

# TEACH

LE PROF

MAY/JUN 2013 \$3.85

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

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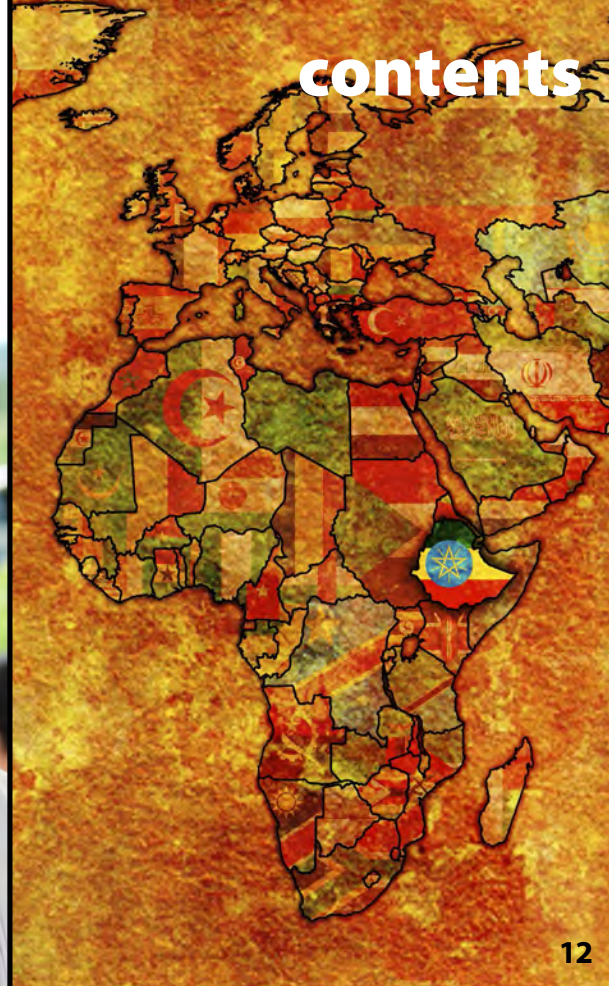
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**I**t's difficult to believe yet another academic year is coming to an end.

Teaching affords many rewards both personally and professionally, and one of them is summer holidays. Some travel locally and abroad while others may spend their free time giving back—volunteering for a charity or organization. *Voluntourism*, a combined experience of travel and volunteering, is growing increasingly popular for those who opt for a unique and meaningful trip. Voluntourists can visit almost any country in the world and perform a range of tasks from helping locals complete ongoing building projects to teaching English and grammar to school-aged children.

There is more to be said on voluntourism, however, and our feature story covers the topic, highlighting both the positive and negative impacts of something originally altruistic. Whatever opinion you may hold, we hope to initiate dialogue about how we, in our privileged country, may best individually assist those in developing nations.

Elsewhere in this issue is our latest column, Staffroom Perspectives. Former educator Bruce Van Stone shares his experiences with addressing mental health in the classroom. Educators are in the front lines of their students' lives. They are often the first to notice symptoms of mental illness, but also strongly influence how students perceive mental health. In this column, Bruce shares some instructional strategies and practices that can help students struggling

with mental health to meet their full potential.

Field Trips and Web Stuff also return this issue. The former discusses environmental education and the need to implement creative sustainability lessons within the curriculum. Excursions to local recycling plants, landfills, and environmental complexes provide students with first-hand knowledge of the importance of recycling, composting, and living sustainably. In Web Stuff, we feature Math websites and apps. Send your kids off this summer break with these fun suggestions to help keep their number crunching skills fresh. The CURRICULA supplement continues to feature sneak peeks of bilingual Global Citizenship lesson plans from our digital learning resource, The Shadowed Road ([www.theshadowedroad](http://www.theshadowedroad)).

And that concludes another academic session. We look forward to seeing you in September and wish you a happy summer.

*Lisa Tran,*  
Associate Editor

# TEACH

M A G A Z I N E

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## Addressing Mental Health Disorders in the Classroom

By Bruce Van Stone

There is often a prevailing image society has of someone with mental illness. The stereotype is of a person who is out of control, with a “crazy” look in their eyes, and is highly dangerous. That characterization is not only incorrect, but also insulting. Mental health disorders come in many sizes and shapes and there is not a one-size-fits-all method of addressing them. According to the Canadian Mental Health Association, about 20% of Canadians will personally experience a mental illness in their lifetime. However, from my own experience as a teacher, I know that a much larger number of youth are never diagnosed. Educators are often in the front lines of their students’ lives so not only are they sometimes the first to notice symptoms of mental illness, but they strongly influence how students perceive mental health. While teaching, I was always aware of instructional strategies and practices that can help their students meet their full potential. I would like to share these strategies that I have used to address mental health in the classroom. Please keep in mind that every child is different and that with each disorder, there are varying degrees of symptoms and presenting issues.

I will begin my focus with the anxiety disorders that can manifest in different forms. Anxious students may be easily frustrated or be perfectionists, having difficulty completing assignments. Or, they may simply refuse to begin out of fear of failure. This can lead to absenteeism to avoid embarrassment.

Here are some strategies that I have used effectively for students suffering anxiety:

- Allow flexible deadlines when they find a particular assignment worrisome. Encourage accountability and follow-through, but not in ways that promote stress and discomfort.
- Provide choices for assignments and help them feel like they have some control over their environment.
- Ensure they write down assignment instructions correctly.
- Post the daily class schedule so students can know what to expect.
- Encourage involvement in extra-curriculars to help alleviate some anxiousness through exercise and a sense of social belonging.
- Model calmness and self-control.

Bipolar disorder is another illness that is seen by teachers in the classroom. Students may experience fluctuations in mood, energy levels, effort, and motivation that may occur many times a day, daily, in specific cycles, or during certain seasons of the year. As a result, a student with bipolar disorder may have difficulty concentrating, understanding assignments that have many parts or that have complex directions and may become defiant when confronted about their classwork.

Here are some suggested instructional strategies:

- Divide assigned readings into manageable segments and monitor the student’s progress, checking comprehension periodically.
- When a student’s energy is low, reduce academic demands; when their energy is high, increase them.
- Identify a place where the student can go for privacy

until he or she regains self-control.

- If a student becomes defiant, do not argue with them; instead, concentrate on calming him or her down.
- Regularly check in with the student's parents so that you can share your observations and better understand their cycles of mood fluctuations more effectively.
- If the student is willing, talk to him or her about their cycles and how they would prefer you to respond to their episodes.
- Correct other students who attempt to "stigmatize" or "label" a classmate who is experiencing mood or energy fluctuations.

Depression is another disorder students may be experiencing. They may display a marked change in their interest in schoolwork and activities. Their grades may drop significantly due to lack of interest, loss of motivation, or excessive absences. They may withdraw and refuse to socialize with peers or participate in classroom-based group projects.

Here are some suggested strategies for addressing depression:

- Reduce some classroom pressures.
- Break tasks into smaller parts.
- Reassure students that they can catch up. Provide step-by-step instructions and be flexible and realistic with your expectations.
- Help students use positive statements about their performance and encourage positive and realistic goal-setting.
- Encourage gradual social interaction (i.e./ small group work). Ask students who are more social to help bring that student back into group discussions.
- Ask parents what would be helpful in the classroom to reduce pressure or motivate the child.
- Encourage physical activity that will assist the student in getting daily exercise.

- Never dismiss student feelings. Do not say "you will get over it" or "it's just a part of growing up."
- When students approach you about their depression, ask questions to help understand how they feel and what they are experiencing.
- Include information on depression in your teaching. Show students that there have been many famous and successful people who have had depression and overcame it.

Mental illness is still very misinterpreted and under-discussed in society and as a result, our youth often suffer in silence. They know that they don't feel right, but they are also aware that they may be called "crazy" or "nuts" if they come forward. Those labels and any stigmas attached to mental health disorders need to be extinguished and educators need to be at the forefront of such actions. Remind your whole class that those who suffer from mental health issues deserve the same respect and dignity as those who suffer from physical health issues. You can illustrate this through lessons on the effects of stigmatization, prejudice, and discrimination. If a student has been diagnosed and confides in you about their condition, I hope my suggested strategies help students reach their full potential in an inclusive, positive, and empathetic classroom environment.

*Disclaimer: I am not an expert nor a clinician on this subject matter, but instead have used resources available to me while teaching in the classroom to implement such strategies. Here are the two resources I used for the article and in practice: Canadian Mental Health Association ([www.cmha.ca](http://www.cmha.ca)), and Hazelden ([www.hazelden.org](http://www.hazelden.org)).*

**Bruce Van Stone is a Learning Specialist-Bullying Awareness and Prevention at the New Brunswick Department of Education and Early Childhood Development. You can contact Bruce at [bruce.vanstone@gnb.ca](mailto:bruce.vanstone@gnb.ca).**



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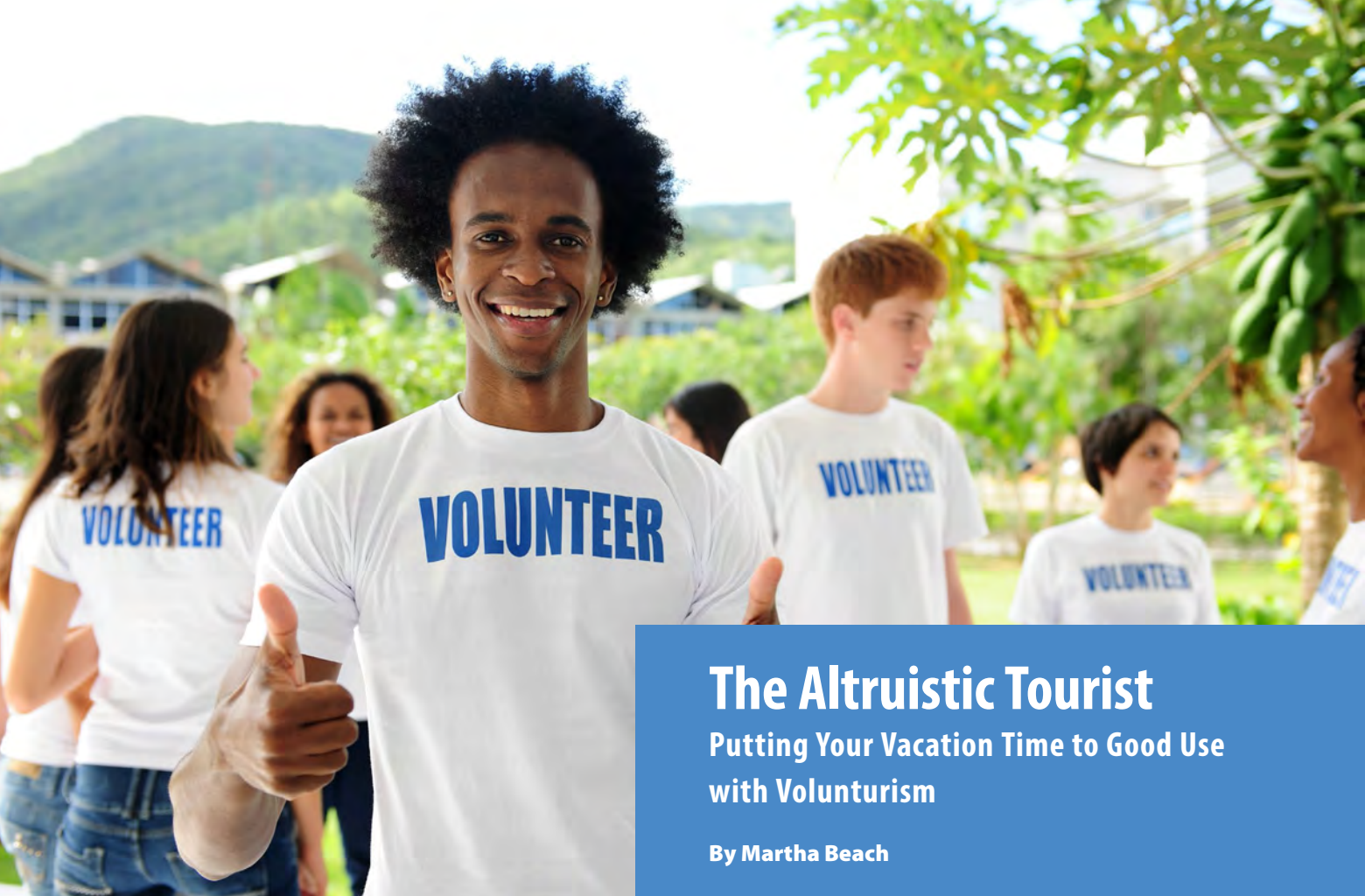
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## The Altruistic Tourist

Putting Your Vacation Time to Good Use  
with Volunturism

By Martha Beach

Imagine you are standing in the hot sun on an exotic holiday wearing shorts and sandals. The sky is blue, the grass is green, and you're looking forward to an evening bike ride. Now imagine you feel absolutely energized as you push a wheelbarrow filled with bricks across a dirt yard to help finish the wall of a house. For some vacationers, the first part sounds like the perfect holiday. For others, it's the second half of that image that is an ideal way to spend their free time.

Volunteer travelling—dubbed *voluntourism*—has become very popular in the last 25 years. Voluntourists range in age from teens to 70s and their personal reasons for participation vary widely. They want to travel, learn, and experience community in a way that typical on-and-off-the-bus tourists would not. Through fundraising or out-of-pocket payment, voluntourists spend their vacation time visiting developing countries to help teach orphans, build houses, or take blood pressure.

No matter the task, voluntourists break from routine, see the world, and learn about themselves and their community. Sean and Gwen Pennylegion took a month out of their yearly three-month cycling vacation last winter to volunteer at an English school in Siem Reap,

Cambodia. They're no strangers to volunteering at home in Haliburton, Ontario, and they knew they wanted to try it abroad. "The first time we rode out there just to have a look at the orphanage, I went through those little concrete pillar gates and I knew as soon as I saw the looks on these kids' faces that I was supposed to be there," says Sean Pennylegion.

Finding that sense of purpose starts with research, and talking to people is a great way to get started. "We all have so many contacts that we develop through our lives," says Anne Lindsay, a Toronto-based violinist and music teacher who volunteered at Majengo orphanage in Tanzania this past winter. Lindsay had the perfect contact (her neighbour and the orphanage's founder, Lynn Connell) to help her get started so she could travel alone. "It's just wonderful to have that personal foot-in-the door introduction. But if you can't think of anybody there are other groups you can go to."

Volunteering with a well-researched group is one way to ensure your money and time are going to something in which you believe. Organizations like Free the Children and Habitat for Humanity are known for reputable, volunteer work worldwide. But newer organizations

choose small ways to make a big difference. Laurie Myles is one of three co-founders of Give Get Go, which focuses on building. "It's something that is sustainable. You build something and it's there for tens of dozens of years," says Myles. They conduct the build in a way that fits the community. "It doesn't take over the jobs. Often, it's a boost to the build to move it along," Myles says. Give Get Go volunteers will do whatever the local skilled labour can't do, like hauling dirt, hammering nails, making lunch, or carrying water. In most cases, everybody works at their own level. "We had a 73-year-old lady on our last trip. She did what she could do. She would help prepare lunch and carry water," says Myles.



Photo Credit: English school in Siem Reap, Cambodia by Sean Pennylegion.

In 2009, Hillary Brown travelled with her parents and local church group (with adults of various ages) to Uganda to build a school's extension. Her father Tom, a cardiovascular nurse near London, Ontario, prefers travelling with an organized group and has since been on two other trips to Haiti as part of a medical team. "You don't have to think about it. Accommodations and travel are planned. It's just so easy," he says. Hillary also felt at ease on her 2009 trip. "It was exceptionally well-organized. The house had a wall surrounding the property, as well as an armed guard on duty," she says. "Except for the occasional loss of hot water, we felt quite at home. The only downside was the rooster that insisted on waking up the whole house at four in the morning."

Some organizations provide more rest than others. Give Get Go offers a recreation period at the end of the build. "It's actually the motivation to get more people to go if they know there's something great to do afterwards as a

reward," says Myles. "If you're in Africa there's no way you don't want to go see the big five animals." Throughout the build there are also cultural activities, like visits to an orphanage or organized bike rides.

Lindsay's goal was to really be involved in the culture and to experience the real community. "I did not just be a voyeur looking in," she says. "Every day I was talking with local people, whether they were teachers at the school or the nurse coming in. In fact, the nurse invited me to her retirement ceremony. It was a big social event in the village. I was able to see how they celebrate a notable person in the community."

The work, the accomplishment, and the community experience are top notch. Accommodations, on the other hand, are not always spectacular, especially for the lone traveller paying their own expenses. Lindsay's hotel was the most rustic part of her trip in Tanzania. The power went out quite often and with it went the running water. "Most of the toilets were squat toilets. They're pretty stinky," Lindsay says. But she adapted. "You just learn to hold your breath."



Often, human comforts are not the only worry. Depending on the destination, illness and safety are the greatest concerns. Pennylegion's greatest worry was about safety—not his own, but the safety of the children. "There was no police check and we were never expected to demonstrate our English proficiency," says Pennylegion. "The kids are just so sweet and so innocent and so keen and so giving. They deserve to have volunteers who have the same kind of approach." Pennylegion did his own research to find the school.

Research is extremely important. Call organizations



and look up testimonials to find out all you can about what exactly you will be doing, where you'll be staying, and (when travelling with a group) if you agree with the organization's methods and ideologies. Voluntourism is not the best option for everyone, and some people disagree with this method of outreach. Do your research to avoid any upsets.

Daniel Claret did not do as much research as he should have. The Toronto-based chef wanted to make a real impact as part of a medical team touring Africa. "In the beginning it sounded so good and interesting, but now I look back and I don't think I made an impact," he says. The organization he travelled with spent a lot of energy on short-term solutions and medication. "The problems don't need medication, they need prevention." Claret did not find out this was the case until it was too late. "I spent a lot of money and I spent all of my time working—sometimes from six thirty in the morning until 10 or 11 at night. We were there two months and we made no difference," he says. "I was expecting more of a passing on of knowledge," but those expectations were not met.

The Pennylegions expected to be teachers' helpers, but this wasn't the case. "When we arrived we were essentially handed these classrooms with big smiles. The teachers became students immediately," says Pennylegion. "They were just like sponges. There was no screwing around. Had I asked everybody to stand on their head they would have done it."

Despite this surprising amount of responsibility, the Pennylegions loved every moment. "We had a wonderful time. It was exhausting," he says. "It exceeded any expectations that I had." They are already planning on returning next winter.

Whether you return from voluntourism with a horror story or tales of wonder, you will most certainly bring home a different outlook on life. "We were warned that we could have a bit of depression or guilt when we got home," says Tom Brown. That warning came before his first trip with Hillary to Uganda. "We are very blessed and we take it for granted a lot of the time. It grounds you and it makes you rearrange your priorities."

Lindsay also felt things shift. "I really had this incredible awakening of social consciousness, of wanting to be active not just in international communities but even more active in my community," she says. "I'd gone all the way across the world to engage in and contribute to this community there. But then I came back here and was walking up the street and I thought 'Wow, there are a lot of ways here I can be involved.'"

"They will find their own strengths, their own ways in which they would like to contribute," says Myles. "Often you have to sit with the experience for a while. It gets you so deeply you need to let it sit with yourself and figure out how you want to contribute in the future."

You don't need to travel half way around the world to make a difference. There are voluntourism options in Canada and there are numerous ways to make a difference in your community. Do a bit of research. Talk to your neighbours. You may not need to travel farther than a few kilometers to explore a community, learn something new, and make a difference.

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

## ORGANIZATIONS THAT CAN HELP YOU VOLUNTOUR LOCALLY AND ABROAD

Give Get Go (Toronto-based)

[www.givegetgo.ca](http://www.givegetgo.ca)

Habitat for Humanity (Local and worldwide)

[www.habitatglobalvillage.ca](http://www.habitatglobalvillage.ca)

Projects Abroad

[www.projects-abroad.ca/projects](http://www.projects-abroad.ca/projects)

Me to We (Youth-oriented, local and worldwide opportunities)

[www.metowe.com/volunteer-travel](http://www.metowe.com/volunteer-travel)

Uniterra

[www.uniterra.ca/become-an-international-volunteer](http://www.uniterra.ca/become-an-international-volunteer)

Cadip

[www.cadip.org/work.htm](http://www.cadip.org/work.htm)

Mission to Haiti Canada (Religious affiliations)

[www.mthcanada.org/MTHC/faqs](http://www.mthcanada.org/MTHC/faqs)

Free the Children (This has family-volunteer options)

[www.freethechildren.com/get-involved/we-school/volunteer-overseas-at-an-ftc-location](http://www.freethechildren.com/get-involved/we-school/volunteer-overseas-at-an-ftc-location)



# CURRICULA

**FOR GRADES**  
6 TO 9

## THE SHADOWED ROAD: DEMOCRACY

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.

This is only an excerpt. To read the full lesson plan or to learn more, please visit [www.theshadowedroad.com](http://www.theshadowedroad.com).

### LESSON ONE: GLOBAL CITIZENSHIP

#### Key Concepts

Students will explore the concept of the right to a basic education for both boys and girls.

#### Subject

Democracy in Ethiopia

#### Duration

Two to four classroom periods, 80-minute sessions (plus time allotted for homework)

#### Curriculum Links

Social Studies, World History, World Geography

#### Materials Required

Internet access

Graphic novel, *The Shadowed Road*

Paper and writing materials

Sample timeline



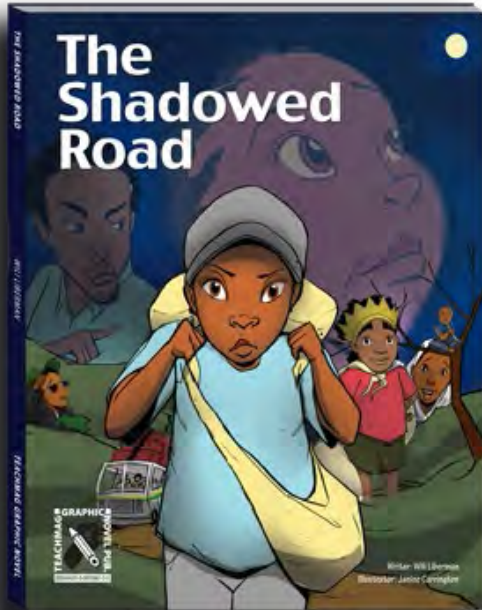
## Introduction

Students will briefly examine the history of democracy in Canada to set the context for their research into the same for Ethiopia. As they read the story of Selome Fekadu in the online graphic novel, students will explore the evolution of democracy and democratic principles in Ethiopia. They will examine its past, when repressive Marxist-Leninist forces ruled the country for decades, and compare it to the present, as it enters a more democratic stage. Although the government in Ethiopia has a long way to go, it has also come a long way as well.

## Expectations/Outcomes

Students will:

- Describe the purposes, function, powers and decision-making processes of Canadian governments;
- Demonstrate an awareness of the principles and actions of just, pluralistic, and democratic societies;
- Compare democracy in Ethiopia with democracy in Canada;
- And practice speaking effectively to the whole class in order to transmit thoughts and conclusions.



*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](http://www.theshadowedroad.com)

## Background

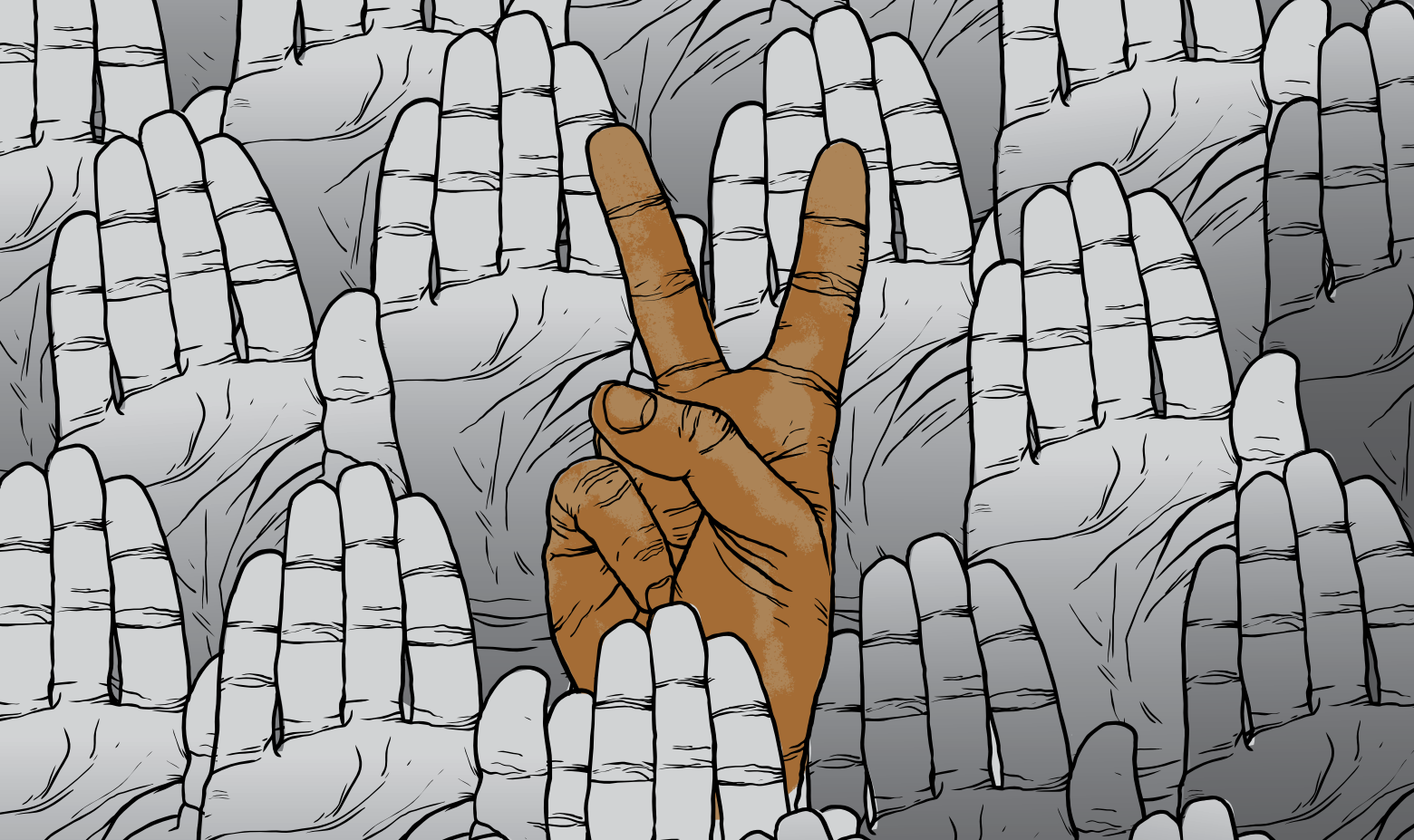
For centuries, Ethiopia had been ruled by emperors. Emperor Haile Selassie ruled from 1930 until 1974 (except for a 5-year period when the country came under Italian rule). He was the last emperor to rule Ethiopia.

In 1974, the Marxist junta known as the Derg, led by Mengistu Haile Mariam, took over the government in a military coup. The monarchy was abolished. The military regime, supported by the Soviet Union, executed and imprisoned tens of thousands of its opponents without trial. Civil war erupted in Ethiopia, along with constant conflict with separatist guerilla movements. Productivity fell. Drought and famine hit in the mid-1980s.

In 1987, the nation officially became the People's Democratic Republic of Ethiopia (PDRE) under a civilian government guided by a vanguard Marxist-Leninist party and regime. The constitution contained provisions to protect the rights of citizens but much remained unchanged. For example, Ethiopians had "elected" the National Shengo (National Assembly), to parliament, but many key posts, including the Presidency, were retained by former leaders.

In 1991, this government (PDRE) was ousted by a coalition of rebel forces--the Ethiopian People's Revolutionary Democratic Front. A transitional government was put in place. In 1994, the Constitution of the Federal Democratic Republic of Ethiopia was proclaimed. It formed a judicial system, as well as a federation of nine states with a bicameral parliamentary system. There are two federal chambers: the House of Peoples' Representatives (HPR) and the House of the Federation (HF). There are 547 seats in the HPR and the Prime Minister is elected from among the HPR members. The government is formed by the political party (or parties) that makes up a majority in the HPR. There are 110 seats in the HF. Members are chosen by their respective Regional Councils. These two chambers combine to choose the President of the Federation, who is Head of State and has mainly honorary powers.

There were general elections in 2000 and 2005. In both elections, the Ethiopian People's Revolutionary Democratic Front and Prime Minister Meles Zenawi claimed victory. After the 2005 elections, there were allegations of irregularities igniting widespread protests. Zenawi declared a state of emergency. In the following months, the government was accused of killing nearly 200 protesters. Thirty thousand others were imprisoned. The EU Election Observation Mission concluded that the 2005 elections did not meet international standards for genuine democratic elections, despite unprecedented competition and the massive turnout of the people.



Another general election was planned for 2010. The Fund for Peace website advises: "Ethiopia has had difficulty shaking its past history of repressive governments. The first democratically elected government has held a tight grip on power through violence, intimidation, arresting opposition voices, censoring independent media, and restricting human rights monitoring by foreign groups. ...The 2010 elections will be critical. The current government must allow opposition parties to run a fair campaign and hold a free election, or there will be a high probability of unrest."

### Teacher-Led Discussion

Have a general discussion about different systems of government. List the various political systems with which the students are familiar (dictatorship, monarchy, democracy), and compare them. Introduce and explain Marxist-Leninism. (Students will learn that Ethiopia was governed as a Marxist-Leninist state.)

Review democracy and post a definition of it on the board. Review the principles and actions of just, pluralistic, and democratic societies. In particular, discuss the Canadian system of government, including the purposes, function, powers and decision-making processes of Canadian governments.

Tell students they will be creating a Timeline to Democracy to help them examine the evolution of democracy and democratic principles in Ethiopia.

Sample definition of democracy for grade nine students:

Democracy is a system of government with four key elements:

1. A political system for choosing and replacing the government through free and fair elections.
2. The active participation of the people, as citizens, in politics and civic life.
3. Protection of the human rights of all citizens.
4. A rule of law, in which the laws and procedures apply equally to all citizens. [1]

When you gather again as a class, have the students share their answers, and make a list of responses on the board. Help them to make specific and general comparisons of how education in Ethiopia compares to education in Canada. Make sure the students understand that there are many places in the world where children do not necessarily have access to education.

The challenges of Ethiopia are not unique. Problem-solving about issues in one country can mean answers for many countries.

### Optional Extension Activities

Have pairs of students imagine they are candidates running in an election in Ethiopia on the platform of increasing democratic change. Have them create a poster to communicate their democratic goals to their audience, the potential voters. Challenge them to think about how they might communicate their goals to voters who are illiterate.





# CURRICULA

## ANNÉES :

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

## LE CHEMIN ET SES OMBRES : LA DÉMOCRATIE

« La démocratie est non seulement une fin en soi ; elle contribue aussi dans une grande mesure au progrès économique et social, à la paix et à la sécurité internationales, ainsi qu'au respect des libertés et droits fondamentaux. » Ban Ki Moon, secrétaire général de l'ONU, a souligné l'importance de ces propos en ajoutant que la responsabilité de l'évolution vers la démocratie incombait autant aux sociétés nationales qu'à la communauté internationale. L'édification d'institutions, la tenue d'élections, le respect de la loi et le renforcement de la société civile sont essentiels pour rétablir des démocraties ou en fonder de nouvelles, pour préserver les démocraties fragiles et améliorer la qualité des démocraties établies de longue date.

En tant que Canadiens, nous devons continuer à nous intéresser aux principes et valeurs démocratiques. « Si nous prenons pour principe que la démocratie est en progrès continu –même dans des pays tels que le Canada–, nous comprendrons mieux que l'évolution vers la démocratie constitue un champ d'activité complexe. Comme la démocratie elle-même, il y a toujours place pour le progrès dans l'évolution vers la démocratie. » En tant que citoyens du monde, nous devons aussi nous préoccuper des principes et des valeurs démocratiques : « la démocratie, le renforcement et le respect de tous les droits de la personne et des libertés fondamentales sont interdépendants et se renforcent mutuellement ».

Le texte ci-dessous n'est qu'un extrait. Pour voir le plan complet ou obtenir de plus amples renseignements, visitez le [www.theshadowedroad.com/fre](http://www.theshadowedroad.com/fre)

## LEÇON 1 : L'ÉDUCATION DE BASE

### Concepts clés et Sujets de discussion

Les élèves étudieront le concept de démocratie, en particulier la lutte pour la démocratie en Éthiopie

### Sujet

La démocratie en Éthiopie

### Durée

Un session de cours

### Liens avec les programmes scolaires

Sciences sociales, histoire mondiale et géographie mondiale

## Matériel requis

des ordinateurs avec accès à Internet  
la bande dessinée : *Le Chemin et ses ombres*  
du papier et de quoi écrire  
un exemple de tableau chronologique

## Introduction

Les élèves parcourront l'histoire de la démocratie au Canada comme arrière-plan à leur recherche sur le même sujet en Éthiopie. En lisant l'histoire de Selome Fekadu dans la bande dessinée en ligne, ils découvriront l'évolution de la démocratie et des principes démocratiques en Éthiopie. Ils étudieront son passé, lorsque des forces de répression marxistes léninistes dominaient le pays pendant des décennies ; ils compareront cette période avec le présent, alors que le pays accède à une période plus démocratique. Même si le gouvernement de l'Éthiopie a encore beaucoup de chemin à faire, il a déjà fait beaucoup de progrès.

## Attentes/Résultats

Les élèves devront :

- Décrire les buts, fonctions, pouvoirs et processus de prise de décision des gouvernements canadiens ;
- Montrer qu'ils comprennent les principes et les actions des sociétés justes, pluralistes et démocratiques ;
- Comparer la démocratie en Éthiopie et au Canada ; enfin,
- S'exercer à s'adresser efficacement à toute la classe pour pouvoir transmettre des pensées et des conclusions.



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

## Contexte

Pendant des siècles, des empereurs ont régné sur l'Éthiopie. L'empereur Haile Selassie a régné de 1930 à 1974 (sauf pendant une période de cinq ans où le pays a vécu sous un régime italien). Il fut le dernier empereur d'Éthiopie.

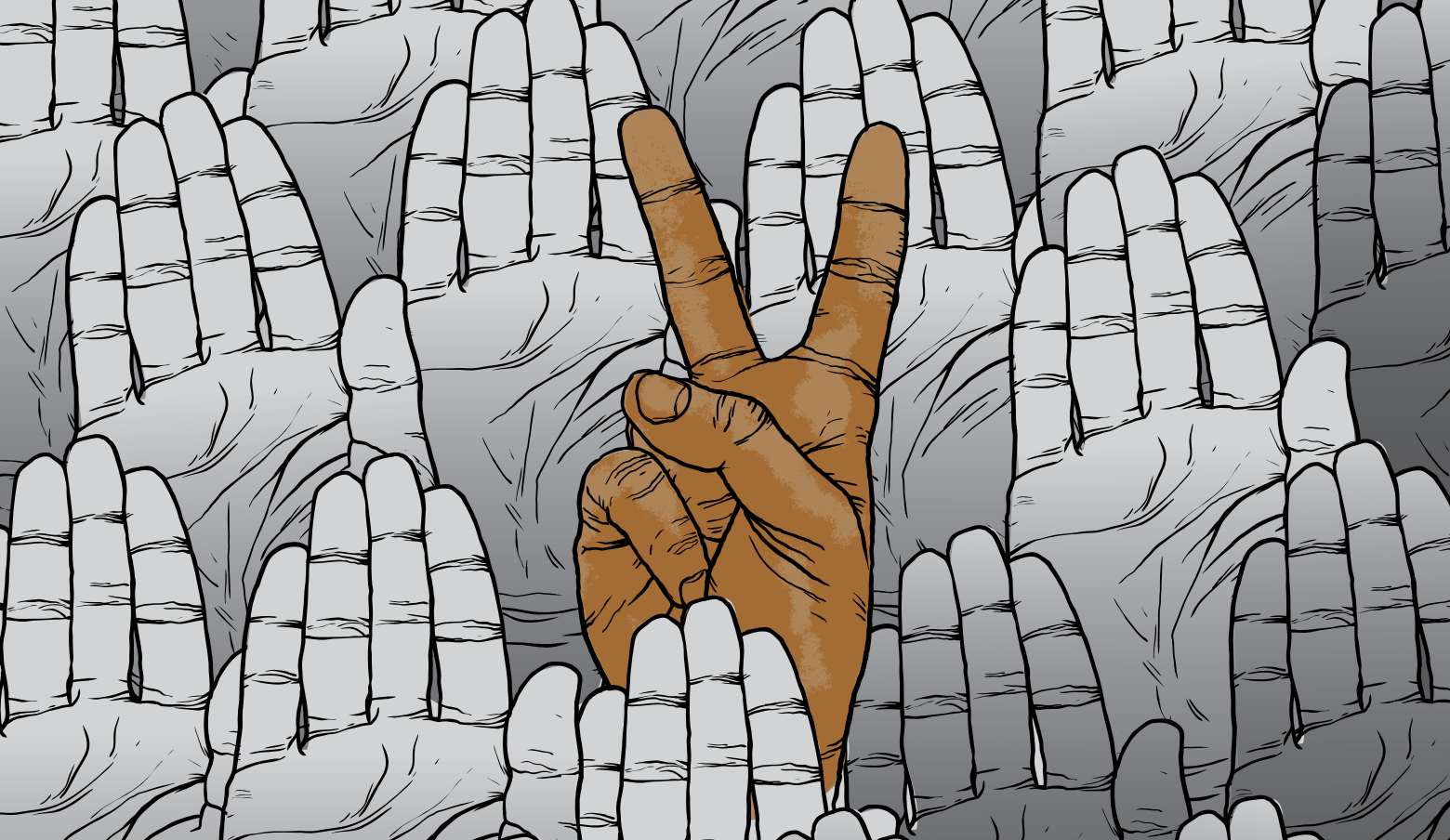
En 1974, la junte marxiste, la Derg, avec à sa tête Mengistu Haile Mariam, a monté un coup d'État militaire et s'est emparée du gouvernement. La monarchie a été abolie. Sans aucune forme de procès, le régime militaire, soutenu par l'Union soviétique, a exécuté et emprisonné des milliers de ses adversaires. La guerre civile a éclaté en Éthiopie, en proie à une lutte incessante avec des mouvements de guérilla séparatistes. La productivité a baissé. Au milieu des années 80, la sécheresse et la famine ont sévi.

En 1987, la nation est devenue officiellement la People's Democratic Republic of Ethiopia (PRDE), placée sous un gouvernement civil guidé par un parti et un régime marxistes léninistes avant-gardistes. Même si la constitution contenait des dispositions pour protéger les droits des citoyens, pas grand' chose n'a vraiment changé. Par exemple, alors que les Éthiopiens avaient soi-disant « élu » la National Shengo (l'Assemblée nationale) et un parlement, en fait, de nombreux postes clés, dont celui du Président, sont restés entre les mains des anciens dirigeants.

En 1991, le gouvernement a été renversé par une coalition des forces rebelles, The Ethiopian People's Revolutionary Democratic Front. Un gouvernement transitoire a été mis en place. En 1994, on a proclamé la Constitution of the Federal Democratic Republic of Ethiopia. Elle a créé un système judiciaire et une fédération de neuf états avec un système parlementaire bicaméral. Il y a deux chambres fédérales : The House of Peoples' Representatives (HPR) et The House of Federation (HF). La HPR compte 547 sièges et le Premier ministre est élu parmi les membres de la HPR. Le parti ou les partis politiques qui constituent la majorité dans cette chambre forment le gouvernement. Quant à la HF, elle se compose de 110 sièges. Les membres en sont choisis par leurs propres conseils régionaux. Les deux chambres se réunissent pour choisir le Président de la Fédération, qui est le chef d'État et détient de nombreux pouvoirs honoraires.

Des élections générales ont eu lieu en 2000 et en 2005. Après les deux élections, le Ethiopian People's Revolutionary Democratic Front et le Premier ministre Meles Zenawi ont tous les deux revendiqué la victoire. Après les élections de 2005, il y a eu des allégations d'irrégularités et de nombreuses manifestations ont eu lieu. Zenawi a alors proclamé un état d'urgence. Au cours des mois suivants, le gouvernement a été accusé d'avoir tué près de 200 protestataires. On a emprisonné 30 000 autres personnes. La mission d'observation électorale de l'Union européenne a conclu que les élections de 2005 n'avaient





pas respecté les normes internationales d'élections vraiment démocratiques, malgré une lutte âprement disputée et sans précédent et malgré l'énorme nombre d'électeurs qui y avaient participé.

Une autre élection est prévue en 2010. Selon le site web The Fund for Peace : « L'Éthiopie a eu du mal à secouer son passé de gouvernements répressifs. Le premier gouvernement élu démocratiquement a contrôlé le pouvoir par la violence et l'intimidation, en appréhendant les voix de l'opposition, en censurant les médias indépendants et en limitant la surveillance du respect des droits de la personne par des groupes étrangers. Les élections de 2010 seront d'une importance critique. Le gouvernement actuel doit permettre aux partis d'opposition de mener une campagne équitable et de tenir des élections libres, sinon il y aura de fortes chances de manifestations. »

### Discussion guidée par l'enseignant/e

Lancez une discussion générale sur les divers systèmes de gouvernement. Faites la liste des divers systèmes politiques connus des élèves (dictature, monarchie, démocratie) et comparez-les. Présentez et expliquez le marxisme-léninisme. (Les élèves apprendront que l'Éthiopie a été gouvernée comme un état marxiste-léniniste.)

Revoyez le concept de démocratie et inscrivez-en une définition au tableau. Révisez les principes et les actions des sociétés justes, pluralistes et démocratiques. En particulier, discutez du système de gouvernement canadien, y compris les buts,

fonctions, pouvoirs et processus de prise de décision des gouvernements canadiens.

Dites aux élèves qu'ils créeront un Tableau chronologique de la démocratie pour les aider à étudier l'évolution de la démocratie et des principes démocratiques en Éthiopie.

Exemple de définition de la démocratie à l'intention des élèves de neuvième année :

La démocratie est un système de gouvernement composé de quatre éléments :

1. Un système politique permettant de choisir et de remplacer le gouvernement par le biais d'élections libres et équitables.
2. La participation active des gens, en tant que citoyens, à la politique et à la vie des citoyens.
3. La protection des droits de la personne de tous les citoyens.
4. Le respect de la loi, qui fait que les lois et la procédure s'appliquent également à tous les citoyens.

### Choix d'activités supplémentaires

Dites aux élèves, deux par deux, d'imaginer qu'ils sont candidats en Éthiopie lors d'une élection qui vise à accélérer l'évolution vers la démocratie. Faites-leur créer une affiche pour communiquer leur programme électoral à leur public, les électeurs potentiels. Mettez-les au défi de communiquer leurs objectifs à des électeurs qui ne savent ni lire ni écrire.



## Waste Management: Recycling

Environmental education has become an increasingly important part of the school curriculum and teachers need to find new and creative ways of implementing sustainability education within the social studies and science curricula. Taking trips out to local recycling plants, landfills, and environmental complexes provide students with first-hand knowledge on the importance and necessity of recycling, composting, and living sustainably.

### Peace Region Eco-Plant

[www.ecodepotrecycling.com/ecotour.html](http://www.ecodepotrecycling.com/ecotour.html)

In the Peace Region area of British Columbia, the Eco-Depot recycling centre for example, gives students a chance to see what goes on in the facility, and even participate in sorting plastics and tin, in the sorting room. Students can then see the finished results in the storage area. They also receive an information kit to take home with them at the end of the tour containing invaluable information on recycling at home, at school and at work.

### Materials Recovery Facility

[www.edmonton.ca/for-residents.aspx](http://www.edmonton.ca/for-residents.aspx)

(Click on 'Garbage & Recycling' then 'Tours and Presentations')



Students can go on a tour of the 6,000 square foot Materials Recovery Facility in Edmonton, Alberta where they will see one of the most advanced mixed materials recycling



Photo Credit: [www.edmonton.ca/for\\_residents/garbage\\_recycling/tours-and-presentations.aspx](http://www.edmonton.ca/for_residents/garbage_recycling/tours-and-presentations.aspx)



facilities in North America at work. Processing over 40,000 tons of materials every year, the MRF processes all types of recyclables from the city's Blue Bin, Blue Box, Blue Bag, and Recycling Depot programs and is a good place for students to learn about environmental initiatives in their city.

### **Peel Integrated Waste Management Facility**

[www.peelregion.ca/pw/waste/facilities/tours](http://www.peelregion.ca/pw/waste/facilities/tours)

The Peel Integrated Waste Management facility in Brampton, Ontario offers guided tours and experiential education programs for Grades 2 to 12. Students go through the



processing and waste transfer areas of the facility on the school bus and view the material recovery facility from the observation deck through real time cameras. The school programs offered are designed to compliment the Grade 5 and 7 curriculum as well as the curriculum for several high school courses, ranging from studying the life cycle of products to the impacts of purchasing habits.



Photo Credit: [www.peelregion.ca/pw/waste/facilities/tours/school.htm](http://www.peelregion.ca/pw/waste/facilities/tours/school.htm)

### **St. Michel Environmental Complex**

[www.tohu.ca/en](http://www.tohu.ca/en)

(Click on 'At La TOHU' then 'Activities')

The St. Michel Environmental Complex (CESM) in Montreal, Quebec is a truly unique experience in the world of sustainable living. Located within the parameters of TOHU, Quebec's circus city and headquarters of Cirque du Soleil, the CESM was built on top of a landfill and is powered entirely by the bio-gas emitted by the very waste upon which it was built. Tours of the complex are available and include a visit to the Montreal sorting facility, a history of the complex on an interactive screen, and (weather permitting) a panoramic view of the CESM.

### **Lunenburg Regional Community Recycling Centre**

[www.modl.ca/recycling\\_pages/schools.html](http://www.modl.ca/recycling_pages/schools.html)

On the east coast, the Lunenburg Regional Community Recycling Centre in Lunenburg, Nova Scotia, is Canada's first integrated solid waste management facility. Tours of the centre are offered to school groups and promote awareness and the importance of sustainable communities and proper waste management and recycling. In-class programs are also available, including presentations with Moby, a robot who is part of a province-wide initiative to promote waste reduction.



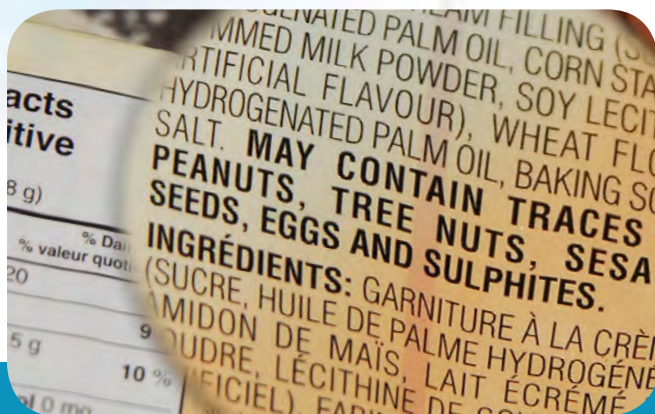
Or alternatively, contact your local city or town hall to inquire about their waste management system and its educational offerings.



# whyriskit.ca

Where Real Life and Allergies Collide

A website and resource for pre-teens, teens, and young adults at risk for anaphylaxis.



## REAL STORIES, REAL RISKS, REAL STRATEGIES

*Helping teens to live safely*

- Videos
- Podcasts
- E-Magazine "The Allergy Free Press"
- Management Strategies
- Monthly Polls
- Current News & Research
- Reaction Registry
- Support & Advice

Anaphylaxis Canada

Website is funded by a donation from TD Securities.



The following websites offer engaging lessons, games, quizzes, worksheets, and a variety of interactive tools for children to learn math, reading, and languages. There are guides and tips for teachers that add fun and excitement to lesson plans.



### The International Children's Digital Library

<http://en.childrenslibrary.org>

The International Children's Digital Library hosts hundreds of books

from all over the world and in many languages. The site itself is also available in multiple languages. The search functions are very child-friendly, with big picture buttons that allow readers to choose if they want fiction or non-fiction, length, types of characters, and even the colour of the cover. This is a solid resource for teaching children ranging from 3 to 13 years of age to read in another language, and access is unlimited and free.

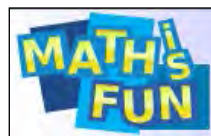
### Johnnie's Math Page

[www.jmathpage.com](http://www.jmathpage.com)

Johnnie's Math Page has math games and learning tools for elementary and middle school students. Everything



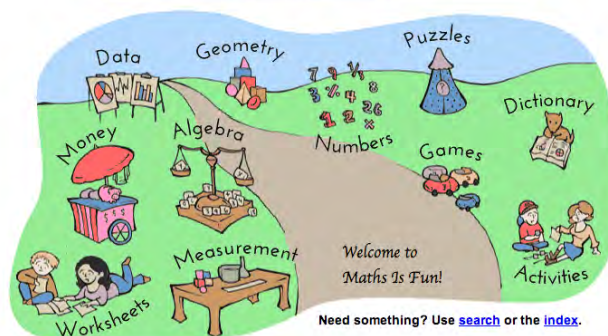
from counting to geometry, to statistics and probability can be found on this site. Various types of printable worksheets are also available for free on the page. The website offers a comprehensive list of links to various resources for teachers, including lesson plans and ideas for classroom activities.



### Math is Fun

[www.mathsisfun.com/index.htm](http://www.mathsisfun.com/index.htm)

Math is Fun provides lessons, games, and worksheets for kindergarten to high school level math. This site has been in operation for over a decade and is updated regularly. Lessons are



thorough and extensive, going beyond teaching concepts to include elements like teaching how to use drafting tools such as compasses and protractors. It also has a dictionary of math terms. Additionally, the website offers a list of activities that help teach math skills, including recipes with measurements and fractions and geometry-based art projects. Math is Fun also offers aids and suggestions for teachers to use in the classroom.



### Cool Math

[www.coolmath.com](http://www.coolmath.com)

Cool Math is a fun and bright site that provides help with math skills from elementary to high school levels. There are illustrated

lessons as well as various math games. Though focused on math, the site also covers science and technology, financial math for high school, and provides educational spelling and geography games. There is a page for teachers with tips and suggestions for activities in the classroom and various articles to help create an exciting classroom experience for children.



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their last ten years in sickness.  
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