboine Park Zoo in Winnipeg has over 90 acres and 275 species. Alongside a petting zoo and an indoor learning park, habitats are not only for viewing, but for interacting as well. Some of the exhibits include, Toucan Ridge, Monkey House, Butterfly Garden, and the International Polar Bear Conservation Centre.

Below is a group of suggested websites that provide educational tools for students and teachers alike. From math to science, experiments to crosswords, these websites cover a wide variety of topics, making learning fun and entertaining.

Staples Reading Test

www.staples.com/sbd/cre/marketing/technology-research-centers/ereaders/speed-reader

At what speed do you read? Do you often remember what you've just read? The eReader experts at Staples have created a fun and interactive infographic that tests your reading speed and compares it to others. You begin by reading a page from a classic piece of literature presented on an "eReader" while a clock keeps track of the time. Once finished, you'll be briefly quizzed on your comprehension and the results plotted on a graph comparing you to others. The eReader also computes your reading speed and displays how long it'd take you to read over 20 different novels.

Word Dynamo

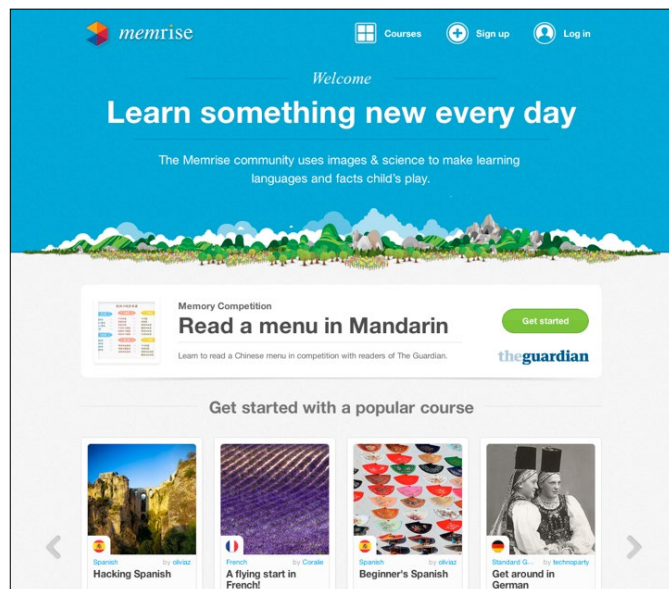
www.dynamo.dictionary.com



Challenge your vocabulary with fun games that test your knowledge with Word Dynamo created by Dictionary.com. One of the games is a multiple-choice activity that provides you with a term and 4 possible definitions for it. There are 4 age categories in which to play, ranging from elementary to college and beyond. There are also sets of vocabulary games in the form of crosswords, flash cards, matching, and listening exercises for an array of subjects including, baby animals, Middle Eastern capital cities, and "Is that a real word? Three-letter English Words." Create a free account for unlimited play and find out how many words you know!

Memrise

www.memrise.com



Memrise is a user-contributed website that helps you learn just about anything from Beginner's Spanish to Identifying Culinary Spices. The website hosts a plethora of free courses that have been submitted by other users who are eager to share their knowledge of a topic. Courses have a series of levels that first teach and then test users. Memrise also has a beautiful garden-themed design and intuitive interface.

Terms and phrases are explained using mems. A mem is anything that helps you learn a new connection between a word and its meaning. A mem might be a photo, a mnemonic, a video, a cartoon, an example sentence, an etymology, or perhaps a witty remark. Memos can be included by the course creator or added by other users.

The tests are effective because they use scheduled repetition, asking you questions about everything that you have already learned using techniques. When you actively recall a memory, it helps to strengthen knowledge.

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