

# TEACH

LE PROF

MAY/JUNE 2014 \$3.85

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

## CURRICULA

**13** THE RUPTURED SKY:  
The War of 1812  
Timelines and Key  
People

## FEATURES

**6** Transformational  
Learning: Exploring  
Virtual Worlds

**24** Power Recipes:  
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Into Your Classroom



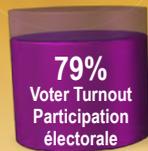
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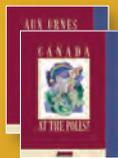
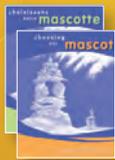
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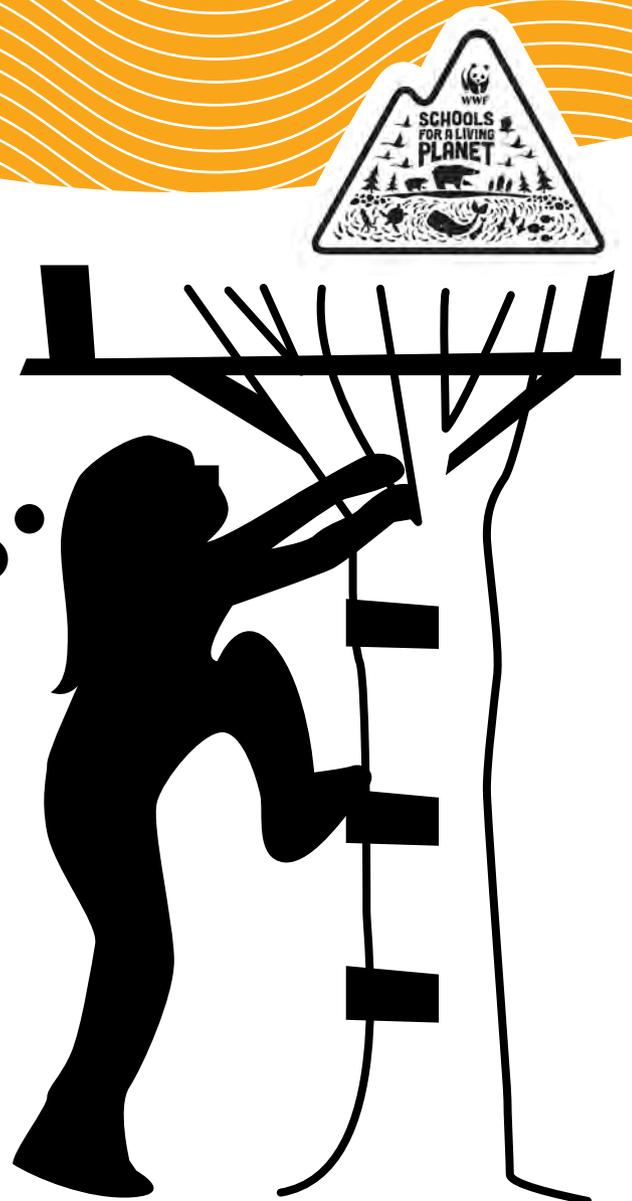
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# TEACH

M A G A Z I N E

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**W**elcome to the last issue of the 2013-14 academic year. It has been a quick year, as usual, with many fascinating developments and topics that have been explored. For your pleasure and of course, practical use, we present a number of articles and topics for you to read and hopefully, employ in your classrooms.

There is nothing new in hearing about obesity levels in children in this country. It is a known fact and of great concern. There are any number of remedies with most focusing on encouraging children to become more active and play outside as well as improving diet and nutrition. Easy to identify, more difficult to implement. Part of the root cause might be based on the relationship children have with food and in particular, cooking. Most children tend not to cook and haven't been exposed to cooking directly, apart from eating food that is made for them. In a feature article by Meagan Gillmore, we explore how schools are struggling with cooking programs—there is a range of issues, cost, safety, etc.—but that the benefits can be significant. As children and youth learn to cook their own food, the relationship changes and becomes more beneficial.

The other **Feature** article in this issue is written by online educator, Gord Holden, who is a bit of a pioneer when it comes to teaching kids directly through virtual environments. His students live and work in a world that raises the image of films like, Avatar, where exotic environments can be created and explored in an immersive way. For example, students created a virtual classroom, designing it themselves while Gord convenes 'classes' where discussions ensue and he can even play a video that students watch while participating online. Is this the future of education or 21st century education personified? Read on and find out.

In addition, we have a piece written by a teacher who uses YouTube videos from PBS—the U.S. public broadcaster—to teach Math to ESL and ELL students. **Webstuff** explores any number of travel and trip-related sites that dispense useful and practical tips and advice.

The **CURRICULA** section this issue is taken from our online, multi-platform project, The Ruptured Sky ([www.therupturedsky.com](http://www.therupturedsky.com)) that explores The War of 1812 from First Nations perspectives.

Enjoy the summer break. Well deserved, undoubtedly. See you in the fall.

Sincerely,

*Wili Liberman* | Publisher and Editor  
@teachmag



# Transformational Learning

## The Virtual Classroom Comes to Life

**By Gord Holden**

My journey in this field began in Vancouver 30 years ago, as an aid with Trainable Mentally Handicapped students. Designated as 'uneducable,' these students were relegated to gaining work experience. Noticing they easily recounted movie plots and the artists and lyrics of Top 40 songs on the radio, it occurred to me that the *real* handicap might be a teaching methodology that was incompatible with their learning styles. With a number of donated Apple GS computers and the help of a friendly programmer, some basic reading games were created. The students crowded around the computers to 'play' these games during their breaks. After 12 weeks the majority of the students were now reading primary books fluently. I was promptly given a leave of absence to enroll at Simon Fraser University to become a teacher.

After graduating from Simon Fraser's Professional Development Program, I built upon the insights that my former 'uneducable' students had taught me. My new grade 7 and 8 students fervently embraced 'The Kindergarten Principle' (keeping it fun). Classroom discipline and academic achievements were non-issues, as students enjoyed the opportunities they had to repeat activities and learn from their mistakes. Despite a dearth of worthwhile educational games, programs such as Logic eXtension Resources, motivated students to learn the facts, and commercial simulation software such as Caesar III, assisted them with developing critical thinking skills. No one was late to class and parents had to call me to tell sick students to stay home.

Then, seven years ago, a school downsizing provided me with the opportunity to transfer to a new school and teach Distance Learning. I had high hopes of learning more about exploiting students' access to the Internet through home computers. While this school was likely one of the most progressive in British Columbia, I found myself mailing boxes of textbooks and media disks to my students. While considerable portions of the curriculum were being digitized, this didn't change the fact that the learning was passive and didn't facilitate the immediacy of feedback or learning by mistakes. Worst of all, I missed the classroom's magic and the opportunities it provided for relationship and community. I found the lack of these attributes to be devastating when it came to the learning process. After a year, I went to the principal to share my resolve to find a way to address these issues and received her blessing to do so.

## So what are Interactive Virtual Learning Environments, and how do they foster transformational learning?

This brief video serves as an introduction:

<http://bit.ly/1oHvWr6>

Restoring both the immediacy of feedback and learning through failure was, well, child's play. I introduced some simulation games I'd used previously, as well as Thinking Worlds. In Thinking Worlds, students could enter a wide range of 3D virtual environments that contained a contextual match for the content being learned. Students were introduced to curriculum content through their interactions with various objects. I raised the 'pass' grade level to 90% and seldom got less than 95%. Parents began to notice that their child's increased engagement in learning was being accompanied by a similar rise in their grades across the curriculum, and in their confidence as learners. Even so, the critical thinking required by 'the game' didn't always take the content to higher levels of critical thinking. The 'presence' of a mentor relationship and/or learning community was still notably lacking. Elluminate, now known as Blackboard, was being used to provide a presence for instructional purposes and/or to 'touch base' with students, but it wasn't a true virtual classroom. So I searched for months for virtual environments that were rich in 3D graphics, but suited to





education like those my students were already familiar with such as, *World of Warcraft*, *Halo*, and many more. Dozens of candidates were screened before discovering the 'Holy Grail' of Virtual Learning Environments—*Quest Atlantis*. The program was created by Dr. Sasha Barab of the Learning Sciences Department in the Faculty of Education at Indiana University for classroom use. It remains the only virtual learning environment I've found that is educationally sound, works across platforms, is safe, appropriate, and of course—free. Here's a brief video explaining *Quest Atlantis*: <http://safeshare.tv/w/kamNGlylxj>. The curriculum is quest-based, ensconced in a brilliant backstory that brings students and teachers into a vibrant interactive learning community that's not only international in scope, but demands that students access authentic feedback from local experts. The hundreds of available quests carefully build students' academic skills, step-by-step, to help them develop personal solutions to challenging puzzles. The solutions possess intentionality (significance for the students); authenticity (the problems are both real and exist in contextually correct environments); and consequentiality (students get to experience the impact of their decisions).

My pilot program for *Quest Atlantis* was wildly successful and a new era of using 21st century technology for 21st century students began at our school. A student spokesperson had this to say: <http://safeshare.tv/w/qYXnWBeAzB>. Convinced of the efficacy of the program, I flew to Indiana University to take the course I needed to become a trainer. Here's some feedback from one of many classroom teachers I subsequently trained: <http://safeshare.tv/w/ilKKPISHLi>.

An unexpected outcome of using *Quest Atlantis* was

that the students engaged daily in carefully crafted lessons, evolving into co-educators, partnering up with me to enrich their learning experience. Having given them a blank virtual environment (in an *Active Worlds* universe for example, another virtual learning environment program), my grade 7 students engaged in project-based learning and rebuilt Mesopotamia, Egypt, Greece, and Rome, and embedded the educational content they were learning within these ancient builds. They rebuilt our brick and mortar school as a 3D school, complete with fully functional classrooms and multimedia centres where they could collaborate with me and their peers all from home. They also learned independently how to write simple

**An unexpected outcome of using *Quest Atlantis* was that the students engaged daily in carefully crafted lessons, evolving into co-educators, partnering up with me to enrich their learning experience.**

coding in order to animate and enrich features in their virtual environment. The students produced such a high standard of work that we kept their creations for the next year's students to utilize.

My grade 6 students learned about the challenges of wildlife management and the food web by becoming wolves in Yellowstone National Park using the virtual



environment, WolfQuest. When I teased them at the conclusion of the unit that they were to bid the transplanted Canadian wolves goodbye, they confessed that they would be continuing on, using satellite technology to monitor the status of these wolves. Wolves they'd come to know by name. I was not surprised by their initiative, realizing by now that the genius of a student appears when they're engaged in things that matter to them.

Fast-forward to 2012 and the impact of virtual learning environments I witnessed in my career was not lost upon the visionary leadership of Heritage Christian Online School, my new school. The Superintendent, Greg Bitgood, had anticipated this kind of experiential learning and the Principal, Janet Rainbow hired me to grow an Immersive Technology (IMT) program at the school. Here's a summary of what happened in that first year: <http://safeshare.tv/w/EMOzmykYft>. Since this time, the IMT program now has online teachers trained to work with grade 5-7 students, completing the Prescribed Learning Outcomes for Language Arts, Science, Socials, and Career and Health. The Prescribed Learning Outcomes for Art 8 and Art 10 are met through classes where students meet together in 3D virtual environments to learn how to create and build in virtual worlds. We're enriching the Language Arts and Math curriculum with other 3D virtual platforms and now have entire campuses where hundreds of students can meet on both one-on-one basis with their teachers or in classes and large assemblies. To serve both Canadian and international schools, we're also beginning to build another parallel universe to the one we've already created in Quest Atlantis for students in grades 8-10.



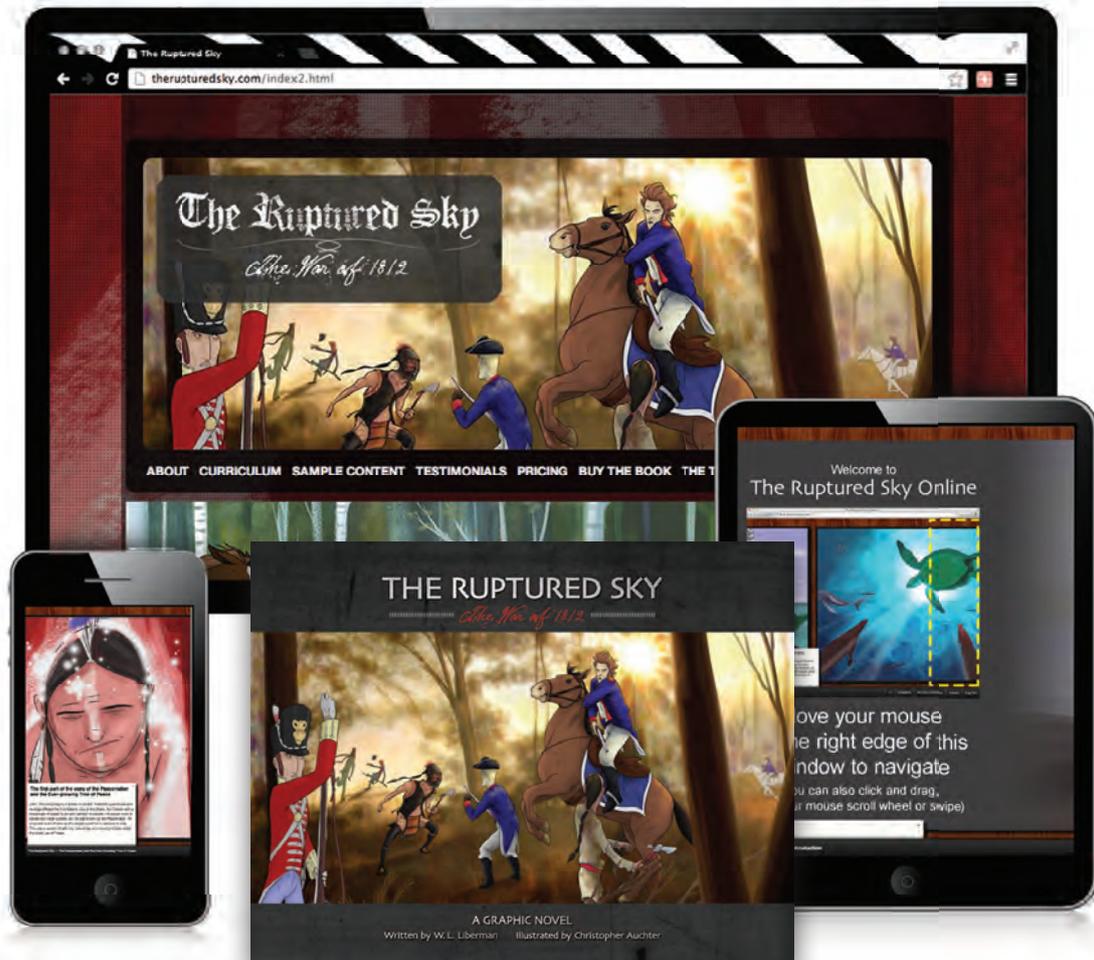
With new teachers trained to meet the growing number of students registering in our IMT program, I'm now free to work full-time on developing additional virtual learning environments and training teachers both inside and out of our school. Over the next few months we'll be continuing to support a Distance Learning school serving Francophone learners in Alberta, and begin training another that services First Nations communities. We'll also begin implementing planned collaborations with Ambrose University to assist with setting up a 3D virtual college and assisting them with the Professional Development they provide for a progressive school district in Alberta. What about you? Is it possible that your teaching practice and students could benefit from the use of a truly 21st century approach to learning? If so, contact me at [gholden@onlineschool.ca](mailto:gholden@onlineschool.ca).



**Gord Holden is an Immersive Technology Specialist and Heritage Christian Online School in Kelowna, British Columbia.**

Wolves in Yellowstone National Park virtual environment.  
(Source: WolfQuest)

# EDUCATORS LOVE THE RUPTURED SKY!



**The Ruptured Sky is a digital literacy title that explores the War of 1812 from First Nations perspectives. A great resource for teaching social studies, history, literacy, and First Nations curriculum.**

**SEE MORE INFO AT [THERUPTUREDSKY.COM](http://THERUPTUREDSKY.COM)**

## PBS Kids Math Club Building Confidence in ELLs

By Vanessa Pinto

While tutoring non-native English speakers, instructors are not only faced with the challenge of differentiating instruction for multiple subjects for students at all learning levels, but we also must master integrating social and cultural dynamics into our lessons. I am an ESL instructor to elementary and middle school students in Springs (East Hampton), New York and after school, I lead a tutoring program through the non-profit organization called Project Most. The organization strives to “build on the strengths of our children by providing a range of academic support, enrichment activities, and a positive social environment everyday, after school.”

The students in my tutoring program range from grades one through seven and classes are divided into two 90-minute sessions. My middle school group in particular, has a ratio of 6:1 in favour of females, mostly comprising students whose native languages are Spanish, Swedish, Chinese, or Vietnamese. Many of my students are English Language Learners (ELL) and have not had the same exposure to academic subjects as native English speakers. As a result, I spend much of the time working with them on their homework for core courses. Overall, Math and English/Language Arts have been their most challenging subjects.

Instead of being ‘lectured to’ in an after-school program, my students prefer learning in a laid-back environment, at their own pace, and through their peers. That’s why I have always strongly encouraged the idea of grouping students together for mentoring purposes, with one ‘expert’ group leader and the remaining three to four students as learners. I have also noticed there is a tendency for my students to leap towards the computer for homework assistance, no matter their native language.

With these two key learning preferences in mind, a student and I were browsing YouTube for simplified math tutorials one afternoon when we stumbled upon the PBS Kids Math Club—math tutorial videos geared toward teens. I knew they would be perfect for my students. The videos can be viewed for free on the PBS YouTube channel and feature a group of teens in a study group who hang out after school to learn and also do ‘teen’ things. They talk about pop culture topics to teach viewers Pre-Algebra. One video, for example, parodies the teen film, *Mean Girls*, where the rules of adding negative integers are explained

like the ‘rules’ of joining a high school clique. Another video demonstrates how to add and subtract big stacks of positive and negative numbers through a rap song. The pop culture references also help my ELL students learn about TV shows and characters to help them accustom to their new country.

The Math Club videos also include a quiz that allows viewers to practice what they’ve learned in each episode. A correct answer results in a link to a YouTube video and an incorrect answer leads to a video that will help them better understand the correct formula. The goal is to eventually answer all the problems correctly, while encouraging students through new and fun ways of learning. The free program from PBS was designed from the ground up for blended learning, using Common Core Standards, and focuses on the struggles that teens often experience with Math.

Since the videos are on YouTube, they are always an available resource. Students can bookmark, share, like and comment on them, as on any social media platform. Instead of having that feeling of being lectured to, students are introduced to new math concepts through common teen interests. The videos are reminiscent of ‘vlogs,’ or video blogs that are popular amongst many teens.

To create a balance between the video tutorials and person-to-person interaction, I initially encouraged my ELL students to create live versions of the videos. These students were ones who had already mastered the concepts or displayed proficiency in math. They used their favourite book or television characters as the central focus of their math problem story, modelling the PBS tutorials. They each shared their ‘real world’ math problems with one another, and allowed themselves to not only hone in on their math skills, but also practice their speaking, presentation, and listening skills.

For my students, not only are they faced with the challenge of mastering the English language, but also Math—an abstract and tricky language. The YouTube series is a brilliant way for students to use a universal, 21st Century tool to learn a complex and intimidating subject. These videos also allow the students to learn at their own pace. This method of learning reminds us as instructors, that taking a stress-free and enjoyable approach to learning is what garners full participation and appeal from our students of all levels and learning backgrounds.

Vanessa Pinto is New York State certified ESL teacher and tutor.

## First Nations Cultural Centres

Prepare your students for National Aboriginal Day on June 21 with a visit to a First Nations culture centre. Students will learn about the culture of Canada's various Aboriginal peoples. Many offer games, crafts, and outdoor activities—perfect for releasing some end-of-the-year energy. First Nations governments often operate the centres and may produce resources you can use in your classroom, or have staff that can come and speak to your students about topics like First Nations history or the legacy of residential schools.

### **Droulers-Tsiionhiakwatha Archaeological Site Interpretation Centre**

Saint-Anicet, QC

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

This full-scale replica of a 15th Century Iroquois village, 75 kilometres from Montreal, gives students the opportunity to immerse themselves in First Nations culture. In addition to guided tours of the village, visits may include lessons about First Nations legends and a game of lacrosse. The educational components are tailored to meet Quebec curriculum for First Nations studies taught in Grade 3 Society classes and high school Canadian History classes. Tours are typically booked a year in advance and are offered in both French and English. The Centre also offers an overnight program where students can stay in the longhouses. The site is usually open from April to October.

### **Glooscap Heritage Centre and Mi'kmaw Museum**

Millbrook, NS

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

This museum uses multimedia presentations, scavenger hunts, and exhibit tours to teach students about Mi'kmaw history and culture. Teachers can choose additional programming options, including drumming workshops, legend presentations, or specialized talks about specific First Nations issues. These can complement units about First Nations, Mi'kmaw, and Canadian history taught in Grades 5, 7, 10, and 11. Centre staff can also visit schools

to make presentations about Mi'kmaw culture and First Nations history.

### **Head-Smashed-In Buffalo Jump**

Fort Macleod, AB

[www.history.alberta.ca/headsmashedin/default.aspx](http://www.history.alberta.ca/headsmashedin/default.aspx)

For thousands of years, Blackfoot hunted buffalo in this area, 90 minutes south of Calgary. Now a UNESCO World Heritage Site, the Jump—a small, elevated landmass—provides students of all ages with opportunities to experience Blackfoot culture. A simulated dig allows them to make their own archaeological discoveries. They can learn about Blackfoot legends while making their own tipi. Students in Grade 4 or older can take guided tours of the trails and the Jump itself. The site also offers a kit teachers can rent for two weeks to teach students about the Blackfoot. Classroom videoconference presentations with site guides are also available.

### **Sainte-Marie Among the Hurons**

Midland, ON

[www.saintemarieamongthehurons.on.ca/sm/index.htm](http://www.saintemarieamongthehurons.on.ca/sm/index.htm)

Guided tours of this recreated French Catholic settlement teaches students about some of the earliest interactions between the Huron Wendat people and Europeans. For ten years, in the mid-1600s, French missionaries operated an independent settlement. Conflicts between different First Nations led to the site being abandoned and the Huron Wendat resettling in Quebec. Historical interpreters teach students about First Nations' customs and the missionaries' lifestyles. Programs are offered to students of all ages, but the tours particularly fit the Ontario curriculum for Grades 3, 6, and 7.

### **Squamish Lil'wat Cultural Centre**

Whistler, BC

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

Students have the unique opportunity to learn about both the Squamish and Lil'wat First Nations in one place, surrounded by Whistler's natural beauty. Trips include guided tours through displays, performances by traditional dancers, and craft-making workshops. The centre also provides educational kits teachers can rent or purchase to use in their classrooms.

[Continued on page 21](#)



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# CURRICULA

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**FOR GRADES**  
5 TO 6

The following is a lesson plan excerpt from *The Ruptured Sky*, a graphic novel and digital literacy title. To see the full lesson plan or to learn more, please visit [www.therupturedsky.com](http://www.therupturedsky.com).

## CURRICULUM LINKS

Language Arts  
Social Studies  
Visual Arts

## THE WAR OF 1812: TIMELINES AND KEY PEOPLE

*The Ruptured Sky* looks at the War of 1812 from a contemporary time frame. Two First Nations teenagers, Chris and Angie, are working on a school project about the war. Chris' grandfather, John Montour, figures that the teenagers might like to hear about the events of the war directly from a group of First Nations elders. As each of the elders relates part of the story of the War of 1812, the people, places, and events come to life. Chris and Angie experience the war through these important stories. They hear firsthand about the great Shawnee war chief, Tecumseh, the Mohawk War Chief, Joseph Brant and his protégé, John Norton to name some. They come to understand how important the role of First Nations warriors was in key battles such as the taking of Fort Detroit, Beaver Dams, and Queenston Heights. Chris and Angie learn this story of long ago is still evolving, that the events of history still resonate and influence events of today. In the end, the story is theirs to continue.

## Overview

Throughout this lesson package, students will explore “big ideas” in Early Canadian/Social Studies. They will continue to explore the graphic novel *The Ruptured Sky* and will continue to develop their current schema of Aboriginal People and Early Canada. Students will be introduced to a variety of new media materials regarding this topic, engage in critical thinking lessons, and finally, demonstrate their learning through performance tasks regarding the key timelines, and people in the War of 1812, from an Aboriginal perspective.

## Key Concepts

Students will explore the following concepts:

- Perspectives in the graphic novel
- The War of 1812 from the First Nation’s perspective
- Exploring new vocabulary and new concepts relating to the First Peoples of North America
- Developing a foundation for their future learning of the War of 1812, by examining key people, places, and events, in regards to Aboriginal People

Learning Skills:

- Critical thinking skills
- Analyzing texts
- Self-reflection of learning through journaling
- Summarizing important information
- Organizational skills through creating a timeline to depict important dates in history

## Time Required

Each lesson step may take one or two class periods, plus the performance task, for a total of ten lesson periods to complete this package, based on student needs.

## Lesson Steps

- Step One The War of 1812 Review
- Step Two Exploring literature and media on the War of 1812
- Step Three Aboriginal Perspectives on the War of 1812, and *The Ruptured Sky*
- Step Four Understanding Perspectives Through Art —The Creation Story
- Step Five Performance Task: Understanding the timeline

of the War of 1812, and Creating a Scrapbook of Key people and Alliances

*Performance Task:* Students will demonstrate their learning by creating a poster or mural to depict the various groups of people that participated in the battles described in the graphic novel.

## Blackline Masters

- #1 Know/Wonder/Learn Chart
- #2 Timeline Example
- #3 Criteria for Performance Task
- #4 Rubric: Performance Task
- #5 Rubric: Reflection Journals
- #6 Rubric: Persuasive Writing
- #7 Brainstorming Art Ideas

## Appendices

- Appendix I Teacher Checklist
- Appendix II Recommended Resources

## Materials Required

For Teachers:

- Appendix II, Recommended Resources
- Computer, document camera
- Chalkboard
- Chart paper, markers, tape
- Prepared student Black Line Masters

For Students:

- Student copy of *The Ruptured Sky*
- Student handouts (included)
- Access to a computer if possible
- Post It/Sticky notes
- Reflection journals
- Scrap booking materials (paper, glue, scissors, staples, etc.)
- See suggested Resource Appendix II

## CURRICULUM EXPECTATIONS

### Overall Curriculum Expectations

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

## Reading

### *Variety of Texts*

Read a variety of texts from diverse cultures, including literary texts (e.g., short stories, poetry, myths, culturally focused legends, plays, biographies, novels), graphic texts (e.g., graphic novels, hobby or sports magazines, advertisements, logos, atlases, graphic organizers, charts and tables), and informational texts (e.g., editorials, reports, biographies, textbooks and other non-fiction materials, print and online articles, personal electronic and online texts such as e-mails).

### *Comprehension Strategies*

Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts (e.g., activate prior knowledge through asking questions about or discussing a topic; develop mind maps to explore ideas; ask questions to focus reading; use visualization to clarify details of a character, scene, or concept in a text; make predictions about a text based on reasoning and related reading; reread to confirm or clarify meaning).

### *Demonstrating Understanding*

Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details (e.g., topic sentence and supporting points in paragraphs, reports, online and print newspaper articles, restaurant or cafeteria menus; theme and supporting plot details in short stories, myths, and fairy tales).

### *Point of View*

Identify the point of view presented in texts, ask questions to identify missing or possible alternative points of view, and suggest some possible alternative perspectives (e.g., ask why the perspective of certain characters in a story is not presented and include some missing voices in a dramatization of a text; with a partner, role-play an interview with a person who represents one of the missing voices).

## Writing

### *Research*

Gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources (e.g., interview people with knowledge of the topic; identify and use graphic and multimedia sources; keep a record of sources used and information gathered).

### *Form*

Write longer and more complex texts using a variety of forms (e.g., a biographical sketch, based on research; a report).

### *Point of View*

Identify their point of view and other possible points of view, and determine, when appropriate, if their own view is balanced and supported by evidence.

### *Producing Drafts*

Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions.

## Oral

### *Demonstrating Understanding*

Demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details (e.g., summarize an episode of a favourite television program for a small group; summarize the ideas in a book read aloud to the class).

### *Active Listening Strategies*

Demonstrate an understanding of appropriate listening behavior by adapting active listening strategies to suit a range of situations, including work in groups (e.g., ask questions to clarify understanding before responding; affirm and build on the ideas of others; summarize and respond constructively to ideas expressed by others; use brief vocal prompts to signal agreement or interest during conversations: Yes; say that again, Please; tell me more).

### *Making Inferences/Interpreting Texts*

Make inferences about oral texts using stated and implied ideas in the texts as evidence (e.g., ask questions to generate inferences about an oral text: What would happen if...? I wonder what was meant by...?).

## Media

### *Point of View*

Identify whose point of view is presented or reflected in a media text, ask questions to identify missing or alternative points of view, and, where appropriate.

## *Producing Media Texts*

Produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques.

## **Social Studies**

Context: Aboriginal Studies, First Nations People, Post-Contact, War of 1812

Use appropriate terminology: Aboriginal, First Nation, Métis, Inuit, Haudenosaunee, Anishnaabe, Iroquois Confederacy, Creation Story, Alliance, Crown.

Explain how differences between First Nation peoples and early European explorers led to conflicts between the two groups.

Express personal viewpoints, based on historical evidence, about the outcomes of early contact between First Nation peoples and early European explorers.

## *Mapping Skills*

Construct and read a variety of maps, graphs, diagrams, and/or models to display and interpret information for specific purposes.

Use media works, oral presentations, written notes and descriptions, drawings, tables, and graphs to explain topic of inquiry.

## **Visual Arts**

### *Creating*

Create two- and three-dimensional art works that express feelings and ideas inspired by their own and others' points of view.

### *Context*

Demonstrate an awareness of ways in which visual arts reflect the beliefs and traditions of a variety of peoples and of people in different times and places.

## **STEP TWO: THE WAR OF 1812 REVIEW**

### **Materials Required**

For Teachers:

- Appendix I — Teacher should establish the student checklist as an organizational assessment tool to record completion of student assignments
- Prepare student Black Line Master #1, 1 copy per student

For Students:

- BLM #1 Know-Wonder-Learn Chart
- Chalkboard
- Chart paper and markers
- Document camera, if possible

### **Teaching/Learning Strategies**

#### **Part A**

Establish Learning Goals with your students. Write the following learning goals on either chalkboard, on chart paper, or under the document camera, for students to see daily. Post them in the same spot, to use as anchor charts.

*Learning Goals: Today we are going to continue learning about the War of 1812 in North America. For the next little while we are going to try and understand the basics—the key people, places, and battles through the reading of the graphic novel, *The Ruptured Sky*. It was written so that students can understand the Aboriginal perspective in this war.*

#### **Part B**

Using the 5 W's (Who, What, When, Where, Why, and How), pose the following questions to the students to guide their thinking upon introducing this unit of study. Write them on the chalkboard, or view them on the document camera, and post as an anchor chart. Ask the students: *What do we already know about the War of 1812?* Once students have reviewed their previous brainstorming, and developed a clear understanding of these key questions, they will then be able to delve into more critical thinking and learning activities. *This is assessment FOR learning.* Have a brief discussion clarifying the following questions:

- WHAT were some of the issues that caused the War of 1812?
- HOW many battles took place during the War of 1812?

- WHERE did these battles take place?
- WHEN did these battles take place?
- There were several battles in the War of 1812, which ones were the most influential? WHY and how do you know?
- WHO were the key people involved in these battles?
- HOW and why did the war end?
- WHAT happened after the war?
- HOW does the war affect people today?
- WHAT were the Aboriginal Perspectives in this war?
- WHO were the Heroes?

### Part C

Divide the class into small *GRAFFITI* or *ROUND ROBIN* groups, (or a learning strategy of your choice). Students will complete the *Know-Wonder-Learn Charts*, using BLM #1 to guide their thinking. Have students then summarize their information, choose three speakers for their group, and have a spokesperson retell the Know, Wonder, Learn sections of their charts.

Hand out BLM #1, one copy per student. Students will complete the *Know-Wonder-Learn Charts*, (BLM #1) to guide their thinking.

Have students then summarize their information together and have a spokesperson from each group retell the information from their Know, Wonder, Learn charts.

Post the charts in the classroom, to make student thinking visible, and as evidence of student learning. This is assessment AS learning.

### Literacy Extension

Have students search a battle timeline on the internet, print off and share with peers.

## STEP TWO: EXPLORING LITERATURE AND MEDIA ON THE WAR OF 1812

### Materials Required

For Teachers:

- Prepare student reflection journals, one per student
- Computer, turned on, read to do an Internet search during lesson
- Chart paper, markers, tape

- Children's Book: *Western Hooves of Thunder* or a brief overview at [www.warof1812rph.com](http://www.warof1812rph.com)
- Media Clip from History.com: [www.history.com/topics/war-of-1812/videos#americans-and-british-face-off-in-war-of-1812](http://www.history.com/topics/war-of-1812/videos#americans-and-british-face-off-in-war-of-1812) (3 minutes)

For Students:

- Reflection journal
- Chalkboard
- Chart paper and markers
- Document camera

### Teaching/Learning Strategies

#### Part A

Establish Learning Goals: Today we are learning about different forms of literature and media clips on the War of 1812 that will help us understand the "big picture." We will also explore the perspective of the author of these resources.

Introduce students to literature on the War of 1812 with this Internet/book site, and the following media clip:

Children's Book: *Western Hooves of Thunder* or a brief overview at <http://www.warof1812rph.com>

Media Clip from History.com: [www.history.com/topics/war-of-1812/videos#americans-and-british-face-off-in-war-of-1812](http://www.history.com/topics/war-of-1812/videos#americans-and-british-face-off-in-war-of-1812) (3 minutes).

Ask the students if they are familiar with the term perspective

Ask a few students to give their perspective, or opinion of a food/book/movie they like. Ask them to talk about the food/book/movie/ they like, and why they have this perspective, or opinion.

Mention to students the perspectives of the literature or clips may vary because the authors may have different perspectives, or may have conducted different research to produce these materials. Hand out student reflection journals of your choice, and have students record their thinking during reading or watching the media clip. Have them write down/highlight any questions they may have. Have them write a one-page retell, sequencing the events of the clip to the best of their knowledge.

Now pose this question to students: What was missing from this clip? Discuss.

*Possible Answer:* The mention of Aboriginal People altogether. Aboriginal perspectives were not represented at all during this clip. Why do you think this is?

Discuss reasons why. (I.e., media does not have all the information; also discuss how stereotypes of Native people continue to exist in media because people do not have enough or accurate information for the topic they are reporting on.)

### Part B

Dispelling the Myth: Conduct a group lesson, using an IMAGE search engine to search the terms “Native American soldiers.” Look at and discuss the types of images you see.

Next, search the term “Native American warriors.” Notice the difference in images.

Ask the students what the differences in images are. What are the stereotypical images, and why do they exist? What might the Perspective of the artist of these images be? How do people form their opinions or perspectives?

### Part C

Pose this guiding question to the students:

Imagine you are recommending the website to another student, be sure it is age appropriate, easy to use, and informative for children.

Have students do an Internet search on The War of 1812. In their reflection journals, have students record three Internet websites/links they found, giving reasons for which sites they liked the most, and the ones they thought were the most age appropriate, and useful in finding out new information. When students are finished, have students share with you the top website/link of their choice. Record the student answers on chart paper. Post. Have students submit reflection journals to check for understanding. Provide descriptive feedback to students. This is assessment AS learning.

### Literacy Extension

In the student Reflection Journals, have students draw an image that they really like, and have them write a paragraph about why they connected with this image. Collage is acceptable.

### STEP THREE:

## ABORIGINAL PERSPECTIVES ON THE WAR OF 1812

### Materials Required

For Teachers:

- [www.youtube.com/watch?v=-vij6VJMOMo](http://www.youtube.com/watch?v=-vij6VJMOMo)
- Access to a computer, document camera
- Chalkboard, or chart paper, markers
- BLM #6, 1 per each student

For Students:

- Post-It/sticky notes
- Reflection Journals
- BLM #6, 1 per each student
- Copies of *The Ruptured Sky*

### Teaching/Learning Strategies

#### Part A

*Establish Learning Goals:* Today we are learning about the Aboriginal perspective, primarily the First Nation Perspective of some of the battles that took place during the War of 1812. As a class, we will review/read, *The Ruptured Sky*. Let’s start by reviewing some key words, so we truly understand their meaning.

Mention to students that, *The Ruptured Sky* is written from primarily a First Nation’s perspective. Introduce the words Aboriginal, First Nation, Métis, Inuit, and Haudensaunee and discuss their meaning, and perhaps their origin. Write these terms on an anchor chart and post in the classroom for students to refer to. Use Google to search origins of terms.

- Aboriginal refers to all of the First Nation, Métis Inuit people of North America
- First Nation refers to all of the Nations (formerly tribes) of North America, (which includes over 65 different languages) except the Métis and Inuit
- Métis refers to the people who are of First Nation and French Descent
- Inuit refers to people who speak Inuktitut and live in Arctic Canada
- Haudensaunee is a Mohawk word that means “The People of The Longhouse,” (which make up the Six Nations)

*Guided Discussion:* Refer to the following webpage for a look at the Aboriginal Languages in Canada. Mention to

students that different nations, live in different areas, and have different languages.

[www.salicslmc.ca/showpage.asp?file=langues\\_en\\_presence/langues\\_autoch/peuples\\_autoch&language=en&updatemenu=true](http://www.salicslmc.ca/showpage.asp?file=langues_en_presence/langues_autoch/peuples_autoch&language=en&updatemenu=true)

## Part B

Have students look at the text features of the graphic novel prior to reading. Review/read *The Ruptured Sky* aloud, using the document camera if desired, or have students read independently with a class set. Have students use Post-it/sticky notes, (or scrap paper) while reading the book, to mark/record questions. Then, in their Reflection Journals, have students create a point form list of five new things they learned from listening to/reading the story. Then, have the students write a paragraph/journal entry regarding questions they may have about the narrative, people, places, battles, etc.

## Part C

Write TECUMSEH'S PERSPECTIVE in a visible location to students. Play the following clip: [www.youtube.com/watch?v=-vij6VJMOMo](http://www.youtube.com/watch?v=-vij6VJMOMo)

Discuss with students, the Aboriginal perspectives in this clip, on the battles, the governments (including his own), and the issue of land.

*Language — Persuasive Writing:* Have the students write an opinion piece, from an Aboriginal perspective, in their reflection journals, about their opinions of the War of 1812 thus far. Review the Persuasive Writing Rubric (BLM #6) with students to highlight expectations. Have students submit journals. Provide written/descriptive feedback. This is assessment OF learning.

## Literacy Extension

Encourage students to use the Internet to search "Tecumseh and Aboriginal Perspectives in The War of 1812," and record notes/new learning in their Reflection Journals.

## STEP FOUR:

# UNDERSTANDING PERSPECTIVES THROUGH ART — THE CREATION STORY

## Materials Required

For Teachers:

- BLM#5 Rubric: Reflection Journal
- Access to a computer, chart paper, document camera, chalkboard
- Any art materials available
- "Aboriginal Flute Music" by David Maracle) Google search or purchase his CD)

For Students:

- Reflection Journals
- BLM #5 and BLM#7
- Copies of *The Ruptured Sky*
- Access to art materials of any kind, found objects from home

## Teaching/Learning Strategies

### Part A

Establish Learning Goals: Today we are learning more about worldview and perspectives of the Haudensaunee through a detailed look at *The Haudensaunee Creation Story*. (Haudensaunee is the Mohawk word for People of the Longhouse. The People of the Longhouse, also known as the Iroquois Confederacy is comprised of six nations, the Mohawk, The Cayuga, The Oneida, The Onondaga, The Seneca, and The Tuscarora). Then you will create a piece of art retelling your perception of *The Creation Story*. This is a time for you to express your ideas and your understanding of an Aboriginal perspective through art.

Return reflection journals to students. Allow a few minutes for students to read their feedback, and ask any questions.

Read *The Creation Story* in *The Ruptured Sky* aloud to the class. Allow students some talk time to discuss their art pieces, and allow them access to the Internet to brainstorm further ideas. Have students record their brainstorming ideas on BLM #7. Students might want to bring in objects from home to use in their artistic representations. There is no limit on size. This is completely a free composition and rendition lesson.

## Part B

Have students create an art piece of their choice that depicts their perception of The Creation Story.

Determine the length of time needed based on your student cohort. Float around the classroom assisting your students in creating or extending their ideas. Play "Aboriginal Flute Music" (David Maracle) to create ambiance during the art lesson.

## Literacy Extensions

Have students write a personal reflection in their Reflect Journals on the creation of their art piece.

Have a student find the flute music on the Internet to play during art, to create ambiance.

## STEP FIVE:

## PERFORMANCE TASK: UNDERSTANDING THE TIMELINE IN THE WAR OF 1812 CREATING A SCRAPBOOK OF KEY PEOPLE AND ALLIANCES

Students will demonstrate their learning by creating a timeline of key battles and a scrapbook of key people.

## Materials Required

For Teachers:

- Access to a computer, chart paper, document camera, chalkboard
- Timeline Handout BLM#2
- Performance Task Criteria (BLM #3)
- Rubric: Performance Task (BLM #4)
- Website: Timeline of War of 1812  
[www.warof1812.ca/1812events.htm](http://www.warof1812.ca/1812events.htm)

For Students:

- Reflection Journals
- Copies of The Ruptured Sky
- Timeline Handout (BLM#2)
- Scrap booking materials
- Performance Task Criteria (BLM #3)

## Teaching/Learning Strategies

### Part A

Establish Learning Goals: Today we are learning how to create a timeline as a group. A timeline shows us the important events on paper, in chronological order. We will use the website, <http://www.warof1812.ca/1812events.htm> and The Ruptured Sky text, to place the battles on our timeline. Each battle or important event will be on one page, and we will post the timeline on our classroom wall.

### Part B

Show the students BLM#2 as an example. Students will each complete one page to create one large timeline on the classroom wall. Look at the mentioned website, and assign each student an important event for them to create a timeline page independently. Students will be required to put the YEAR at the top of the page and the TITLE of the important event at the bottom of the page. They can draw, or use images from the Internet to illustrate their page. Students can do more than one, if they have time.

Here is a Critical Thinking discussion topic to be explored while students are working independently: Ask students to make connections from their initial opinions of war in their reflection journals, to the Aboriginal perspective of land and war from the narrative and their new learning. Record any key anecdotal observations.

Post the timeline around the room, and have each student share a 30 second synopsis of the key people and place of the event if applicable. Record any key anecdotal observations and provide descriptive feedback during student work time. This is assessment AS learning.

### Part C

Discuss the term alliance, or allies. Why did Aboriginal people make alliances with the British Crown? (Crown, meaning the British Government- The Queen.) Have a group discussion and create a paragraph with the students, answering this question. Record the paragraph on chart paper, and keep this chart posted in the classroom. (Evidence of student learning – Making Thinking Visible).

**Part D**

With the students, review the Performance Task Criteria — Creating a Scrapbook (BLM#3) with the students, and the Performance Task Rubric (BLM#4).

Provide the students with materials and support, and allow three to four periods for the completion of this assignment. Assessment OF Learning will be completed using BLM #4. Assign as homework if project is incomplete.

**Literacy Extensions**

Optional extensions for students include:

- Creating the timeline or scrapbook through a multi-media presentation forum.
- Writing letters/memoires to family members as participants of the war, primarily from an Aboriginal Perspective to include in the scrapbook.
- Researching 18th century poetry, and writing poetry representing this era through the use of form, style and voice

Continued from page 12

**Wanuskewin Heritage Park**

Saskatoon, SK

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

This is the longest-running active archaeological site in Canada and provides a rare look into how Northern Plains Indigenous peoples lived. Student visitors learn how bison were hunted and their parts processed to make tools and glue. While hiking the park’s 360 acres of trails, they learn about First Nations’ medicine and history. They can also make their own bannock and tipis. Programs meet provincial curriculum guidelines in subjects like science, social studies, and health. Spots fill quickly, especially during spring. Teachers are encouraged to book their trips early or consider winter programming options.

**Woodland Cultural Centre**

Brantford, ON

[www.woodland-centre.on.ca](http://www.woodland-centre.on.ca)

This Centre and art gallery, located about one hour west of Toronto, offers students multiple ways to learn about First Nations in Southern Ontario. There are guided museum tours, traditional dance performances, educational scavenger hunts, and craft workshops. Educational

**Culminating Activity Options**

A culminating activity is a celebration of learning as opposed to a performance task, which assesses and evaluates student performance.

Have a Storytelling Café with peers in class, bring tea and cookies, and have students listen to each other’s creative process in the making of their art piece for their artistic rendition of the creation story. Play the flute music in the background.

Listen to 18th century poetry that students researched if a student completed the Literacy Extension option. evaluates student performance.

Display murals or posters in the school halls or library. Write a poem to accompany the poster.

programs are tailored for all grade levels, with some trips specifically designed to meet specific Native Studies curriculum expectations. Workshops about the history of the Six Nations of the Grand River and land claims are available. The Centre is also home to the former Mohawk Institute Residential School. Older grades are able to tour the school, sometimes with a school survivor as their guide. The tour may include stories of abuse, or the pain of being separated from families. Because this content may be disturbing, teachers are encouraged to use discretion when booking this tour.

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## Travel Security

Summer vacation is quickly approaching and just like your students—you're ready for a break. Sometimes though, planning your getaway can be as tedious as watching the hands move around the clock. All the 'To-Do' lists can seem more overwhelming than the job you're leaving. Below are some resources to help you travel safely and securely this summer and to help ensure your body, home, and even mobile devices are protected.

### Travel Canada

[www.travel.gc.ca/travelling/publications/well-on-your-way](http://www.travel.gc.ca/travelling/publications/well-on-your-way)

This government website provides information about what you need to know about staying healthy while travelling. It includes many links to other government websites with information about more specific travel-related topics, like travel advisories, recommended vaccinations and where you can get them, and a list to Canadian embassies abroad. An alphabetical listing of countries, and security concerns are also available.

### Protect Your Data

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

Chances are, you'll be travelling with a mobile device. Not only do you want to keep your phone or tablet safe, you want to make sure the information you've stored on there is secure as well. This site, run by the Canadian Wireless Telecommunications Association, gives tips about how you can protect yourself, your devices, and your information while travelling abroad. It's also important to remember that laws governing digital information, encrypted data and intellectual property change depending on where you're travelling. Some governments may be monitoring your email. Other countries may not approve of risqué novels you may have downloaded on your e-reader. Check with the Canadian embassy in the country you're visiting for more information.

### BBCanada

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

Looking to take in some more scenic views of Canada this summer? This site offers a directory of bed and breakfasts across the country. Searches can be done based on location, your vacation dates, and the number of people that need accommodations. Users can download an iPhone app to search and browse listings. The site also has links to regional bed and breakfast associations across the country if you want more information. And if you own a B&B, you can list it on here as well.

### Hostelling International — Canada

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

More than 4,000 hostels in 90 countries worldwide belong to this organization, which means each hostel needs to adhere to quality standards. And while it may have begun as a youth-based organization, the frequently asked questions section quickly points out people of all ages use hostels. This site allows you to book your stay in advance and gives information about attractions close to the different hostels. You don't have to be an HI member to use this booking site, but members receive a discount on accommodations, attractions, and restaurants. Memberships cost \$35, plus taxes and shipping and handling. They need to be renewed every couple of years. The renewal rate is discounted. Lifetime memberships cost \$175 plus taxes.

### Trusted House Sitters

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

Do you need someone to watch your house—and possibly your pets—while you're away? This site allows users to search for house sitters and house sitting listings. It also includes an extensive frequently asked questions section that explains how the site works, and gives resources like a sample agreement you can use with your potential house sitter. To list your home, you need to be a paying member. Prices range from \$29 for a monthly plan to \$79 for a yearly plan. You can also list yourself as a house sitter. These plans start at three months for \$49. Remember this site is global so it may open up new travel opportunities.

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# POWER RECIPES



## How Teachers Can Incorporate Cooking Into Their Classes

By Meagan Gillmore

Royce Li knows of students who hadn't cracked an egg before entering his Grade 11 class. "It's shocking," he says from Rick Hansen Secondary School in Mississauga, Ontario where he teaches in the hospitality department.

Students are used to meals from fast-food restaurants where products are often filled with unnecessary fats, sugars, and salt.

"I think we always want to push healthy eating," Li says. Low student passion is his biggest challenge, he says; plus shrinking budgets, lack of space, or limited teaching time. "It's hard trying to change the whole cycle." Hard, but necessary. According to Statistics Canada, more than 465,000 Canadian youth were identified as overweight or obese in 2012. The Canadian Diabetes Association estimates more than nine million Canadians live with diabetes or pre-diabetes.

The nutrition crisis poses a unique challenge for teachers because poorly-nourished children may spend more time at school than at home. A 2009-2010 report from the World Health Organization found that less than half of 15-year-old girls and only 59 per cent of 15-year-old boys eat breakfast each school day. Educators see the impact on students' academic performance, but may not know how, or if, they can use their classes to improve the situation. Traditional home economics courses have been rebranded as family studies in high schools in many jurisdictions, with different courses focusing on food and nutrition, textiles and design, or family relationships. But these classes aren't mandatory. While students may learn about food and nutrition in elementary school, they're not necessarily learning how to cook for themselves.

"The most powerful way we can change what children eat is by engaging them with the food," explains Barb Finley, a former elementary school teacher in British

Columbia and instructor in the University of British Columbia's Faculty of Education. She left teaching to attend culinary school, partly to develop ways to expose children to healthy food and not the Styrofoam-packaged, pre-cut "food-like substances" she saw many students eat.

"They don't see (food) as part of a growing, living cycle," Finley says. "We're just so far removed from it given our busy lives."

There's no guarantee that children learn to cook at home. Canadian parents cite busyness, their work schedules, and their children's after-school activities as main reasons for why they struggle to make healthy meals. In 2009, more than half of dinners eaten at home took less than 15 minutes to prepare. In 2010, children in Grades 6 through 10 reported eating only 4.7 family meals per week.



A 2009-2010 report from the World Health Organization found less than half of 15-year-old girls and only 59 per cent of 15-year-old boys eat breakfast each school day.

Extracurricular cooking classes or summer camps aren't enough, says Finley. Most students enrolled in these classes already want to cook. The school setting ensures every child has a chance to learn, she says.

That's why she developed Project CHEF: Cook Healthy Edible Food, a not-for-profit organization that teaches elementary school children about healthy eating and the food cycle through cooking. Each week, Finley and her staff visit a Vancouver elementary school and turn classrooms into kitchens. They bring electric stovetops and kitchen supplies; all the schools need is access to a refrigerator and running water. Each day focuses on a specific recipe: dessert, breakfast, lunch, dinner, and snacks. The chef-teacher gives a demonstration and then students, supervised by volunteers, cook the dish

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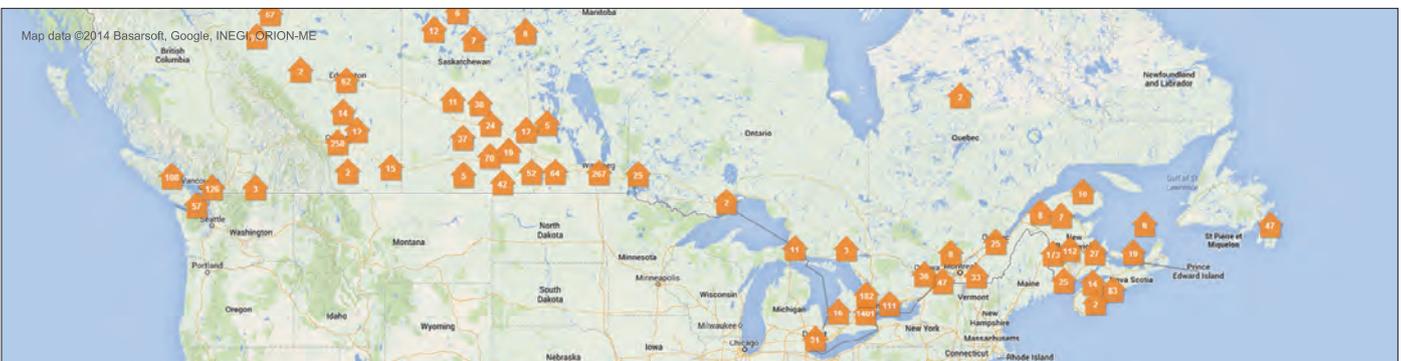


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## CHALLENGE YOUR STUDENTS TO MAKE A DIFFERENCE

**National Writing Contest for Grades 4, 5 and 6**  
**Contest Dates: October 1 - November 10, 2014**

Genworth Canada's Meaning of Home contest invites Grade 4, 5 and 6 students from across Canada to submit a written essay about what home means to them for a chance to direct \$60,000 to a Habitat for Humanity Canada build and receive a pizza party for their entire school. In 2013, the contest raised more than \$120,000 for Habitat for Humanity builds across Canada and saw a 40 per cent increase in participation over 2012.

Visit [www.meaningofhome.ca](http://www.meaningofhome.ca) to read the 2013 winning entries and download the lesson plan modules for teachers.



in small groups. They learn about the full cycle of food and the social aspects of sharing a meal. If schools have a community garden, they often use its produce, says Finley. She teaches two classes in each school a week. All lessons are connected to provincial curriculum.

Since beginning in 2008, nearly 8,200 children in 92 Vancouver elementary schools have participated in Project CHEF. Finley receives requests from across Canada, but with limited staff and resources, she can't meet the demand. The program only operates in Vancouver and has a three-year waiting list.

Students know home-cooked, nutritious meals taste better than packaged foods, says Finley. She recalls teaching students to prepare minestrone soup that included 14 different vegetables. After spending 45 minutes preparing the meal, Finley and her staff showed the children an instant soup package. It would let them make similar soup in 10 minutes. They asked students why they'd bother spending nearly an hour cooking soup when they could have it so much faster. They answered without hesitation that the soup just prepared tasted better, looked better, smelled better—and was more fun to make. "They understand all the assets of things about food," says Finley.

Not all those assets are tangible, however. Teaching cooking helps schools address larger social problems, says Diane O'Shea, a professional home economist and department head in family studies, social sciences and humanities for the Thames Valley District School Board in London, Ontario. She has taught family studies classes in high school for almost 20 years. Food and Nutrition are pretty popular courses, she said, but they're not required

**Teaching family studies, cooking included, is a "proactive" approach for increasing social well-being.**

and she thinks they should be.

O'Shea is a member of the Ontario Home Economics Association, an organization lobbying for family studies classes to be mandatory in the province's high schools. "We have some pretty serious issues in our society. Obesity being one, mental health issues being another," she says. "Those are the kinds of problems that are addressed in our courses."

Recently, she and her Grade 12 Food and Nutrition students discussed statistics detailing when and where Canadians eat meals. The article they read mentioned that eating with their family increases a child's literacy rate and decreases their chances of developing mental health or substance abuse problems. Teaching family studies,



cooking included, is a "proactive" approach for increasing social well-being, she says.

Mandatory classes may not always be the best solution, says Alison Delf-Timmerman, a professional home economist and teacher in Manitoba. Teachers need the proper qualifications to teach cooking, and not many universities offer degrees in human ecology or home economics. Older schools may not have the necessary equipment, she says, and it can be hard for teachers to find time to effectively teach students to cook.

Cooking doesn't have to be limited to food studies courses.

"I really believe that we can teach just about anything in the kitchen," says Finley. Project CHEF also runs an in-residence program. This lasts for several weeks; every class in a school participates and material about food is incorporated into all subjects. Finley uses a recent ratatouille and whole-grain couscous recipe as an example. Following a recipe sharpened students' reading and comprehension skills. They used math to double ingredients and calculate estimates. Because they were cooking a French meal, they also learned about another culture's dining habits.

Many teachers find incorporating cooking into their lesson plans daunting, shares Finley. A few summers ago, she held a workshop at the University of British Columbia

to help teachers become comfortable with introducing cooking in their classrooms. They knew it was important, recalls Finley. They just weren't sure how to do it. There were obvious concerns about food and equipment safety. They also doubted their own abilities to cook or properly manage students while they were cooking, adds Finley. It's understandable.

"As teachers we have so much to do. There's so much to cover with curriculum and everything that goes on in a school day," Finley explains. Teachers need to make cooking manageable for their classes and students, she said. She suggests starting small, perhaps having a cooking station students can rotate through during a week, or incorporating food tastings into their lessons.

It can be simple, agrees O'Shea. She takes the Earth Day lesson, "The Earth as an Apple," as an example. Teachers slice an apple to show what parts of the earth are covered by water and land, and then what fraction of the land is suitable for growing food. It works well in science or geography classes, but cooking could easily be incorporated, she says. Students could make applesauce in a microwave. They could compare how different apples taste. This could lead to discussing the varieties of apples

grown in Ontario, and why it's important to support local farmers, says O'Shea.

Exposing students to global cuisine doesn't have to be difficult. Recently, O'Shea taught students the ways in which different cultures, as a result of immigration, influence eating habits. For example, she prepared tea to demonstrate the British influence on Canadian diet. Her class will be learning about different herbs and spices by making mashed potatoes, dividing the potatoes into

## Cooking doesn't have to be limited to food studies courses.

dishes, and then adding different herbs and spices to them. None of this is too complicated or expensive, she says.

Safety always needs to be considered when teaching cooking. Teachers should consider getting a Food Safety certification and make sure they understand how to use equipment properly, says O'Shea.

Volunteers help, says Finley. Project CHEF relies heavily on parent and community volunteers. (The program has used more than 3,700 volunteers, which is almost half the number of student participants.) At first, volunteers were required to supervise and keep children safe, but Finley observed that adults learn as much as the children. Parent involvement grows each week, she says. This increases the likelihood that children will continue to eat—and prepare—healthy foods at home.

"That is the way we can make a change," Finley says, "by reaching everybody, not a select population."

Cooking can foster other abilities. "Food is power," says Finley. "You have the power to feed yourself good food."

She recalls a Grade 3 student who showed little interest in reading and wasn't socially engaged. It wasn't until she learned to cook with Project CHEF that she started borrowing cookbooks from the school library and her reading interest dramatically increased. Now in Grade Seven, she wants to be a chef when she's older.

Even slow change is worth the wait, says Li. His school has recently started a morning juice program. Students come to school early and make a muffin and juice together, using fresh fruits and vegetables the school buys with funds from Breakfast for Kids, a program run by the Boys and Girls Clubs of Peel Region. Eventually, Li would like to see students make juices they can sell in the cafeteria.

For now, however, he takes it, "one day at a time."

**Meagan Gillmore is a freelance writer in Toronto, ON and recent graduate of the Publishing: Book, Magazine and Electronic Program at Centennial College.**



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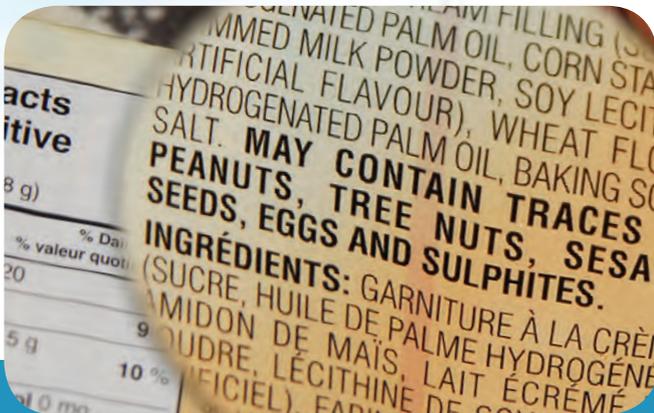
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