

TEACH

EDUCATION FOR TODAY AND TOMORROW

“Music is not
a frill in our
education
system.”

AUTISM
& the Arts



MOTIVATION &
GAMIFICATION



A free family literacy program



Take the first step to learning together as a family.

Download learning modules in English, French, Simplified Chinese and other languages.

Start learning together at:
FamilyLiteracyFirst.ca



80 DEGREES NORTH

AN HISTORIC TALE OF DISCOVERY AND ADVENTURE.

80 DEGREES NORTH is a FREE bilingual teaching resource that explores topics of scientific inquiry, examination of Inuit culture, and Canadian sovereignty — all part of the Canadian Arctic Expedition of 1913-1918.

SIGN UP TODAY AT 80DEGREESNORTH.COM

The Remedy for Monotony

Classroom-ready lesson plans designed to excite your students about learning and make your life easier.

Volumes 1 and 2 are now available in digital and print versions through



Brought to you by the editors of TEACH Magazine

For more information visit TEACHMAG.COM



SHATTERED GROUND



SHATTERED GROUND: SOLDIERS MARCHING OFF TO WAR

An educational, interactive project commemorating the First World War centenary. Shattered Ground is designed to engage students in an exploration of the main educational themes related to the First World War, the impact of War on a way of life, and the legacy of sacrifice that is part and parcel of engaging in conflict.

SIGN UP TODAY, IT'S FREE!
theshatteredground.com

TEACH MEDIA

We acknowledge the financial support of the Government of Canada.

Nous reconnaissons l'appui financier du gouvernement du Canada.

PUBLISHER AND EDITOR

Wili Liberman

MANAGING EDITOR

Lisa Tran

ASSOCIATE EDITOR

Raenu Sarathy

EDITORIAL INTERN

Remi Rozario

CONTRIBUTORS

Alex Newman, Adam Stone,
Christine Teague Hughes

TRANSLATION

Tommy Guignard

ADMIN ASSISTANT

Deborah Buss

ART DIRECTION

Michael S. Marshall

EDITORIAL ADVISORY BOARD

Bernice Slotnick

Teacher (Retired)

John Myers

Curriculum Instructor, OISE

Rose Dotten

CEO and Head Librarian,

Shelburne Public Library

Diversity is our strength is a platitude we often hear from politicians running for office. Generally speaking, this is true and at the very least, is a laudable, if not, noble sentiment.

Similarly, here at TEACH we take some pride in offering a diverse range of useful, pragmatic content to enable educators to maintain their range of skills and experience. This issue is no exception.

Beginning with contributor Adam Stone, writing about gaming and gamification in the classroom. Implemented cogently, classrooms see multiple benefits from students who are engaged and challenged while having their competitive instincts sharpened.

Alex Newman dives into the benefits of music and music education and how this system is under strain. Lack of resources and experienced teachers holds these valuable and valued programs back so all students in education may benefit.

Educator Christine Teague Hughes writes comprehensively about Arts Integrated Teaching (ATS), where, following on somewhat from the article mentioned above, sees a methodology for integrating arts education broadly such that the learning needs of all students may be met and stimulated. Those students identified as being on the autism spectrum, in particular, may experience significant benefits from the ATS approach.

The Field Trips column explores the opportunity to interact with experts on food and nutrition stimulating both appetites and awareness of eating properly and engaging in good health and wellness practices.

Webstuff explores messaging and communications apps for the classroom that allow for better information flow and building teamwork and cooperative skills among students.

CURRICULA this issue continues to explore the Life and Times of Sir Wilfrid Laurier.

Please view our latest projects at:

The Road to Confederation: www.roadtoconfederation.com

Canadian Suffrage: Women and the Vote: www.canadiansuffrage.com

The Life and Times of Sir Wilfrid Laurier: www.sirwilfridlaurier.com

Dystopia 2153: www.dystopia2153.com

Until next time.

Wili Liberman

CONTENTS

FEATURES

26

The Beat Goes On: The Struggle to Teach Music
Alex Newman

30

Leveling Up: Motivating Students Through Gamification
Adam Stone

COLUMNS

9

Classroom Perspectives: Engaging Autistic Students with the Arts
Christine Teague Hughes

6

Field Trips: Food Literacy

12

Web Stuff: Group Work Communication

16

CURRICULA:

Wilfrid Laurier et l'Église catholique

AD INDEX 35

TEACHMEDIA

TEACH is published by 1454119 Ontario Ltd. Printed in Canada. All rights reserved. Subscriptions are available free of cost by writing our office, 1655 Dupont St., Suite 321, Toronto, ON M6P 3T1 E: info@teachmag.com T: (416) 537-2103 or sign up for our newsletter at teachmag.com. Unsolicited articles, photographs and artwork submitted are welcome but TEACH cannot accept responsibility for their return. Contents of this publication may be reproduced for teachers' use in individual classrooms without permission. Others may not reproduce contents in any way unless given express consent by TEACH. Although every precaution is taken to ensure accuracy, TEACH, or any of its affiliates, cannot assume responsibility for the content, errors or opinions expressed in the articles or advertisements and hereby disclaim any liability to any party for any damages whatsoever. Canadian publication mail sales product agreement No. 43579512. ISSN No. 1198-7707.



CHOICES MARKETS – BURNABY, BC

NÜTON – WINNIPEG, MB

Choices Market is a BC-owned and operated retailer of natural, organic, and specialty foods. In addition to being a green grocer, Choices also values education and offers free tours led by registered dietitians and holistic nutritionists. Visiting students can learn about food facts and understand what food is right for them and their needs. Along with that, the tours offer recipes and cooking tips to help turn their groceries into nutritious meals. Kids can also learn about various topics during the tour such as plant-based diets and the effects of sugar and Type 2 Diabetes.

Nüton is a team of registered dietitians committed to teaching food literacy and eating competence. They provide nutrition programs and workshops that focus on knowledge, skills, and positive perspective to make food choices. With several opportunities to learn and taste, Nüton offers a variety of classroom experiences for K-12 students. Programs include, SUPERCHEF, where younger students can learn about healthy eating by making and sampling fun age-appropriate recipes. For Grade 4 classes, Cooking Quest challenges students to conquer quests, prepare dishes, and earn cash donations for school feeding programs.

For more information, visit: www.choicesmarkets.com.

For more information, visit: www.nuton.ca.



Field Trips

Food Literacy

You probably need a magnifying glass to find a kid that doesn't enjoy junk food. Still, it's important to make sure they understand the difference between what's healthy and what's not. Field trips that teach kids about nutrition add value to their health and knowledge. Whether it's a trip to a farm, grocery store, or a cooking class, simply being able to differentiate between right and wrong can go a long way. Here are some places kids can visit to learn what's best for their bodies.

ATCO BLUE FLAME KITCHEN – CALGARY, AB

ATCO Blue Flame Kitchen is based in Alberta and provides information on cooking, recipes, and how-to's on common household problems. The company also offers in-school field trips for kids in the Edmonton and Calgary area. These sessions, taught by Home Economists, inform students about the nutrients in their food, what different nutrients do in the body, and the importance of a healthy, balanced diet. Afterward, kids can apply their newly acquired information by making simple, healthy snacks. No kitchen is required for classes to participate in this field trip and all food and materials are included.

For more information, visit: www.atcoblueflamekitchen.com.

FOOD SHARE – TORONTO, ON

Kids need to know what goes in their bodies to make an educated decision about what to eat and what not to eat. This organization promotes knowledge of positive eating by pairing up with communities and schools through a variety of initiatives. Their award-winning food literacy program, Field to Table, teaches K-12 students everything from composting and gardening, to cooking and tasting, to food justice, and serene nature connections. The workshops engage students while strongly connecting to the curriculum.

For more information, visit: www.foodshare.net.

EDITORIAL SPONSORSHIP

BECOME AN IB EXAMINER

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Due to continued growth in candidate numbers for our Diploma Programme (students aged 16 to 18) and Middle Years Programme (students aged 14 to 16), the IB is seeking applications from professional educators worldwide to become IB Examiners.

Becoming an IB Examiner will help your Professional Development and provide an extra source of income. You will:

- Receive invaluable online training to prepare you for your new role
- Be able to learn from our Senior Examiners
- Gain an insight into the IB assessment process

Examiners need to assess candidates' work accurately and consistently in line with guidance from the IB. All Examiners need experience teaching students at the target age groups and must be able to speak at least one of the IB's working languages; English, French or Spanish. However, exact requirements differ for each subject.

For more information on the role, our requirements and key recruitment areas please visit

www.ibo.org/examiners



Devenir Examinateur de l'IB

We are looking for bilingual French-English Examiners for Geography, Psychology and Sciences

- Enhance your professional development
- Earn extra income from home
- Expand your subject knowledge

IB teaching experience is not required.

For more information and to apply visit:

www.ibo.org/examiners

[@IB_Examiners](https://twitter.com/IB_Examiners)

International Baccalaureate
Baccalauréat International
Bachillerato Internacional



Engaging Autistic Students with the Arts

Author [Christine Teague Hughes](#)

The saying goes, “If you’ve met one individual with autism, you’ve met one.” As one person on the Autism spectrum may be highly verbal, another may be non-verbal. As one may not be able to tolerate touch, another may be extremely tactile. Ask any educator who has welcomed multiple learners with autism into his or her classroom, and you will find there is no set formula for ensuring academic success. When charged with teaching any student on the spectrum, one will likely find him or herself teetering the line of adhering to predictable routines while “thinking outside the box.”

Because Autism Spectrum Disorder affects communication and behaviour, an ASD diagnosis can pose unique challenges to social learning. Limited interests and repetitive behaviours often impair a person’s ability to function in a school environment.

Wouldn’t it be great if there were protocols for embedding recognizable patterns and comforting routines into content delivery, while providing stimulating opportunities for student-led discovery? What if I told you that Arts Integrated Teaching can not only enliven your classroom, but also be a lifeline for those with ASD? Even teachers without prior experience in the arts can effectively use visual art and music to achieve learning targets with students regardless of ability.

As an elementary Music Teacher, I enjoy being instrumental in helping children express themselves. When my school was awarded grant funding for Arts Integration, my fine arts colleagues and I were ecstatic! Colourful hallways lined with student paintings and music pouring out of every door seemed an ideal environment for engaged learning. However, some of our general education colleagues were less enthused. With so much focus on standardized testing, many were reticent to “waste time” on “fluff”. Some had concerns about their ability to incorporate the arts effectively and wondered if utilizing artistic tools might be better left to the experts. These concerns are not uncommon for those who are unfamiliar or new to Arts Integration.

The John F. Kennedy Center for Performing Arts defines Arts Integrated Teaching as “an approach to teaching in which students construct and demonstrate understanding through an artform. Students engage in a creative process which connects an artform and another subject area and



or writing about it. This task allows the learner to recall and depict details in a way that side-steps the challenges of accessing language in order to be understood. Lesson extension or assessment may involve labeling items and making predictions using joint attention, which is preferred by many autists over direct eye contact.

RESPONDING TO IMAGERY

Although a number of people with autism are highly verbal, nuanced language can be confusing. Many prefer pictorial communication. Visual aids help to illustrate new concepts, making them seem instantly accessible. Imagine the significance of presenting academic material in visual form to a child affected with autism.

VTS or Visual Thinking Strategies is an inquiry-based teaching method that is embraced by proponents of Arts Integration and can be applied in any subject area. The practice of VTS involves displaying an image such as a painting, poster, album cover, book illustration, etc., and asking students to draw conclusions based on text-based evidence (the context being the image).

The main aspects of VTS teaching protocol include three key inquiries:

1. What's going on in this picture?
2. What do you see that makes you say that?
3. What more can we find?

Utilizing this technique allows the learner to focus on easily identifiable information. The student can connect bits of information to deepen understanding and work toward inferring and deducing with support. You may be surprised to discover how emotionally aware many concrete thinkers can be. They often notice details that others miss.

ENGAGING IN MUSIC

Some children on the spectrum like the patterns and rhythms of music or chants, and they can benefit from learning content in song form. Making music or singing along with their peers gives the child with ASD a part to play which is predictable and easy to complete yet simultaneously is creative, expressive, and inclusive. Although Sensory Processing Disorder (SPD)—often

associated with autism—may pose challenges to the incorporation of music in the classroom, I have found that a few strategies can help build healthy tolerance to sound stimuli:

1. When playing songs or accompaniments on devices, give the student control over the power button and/or volume. Most often, the unpredictability of when the sound will occur causes more stress than the sound itself.
2. If using musical instruments in the classroom, explore timbre (the tone quality or “colour” of the sound each instrument produces). Bright, piercing sounds may be irritants, so it could a good idea to limit the use of metals like triangles and cymbals. Conversely, they can be novel and attention-grabbing, cutting through other, confusing noises, and maybe preferred by some.

There are so many ways Arts Integrated learning can help autists engage their expressive abilities and nourish habits of openness for socialization. The arts provide opportunities for independent decision-making. Students engaging in creativity regularly make personal choices related to color, media, and content. The artistic arena fosters extended attention span and social skill development by requiring using and sharing tools with others. Tools themselves provide a tangible prompt to stay on task.

As I now encounter great Arts Integrated teaching at my school and others, I am inspired. I witness high-quality educators expand their capacity to teach. I watch the myths of individuals with autism lacking individuality and emotion, being dispelled. Most of all, I see the world of Art helping special learners connect with the world, using modes that are accessible to them.

Christine Teague Hughes is an autism mom and professional Music Specialist with Bartlett City Schools in Bartlett, Tennessee. Christine has studied Arts Integration extensively and presented inclusive strategies on teaching students with disabilities at the district and state level.



meets evolving objectives in both.” Recognizing that the arts can provide helpful processes for learning. And letting go of expectations for perfect finished products are essential for implementing Arts Integration successfully. This “process over product,” ideology is the reason why arts practices resonate well with learners who struggle with abstract thought, but feel more in tune with linear objectives.

Let’s delve into specific ways in which drawing, responding to imagery, and engaging in music can positively impact the communication, emotional, and sensory needs of students on the autism spectrum in your class.

DRAWING

Drawing can help children with autism to convey thoughts and feelings they might otherwise have difficulty communicating. Yet, fine motor development is often delayed in those with ASD. Since drawing helps to develop coordination, step-by-step instruction, tracing, or hand-over-hand support while drafting a graphic organizer or map can be extremely beneficial. The value of using drawing as a learning tool can be considerable as autism studies have found connections between fine motor development and expressive language skill.

An assignment that requires drawing the setting of a particular story chapter may be preferable to describing

Group Work Communication

With Remind, Voxer Walkie Talkie, Slack, and Flow Tasks.

It goes without saying—group work is important for students. A cooperative learning environment teaches students how to work with others effectively. This is where platforms that enable students to correspond with each other can play a major role. Making sure that no ideas or progress get lost when coordinating with many people is key, and websites or apps that help students exchange their work and discuss their projects is a good way to maintain productivity. The following sites can be employed by students to manage their assignments.

1

REMIN D

App, Android and iOS, Free

Texting is undoubtedly one of the fastest ways to connect with others, and Remind is a free text messaging app designed to help parents, students, teachers, and administrators in K–12 schools communicate with each other swiftly. Messages can be delivered to multiple recipients at once—making it easier for students to communicate with teachers, and each other, when they are in need of assistance outside of school. Announcements can also be made easily through this app.

2

VOXER WALKIE TALKIE MESSENGER

App, Android and iOS, Free

When traditional methods of communication become boring to students, the Voxer Walkie Talkie might help them stay engaged. This is a push-to-talk mobile app where users can instantly communicate through messages and hear them as they speak or replay them at a later time. Along with voice communication, it also has other features that enable users to text, exchange photos, videos, gifs, and share locations.

3

SLACK

Website, Free to Try (slack.com)

Renowned widely in the corporate world, this cloud-based software is created for team collaborations. It allows users to communicate with other users through group or private messages, schedule meetings, organize field trips, share resources, and so on. Providing kids with access to Slack can potentially help them build their group collaboration skills and manage their assignments effectively while having the freedom to communicate with their peers online, both in and out of school.

4

FLOWTASKS

App, Android and iOS, Free

Whether curled up on a couch or stuck in traffic on a bus, this app helps users manage projects wherever they are. It consists of chat rooms that enable users to communicate with team members in group discussions and one-to-one conversations. It helps groups stay organized by providing a space where all documents can be stored in a single location, ensuring that nothing gets lost amongst the often numerous back-and-forth emails. This easy to use resource also provides functions to track tasks and integrate with other apps such as Google Drive and Slack.



EXPLORE THE LIFE AND TIMES OF CANADA'S FIRST FRANCOPHONE PRIME MINISTER

Sir Wilfrid's story is brought to life through compelling images that illustrate his life from childhood to his twilight years. Follow one of the most revered politicians in Canadian history and the highs and lows of his celebrated career as well as his common humanity.

Key People and Themes

Sir Wilfrid's family life; Francophone politics in Quebec and on the national stage; The tragedy of Louis Riel; the Manitoba Schools Crisis; Outbreak of the First World War; and Mandatory conscription.

Teacher Resources

Comprehensive suite of curriculum-connected resources and lesson plans smoothing the way for classroom implementation. Recommended for teachers and students in Grades 9-12. Available in English and French.



SIGN UP TODAY AT SIRWILFRIDLAURIER.COM

Canada **TEACH**MEDIA



EXPLORE THE COMPLETE STORY OF THE CANADIAN SUFFRAGE MOVEMENT THROUGH A HISTORIC GRAPHIC NOVEL

A true story of how Canadian women achieved the vote in a dynamic and interactive format that delivers a compelling learning experience. The evocative illustrations recreate the span of time representing how long women struggled to attain the vote and the many challenges they faced.

SIGN UP TODAY AT CANADIANSUFFRAGE.COM

Canada

TEACHMEDIA

Troisième leçon : Wilfrid Laurier et l'Église catholique

9^e à 12^e Année

INTRODUCTION

Wilfrid Laurier était un fier francophone et Québécois. À l'époque, « francophone » et « catholique » étaient quasi des synonymes. L'Église catholique avait depuis longtemps assis sa domination dans la Belle Province. Ce qui sortait de la bouche des religieux québécois avait une énorme influence. Les prêtres avaient toujours le même discours dogmatique et obligeaient leurs paroissiens à adhérer à leur point de vue, ou plutôt à celui de l'Église. Laurier était un libre penseur, et même s'il a été élevé en catholique et qu'il allait à l'église, très jeune, ses opinions étaient considérées comme presque hérétiques par l'Église. Par ses gestes et ses idées, il remettait constamment en question la doctrine de l'Église. Sa conviction selon laquelle l'Église devait être séparée de l'État était au fondement de son système de valeurs et a ébranlé l'Église. Son anticléricalisme est vite devenu une caractéristique dominante chez lui. Malgré les embûches sur son chemin, il a rencontré des gens qui pensaient comme lui et a pu se faire élire au provincial et au fédéral. Même s'il était catholique et francophone,

cependant, le clergé ne lui faisait pas confiance, et il ne serait pas trop hasardeux de dire qu'il en était de même pour certains anglophones.

CONCEPTS ABORDÉS

Les élèves comprendront le principe de séparation de l'Église et de l'État (ce qu'on appelle la laïcité) ainsi que la manière dont ce principe s'applique dans les démocraties libérales et dont Laurier percevait ce principe alors qu'il accédait graduellement à l'importante fonction politique de premier ministre francophone du Canada.

DURÉE

3 à 4 cours

MATÉRIEL REQUIS

- Bande dessinée Wilfrid Laurier : sa vie, son époque
- Ordinateurs ou autres appareils avec accès Internet
- Matériel nécessaire à la préparation des présentations

OBJECTIFS

Les objectifs présentés ci-dessous ne servent que de point de départ. Il est recommandé aux enseignants de faire des liens avec les objectifs de leur région et de leur niveau scolaire.

Voici les résultats attendus pour les élèves :

- accroître leur bagage de connaissances sur le catholicisme, surtout au Québec;
- analyser les répercussions sociales et politiques du rôle de l'Église catholique à l'époque de Laurier;
- comprendre les influences et les perceptions de Laurier par rapport à l'Église catholique;
- expliquer la vision qu'avait Laurier du rôle de l'Église catholique en politique;
- bien comprendre la dynamique politique à l'époque de Laurier;
- décrire le rôle de l'Église catholique dans



la politique québécoise et la mutation qu'a subie ce rôle au fil du temps;

- transmettre leurs idées, leurs arguments et leurs conclusions par divers moyens et dans divers styles selon le public cible et le but recherché.

LIENS AVEC LES PROGRAMMES D'ÉTUDES

Manitoba

Histoire du Canada, 11^e année
(regroupement 3)
Enjeux mondiaux : citoyenneté et durabilité,
12^e année

Nouveau-Brunswick

Histoire du Canada, 11^e année

Ontario

Études canadiennes et mondiales, 9^e année –
Enjeux géographiques du Canada,
Études canadiennes et mondiales, 12^e année –
Enjeux mondiaux : une analyse géographique
Études canadiennes et mondiales, 9^e et 10^e

année – Histoire du Canada depuis la Première Guerre mondiale
Études canadiennes et mondiales, 11e et 12e année – Histoire du Canada : identité et culture

Québec

Histoire du Québec et du Canada (3e et 4e secondaire)

Terre-Neuve-et-Labrador

Sciences humaines, 9e année
Géographie du Canada 1232
Histoire du Canada 1231

CONTEXTE

Laurier est né en 1841, ce qui ne date pas d'hier. Il a été élevé dans une société intransigente sur le plan des règles et des normes de bienséance. Autrement dit, il fallait savoir agir de la bonne manière dans la bonne circonstance. Au Québec, à l'époque, être francophone

et catholique impliquait d'adhérer à la doctrine de l'Église et donc de respecter l'autorité du prêtre et de ses supérieurs. Dans les villes et les villages, l'Église exerçait sa domination sur le quotidien des gens. Elle avait son influence sur l'opinion publique et les comportements et ne tolérait pas qu'on soit en désaccord avec elle. Laurier est justement né dans une famille francophone et catholique. Son père, Carolus, était un homme critique et ouvert d'esprit, fait rare à l'époque. Il a enseigné à Laurier à analyser les idées et les événements, à tenir compte des autres points de vue et à ne jamais juger sur les apparences. C'est ce qui a rendu Laurier aussi différent de ses contemporains. Son érudition, son intelligence, sa passion et ses talents d'orateur lui ont été d'une grande utilité tout au long de sa prolifique carrière politique.

PREMIÈRE ÉTAPE : DISCUSSION AVEC L'ENSEIGNANT

Que sait la classe sur le principe de la laïcité? À titre de référence, vous pouvez consulter la page

https://fr.wikipedia.org/wiki/Pr%C3%A9ambule_de_la_Charte_canadienne_des_droits_et_libert%C3%A9s. Cet article, ainsi que bon nombre d'autres, peut servir à donner du contexte et à déterminer la jurisprudence applicable. Tenez une discussion générale au cours de laquelle vous incitez les élèves à s'exprimer sur le sujet. Quelle est leur impression? Est-ce un thème important? S'ils croient que c'est important, quelles raisons invoquent-ils? Quels sont les autres pays qui ont des lois qui obligent la séparation de l'Église et de l'État? Y a-t-il des exceptions? Devrait-il y avoir des exceptions? Les gouvernements ont-ils une interprétation différente du principe? Ces interprétations sont-elles teintées par une idéologie politique, et, si oui, comment?

DEUXIÈME ÉTAPE : ENTRE RELIGION ET CONFLITS

Dans la bande dessinée Wilfrid Laurier : sa vie, son époque, les mentions sont nombreuses sur la religion et les conflits, plus précisément des situations où Laurier a des frictions avec l'Église catholique. Ce ne sont cependant pas tous des cas de dissensions avec l'Église, mais ces mentions peuvent souvent servir de points de départ pour des débats sur la religion ou du moins les valeurs religieuses. Ces mentions se trouvent aux pages 5, 6, 8, 14, 15, 17, 18, 25, 26, 27, 51, 53, 56 et 57. Dites aux élèves de consulter ces pages et d'en choisir une (ils peuvent aussi choisir une autre scène de la bande dessinée). Demandez-leur de décrire ce qui s'y déroule, le lien que l'événement a avec la vie ou la carrière de Laurier ainsi que ce que montre la scène de l'Église, de son rôle et de son influence sur le gouvernement de l'époque. Le texte doit faire au moins une page et sera évalué.

TROISIÈME ÉTAPE : DÉBAT SUR L'ÉCOLE CATHOLIQUE

Des voix se sont récemment soulevées de nouveau en Ontario pour demander de ne faire qu'un seul système scolaire public par la fusion et donc l'élimination des conseils scolaires séparés de la province. Le débat fait rage depuis nombre d'années et vient de reprendre de l'intensité. Qu'est-ce que les élèves en pensent? Les écoles catholiques devraient-elles demeurer publiques? Adhèrent-elles aux valeurs universelles propres aux écoles publiques? Le gouvernement devrait-il accorder un traitement préférentiel à un seul groupe religieux?

Quelle aurait été l'opinion de Laurier sur cette question selon les élèves? Comment aurait-il perçu la chose, lui qui était catholique et francophone, mais aussi ouvert d'esprit et libéral jusqu'au plus profond de son cœur? Les élèves devront rédiger un texte sur cette question de deux points de vue. Dans le premier cas, ils expliqueront le leur et dans le deuxième, celui de Laurier dont ils tenteront d'imiter le discours et le style. Dans chaque cas, les élèves doivent justifier leurs réponses. Chaque point de vue doit faire environ une page. Les élèves doivent ensuite présenter leur point de vue à la classe.

QUATRIÈME ÉTAPE : ACTIVITÉ DE SYNTHÈSE

L'enseignant divisera les élèves en groupes. Les membres de chaque groupe choisiront une mise en situation et en discuteront entre eux. Les groupes devront présenter leur réponse à la question devant la classe et justifier cette dernière. Ils doivent aussi mettre la question dans son contexte. La présentation sera évaluée par l'enseignant.

Première mise en situation

Rahul et Maya sont parents d'un jeune garçon de cinq ans. Ce dernier commence l'école à temps plein en septembre. Il y a une école primaire catholique à environ deux coins de rue de leur maison. L'école primaire publique est à environ un kilomètre et il n'y a pas de service d'autobus de la maison. Maya est catholique, mais pas Rahul. Ni Maya ni Rahul ne sont particulièrement religieux même si Maya a assisté à des services religieux lorsqu'elle était enfant. Rahul ne veut pas que son fils reçoive d'éducation religieuse à l'école catholique parce que la religion n'a à ses yeux pas sa place dans une école. Maya ne souhaite qu'une bonne éducation pour son fils.

Question : Quelle école le fils de Rahul et de Maya devrait-il fréquenter?

Deuxième mise en situation

Eleanor est en phase terminale; elle conserve ses facultés cognitives pour le moment, mais ses capacités physiques sont limitées. Le moment venu, elle veut que son médecin de famille l'aide à mourir sans douleur. Le gouvernement a adopté une loi qui, une fois promulguée, permettra le suicide assisté selon des



conditions bien strictes. Le gouvernement en place est laïc. La fille d'Eleanor est cependant une chrétienne évangélique et elle ne croit pas au suicide assisté. Selon elle, la vie est sacrée et doit être préservée. Elle est d'avis que sa mère peut vivre confortablement et sans douleur jusqu'au moment fatidique.

Question : Qui a raison?

Troisième mise en situation

Qu'arrive-t-il lorsque le gouvernement modifie le programme scolaire et que des groupes et organismes religieux s'opposent à la nouvelle mouture? L'éducation sexuelle, ou la formation personnelle et sociale, traite d'enjeux délicats avec lesquels bien des adultes ne sont pas confortables, peu importe leur position religieuse. Par exemple, divers groupes religieux ont manifesté beaucoup de colère et ont âprement protesté contre le programme d'éducation sexuelle modifié en Ontario. Certains parents ont retiré leurs enfants des écoles et des classes en signe d'objection à certains thèmes abordés dans le nouveau programme et à la manière dont ils sont présentés.

Question : Les parents ont-ils raison de protester et de retirer leurs enfants de leur école?

ACTIVITÉS SUPPLÉMENTAIRES

- Demandez aux élèves de transformer l'activité de synthèse en site Web ou en blogue et de publier l'information pour que la classe et les gens de l'extérieur puissent la consulter.
- Les élèves devront critiquer les présentations des autres groupes par écrit ou à l'oral. La critique sous forme écrite devra être remise à l'enseignant aux fins d'évaluation.
- Il y a déjà eu des discussions sur le principe de séparation de l'Église et de l'État. Les élèves étudieront le cas d'autres pays pour voir si ce principe s'y applique. Dans l'affirmative, ils devront expliquer comme il s'applique et, dans la négative, décrire les différences. Demandez aux élèves de choisir un ou deux pays à comparer, par exemple le Royaume-Uni, l'Irlande, l'Arabie saoudite, la Finlande, l'Afrique du Sud, la Corée du Nord, l'Inde, la Malaisie ou le Venezuela. Les

élèves feront une recherche sur le pays choisi et feront un travail écrit ou oral sur le régime politique en vigueur dans le pays étudié.

- Jeu de rôles : L'enseignant formera des équipes de quatre ou cinq élèves. Dans chaque équipe, chaque moitié sélectionnera son camp dans le débat sur la laïcité. Les élèves pourraient faire l'exercice en incarnant par exemple les idées d'un parti politique qui partage leur position sur la question. Ce pourrait être dans ce dernier cas des partis existants, par exemple les conservateurs ou les libéraux, ou des partis créés de toutes pièces aux fins de l'exercice, par exemple le Parti bête ou le Parti sans religion. Il y aura par la suite un débat sur la question, les élèves jouant le rôle de députés. Les jeux de rôles seront mis en scène devant le reste de la classe.
- Texte d'opinion : Et si Laurier avait été religieux? Et s'il avait adhéré à l'Église et à son enseignement? Et s'il n'avait pas contesté l'autorité de l'Église? Les élèves devront rédiger un texte d'opinion s'inspirant des trois questions précédentes et décrivant en quoi la vie personnelle et la carrière de Laurier auraient changé. Le texte doit faire un maximum de deux pages et sera évalué.

ÉVALUATION

Questions d'évaluation des élèves propres au plan de leçon

Avant les activités

- Les élèves comprennent-ils de manière générale le thème de la séparation de l'Église et de l'État?
- Les élèves saisissent-ils bien l'influence qu'avait l'Église à l'époque de Laurier?
- Les élèves savent-ils déjà des choses sur le rôle de la religion dans la politique?
- Les élèves connaissent-ils la position de Laurier par rapport à l'Église et au rôle de cette dernière dans la politique?

Après les activités

- Les élèves décriront ce qui justifie la séparation de l'Église et de l'État.
- Les élèves comprendront l'importance des actions de Laurier en réponse à l'Église et aux effets de cette dernière sur la politique.
- Les élèves détermineront si Laurier a réussi à minimiser l'influence de l'Église sur le gouvernement de l'époque.

Questions d'évaluation des enseignants

Avant les activités

- Comprenez-vous de manière générale les dissensions de Laurier avec l'Église catholique?
- Saisissez-vous bien les enjeux qui préoccupaient Laurier en ce qui concerne le rôle de l'Église dans la politique canadienne?
- Savez-vous déjà des choses sur les répercussions de l'Église sur la politique à cette époque?

- Connaissez-vous Laurier le politicien qui a combattu l'influence de l'Église catholique sur la politique?

Après les activités

- Vous décrierez les actions de Laurier qui s'opposent à l'Église catholique.
- Vous saisirez bien la réputation qu'avait Laurier chez les francophones et les anglophones à la suite des décisions qu'il a prises en réponse à l'influence de l'Église catholique sur la politique.
- Vous comprendrez les actions de Laurier par rapport au rôle de l'Église catholique au sein du gouvernement.



	Niveau 1	Niveau 2	Niveau 3	Niveau 4
Discussion	L'élève a participé de manière limitée aux discussions avec l'enseignant.	L'élève a correctement participé aux discussions avec l'enseignant.	L'élève a activement participé aux discussions avec l'enseignant.	L'élève a eu une participation exemplaire aux discussions avec l'enseignant.
Contenu	L'élève a affiché une compréhension limitée des concepts, des faits et des termes.	L'élève a affiché une compréhension élémentaire des concepts, des faits et des termes.	L'élève a affiché une grande compréhension des concepts, des faits et des termes.	L'élève a affiché une excellente compréhension des concepts, des faits et des termes.
Travail écrit	Le rapport de l'élève était généralement clair et suivait une certaine structure, mais comportait de nombreuses fautes grammaticales.	Le rapport de l'élève était généralement clair et suivait une certaine structure, mais comportait de nombreuses fautes grammaticales.	Le rapport de l'élève était clair et bien structuré, mais comportait quelques erreurs importantes.	Le rapport de l'élève était très clair et bien organisé et comportait peu d'erreurs.
Présentation orale	La présentation de l'élève était confuse, les élèves avaient peu d'entrain et aucune discussion n'a pu s'ensuivre.	La présentation de l'élève était généralement claire, mais manquait d'entrain et il y a eu peu de discussions ensuite.	La présentation de l'élève était claire et dynamique, mais manquait un peu d'entrain; une bonne discussion a suivi.	La présentation de l'élève était très claire et faite sur un ton enthousiaste et a entraîné de vives discussions.
Travail d'équipe	Les membres ont apporté une contribution minimale au groupe, très peu de coopération.	Les membres ont apporté une certaine contribution au groupe, mais la coopération était superficielle.	La plupart des membres ont apporté une importante contribution au groupe et le niveau de coopération était bon.	Tous les membres ont apporté une contribution considérable au groupe et les membres du groupe ont très bien collaboré.

	Niveau 1	Niveau 2	Niveau 3	Niveau 4
Première étape	L'élève a affiché une compréhension limitée du principe démocratique de séparation de l'Église et de l'État.	L'élève a affiché une compréhension élémentaire du principe démocratique de séparation de l'Église et de l'État.	L'élève a affiché une bonne compréhension du principe démocratique de séparation de l'Église et de l'État.	L'élève a affiché une excellente compréhension du principe démocratique de séparation de l'Église et de l'État.
Deuxième étape	L'élève a affiché une compréhension limitée de l'opposition entre Laurier et l'Église catholique.	L'élève a affiché une compréhension élémentaire de l'opposition entre Laurier et l'Église catholique.	L'élève a affiché une bonne compréhension de l'opposition entre Laurier et l'Église catholique.	L'élève a affiché une excellente compréhension de l'opposition entre Laurier et l'Église catholique.
Troisième étape	L'élève n'a pas été vraiment en mesure d'étudier la question de la fusion des conseils scolaires et a affiché une compréhension limitée.	L'élève a été passablement en mesure d'étudier la question de la fusion des conseils scolaires et a affiché une compréhension élémentaire.	L'élève a été bien en mesure d'étudier la question de la fusion des conseils scolaires et a affiché une bonne compréhension.	L'élève a fait avec brio l'étude de la question de la fusion des conseils scolaires et a affiché une excellente compréhension.
Quatrième étape	L'élève n'a pas été vraiment en mesure de répondre aux questions des mises en situation.	L'élève a été passablement en mesure de répondre aux questions des mises en situation.	L'élève a été bien en mesure de répondre aux questions des mises en situation.	L'élève a répondu avec brio aux questions des mises en situation.

80
DEGREES
NORTH

**BRING AN HISTORIC TALE
OF DISCOVERY AND ADVENTURE
INTO YOUR CLASSROOM**



80 DEGREES NORTH is a FREE bilingual teaching resource that explores topics of scientific inquiry, examination of Inuit culture, and Canadian sovereignty — all part of the Canadian Arctic Expedition of 1913-1918.

SIGN UP TODAY!

80DEGREESNORTH.COM

**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



TEACH
MAGAZINE • LE PROF

“Music is not a frill in our education system, it’s absolutely critical. **The benefits to language development and brain development are huge**, allowing students an opportunity to build their literacy and numeracy skills in multiple modalities.”

The Beat Goes On: The Struggle to Teach Music

Author Alex Newman

Without music, said, German philosopher, Nietzsche, life would be a mistake. The American novelist, Jack Kerouac went so far as to say the only truth is music. Indeed. Music has escorted life from ancient times (Orpheus and his lyre) to nursery rhymes—Rapunzel’s singing attracted her prince—and on to modern times, with the Sound of Music’s von Trapp family escaping Nazis under its cover. Recently, doctors have discovered its value for Alzheimer’s patients.

It’s not surprising then, that educators, too, sing the praises of music as an integral part of a well-rounded education. For its 2010 study, “A Delicate Balance,” the Coalition for Music Education in Canada (CMEC) surveyed teachers in over 1000 Canadian schools. The resulting 120-page document maintains that music education leads to improved self-discipline, sense of community and collaboration, as well as increased academic achievement in other subjects.

Similarly, the literature review conducted by the NAMM Foundation (National Association of Music Merchants) affirms that students who study music in

school tend to have larger vocabularies, more advanced reading skills, and scored higher on reading and spelling tests. Thus, music, indeed, can “soothe the savage breast.”

Mandart Chan, a B.C. music teacher, however, sees an additional benefit—“the sense of community it creates for those students who don’t necessarily have a connection to other students.”

In a school like his—Belmont Secondary in Victoria—with almost 1500 students, it’s hard for some kids to connect with others. Chan, who teaches band, beginner keyboard, and composition, has witnessed how students “connect with music and can be themselves. Even when they’re not in the performance ensemble, they’re welcome, and they feel safe.”

Unfortunately, widespread budget cuts have affected arts education as much, and in some cases, more than other school programs. Chan, who is also president of the British Columbia Music Educators Association, believes part of the problem is attitude, “seeing arts as frivolous luxury rather than part of a well-balanced education for our students.”



Mary Moynihan, program coordinator of arts (dance, drama, media arts, visual arts and music) for the Toronto District School Board (TDSB), agrees. “Music is not a frill in our education system, it’s absolutely critical. The benefits to language development and brain development are huge, allowing students an opportunity to build their literacy and numeracy skills in multiple modalities. It also effectively closes poverty gaps.”

Currently, the TDSB is investigating music’s wellness benefits, especially given the high rates of diagnosed anxiety in the city’s elementary and secondary schools. Communal singing, Moynihan explains, has a particularly positive impact.

Funding, however, remains a challenge. The 2010 CMEC study noted that funding decreased since the early 2000s, while student participation had increased. Study participants, aware of these realities, identified a need to invest in music facilities, instruments, and equipment. Ontario schools, it noted, had “58 percent of teachers who deliver music programs in the province’s elementary schools [with] no music background...

often, these teachers are provided with only minimal supports in delivering the music curriculum to young students. Survey respondents indicated that there have been challenges in terms of music funding, instructional space and the number of specialist teachers.”

Moynihan explains that cuts, which have resulted in reduced teaching staff in secondary schools, occurs across all subjects. The impact is felt more greatly in music, however, because like many electives, higher numbers may result in combining grades. “That creates challenges when dealing with a class of multiple ability levels,” she says. “Teachers are committed to it, though, because they want students to have as much exposure to arts education as possible.”

Some teachers are pretty creative in getting around the challenges. They’ll swap classes according to skill and expertise—teaching a colleague’s French class in exchange for them teaching their music class, for example. Elementary schools have less protection for arts programs, Moynihan says. “If your least senior staff is delivering arts, and that position gets cut, then a principal won’t have control over keeping or letting go.

A Few Online Resources

Native Drums has free downloadable and printable teacher resource kits that relate to the provincial curriculum.

National Arts Centre provides full lesson plans to incorporate the music of Canadian greats, like R. Murray Schafer.

Smithsonian Folk Ways Recordings has lesson plans for incorporating music into the classroom, so that it's almost like cultural studies.

Oxfam, the UK charity, posts lesson plans mostly for world music, divided by age group, and includes downloadable music tracks.

Arts Alive has tons of resources including information on advocacy work.

Solfeg is an app that teaches kids how to play instruments. It also has a great list of music teacher resources.

The English Folk Dance and Song Society includes beginners' guides to folk music and recordings and scores of a wide range of folk tunes.

This parenting blog, **Fork to Spoon**, lists free music lessons.

Teach-nology is an online reservoir for hundreds of educational resources, including PowerPoint presentations with musicians and instruments.

The same happens when an experienced music teacher retires—if they created a vibrant music program that gets retired as well.”

Christine Teague Hughes, a music specialist teacher at Bartlett City Schools, near Memphis, Tennessee, admits that budget cuts are discouraging. Partly it's a misunderstanding of what arts integration means, she has observed. “Arts integration isn't about playing music in the background—it's a whole learning process that helps students imprint information in multiple parts of the brain, addressing the whole child and allowing them to maximize their strengths.”

One of the easiest ways to integrate music is to point out rhythms in reading, Hughes says. “This works especially in younger grades. So many children's books have a natural rhythm, and phrases ending in rhyme. With a box of instruments, the children can add their own sound. In that way, they're also thinking more deeply of what words mean, like the crunch of leaves, the clap of thunder. This really helps with comprehension.”

This strategy is effective with special needs children, she adds. “When using music with children who lack verbal skills, you can point or use another visual [to] cue when to start playing, and when to rest their instrument. Emphasizing certain words with sound or movement is more effective for pre-verbal learners than letting them get lost in a wash of language. Anticipating their part, and knowing when to ‘perform’ that word helps fluency and comprehension because of this musical approach.”

Since many children with autism are sensory seeking, “hitting a drum or striking something like a tambourine can be very satisfying,” says Hughes, whose own son is on the autism spectrum. “Some say autistic children hear sounds louder, but what I've observed is that unexpected sounds can cause anxiety. When things are ordered and predictable, the children are more comfortable and this leads to better comprehension.”

While Chan agrees that teachers can get creative in incorporating music, he believes it's more important to advocate for a qualified music teacher in the school. Even an itinerant teacher, he says, would be better than nothing.

Failing to advocate for a specialized teacher, Chan says there's training on how to incorporate music into

the classroom. Some teachers follow their passion in designing classes—one of Chan's colleagues teaches history but is also an avid guitar player. He's developed a course on the history of rock and roll.

He also does what he can to make it easier for students to take music—like holding classes during lunch or after school. (In exchange, he takes off another period). Although Chan prefers to teach during regular hours, he believes in a well-rounded education for all. “If I can give them the opportunity to choose both compulsory courses and music with a flexible timetable, then I'm ok with that.”

Most boards have been offering music programming in addition to the curriculum for years—like pairing teachers with composers who teach classes how to use “found” sound. By encouraging students to explore musical traditions from many cultures, they are not only promoting music but cross-cultural understanding.

It's effective, Moynihan says, for students to listen intently to the changing expression, volume, and dynamics of a piece, and then recreate it using found or digital sound. “By trying to recreate the tonal or auditory landscape of their cultural community, they're taught about the concept of music and notation, but with very little focus on traditional notation practices. It encourages the development of creative problem solving.”

This approach is also easier for teachers who don't have a specialist music background. “Digital music production, something web-based, doesn't require software and really connects students with who they are,” Moynihan adds.

Other TDSB programs include short artist residencies—composers in the classroom program—as

well as itinerant music teachers who cover a number of schools. There's also a program that brings musicians in to teach students how to play instruments, while the curriculum is taught by regular staff members.

The Ontario Ministry of Education website lists other ways teachers can incorporate music: “Set up a listening station in the classroom; encourage students to share the music they like to hear; have students ... move and chant as they learn their times tables; compose soundscapes using found instruments and body percussion; create a choreography to illustrate evolutionary concepts in science; find natural connections between an art form and a non-arts subject and use one to inform the other e.g., teach geometry through sculpture, teach history through the enactment of historical events, or teach elapsed time through movement sequences.”

Teachers can also tap into offers from non-profit organizations. MusiCounts, for example, gives out free instruments to schools. In 2019, the organization received over \$6 million in school instrument requests, but was only able to help one out of every 5 schools who requested support. So, there's still a shortfall.

Similarly, the Royal Conservatory of Music has a Learning Through The Arts (LTTA) program whereby artists work directly with teachers to develop units of study that meet the provincial curriculum guidelines.

Alex Newman is a Toronto freelance writer and editor. Visit her website, alexnewmanwriter.com.



Grammatically, it's an awful-sounding word: Gamification, or as a verb, to "gamify" the classroom. Teachers, however, have found a powerful tool here. By leveraging technology and introducing video-game style interactions, some say they are able to grab kids' attention and drive a higher level of enthusiasm.

Levelling Up: Motivating Students Through Gamification

Author Adam Stone

At Chapelwood Elementary in Indianapolis, Amanda Moore has turned to "gamification" to motivate her fourth-grade students.

Students use the [ClassCraft](#) platform to build avatars, or virtual selves, and then earn points for completing lessons, helping classmates, or displaying other positive traits. "Whatever behaviour I want to see improve in class, I can reward points for that in the game," Moore said. "Then they use the points to level-up their character, which means they get more armour and they look cooler."

Grammatically, it's an awful-sounding word: Gamification, or as a verb, to "gamify" the classroom. Teachers, however, have found a powerful tool here. By leveraging technology and introducing video-game style interactions, some say they are able to grab kids' attention and drive a higher level of enthusiasm.

At Michael E. Smith Middle School in South Hadley, MA, digital literacy and computer science teacher Lisa Manzi uses the [Kahoot](#) platform to help turn learning into points-driven fun. "They love it; they beg to play," she said. "If I were to do just a straight-

up review of concepts they would groan, but when you play it as a game, the level of energy is high. It's fun and loud. There is cheering."

WHAT IS GAMIFICATION?

Gamification asks teachers to incorporate an element of play into their repertoire, usually the kind of digitally-driven play that students experience in the world of video gaming.

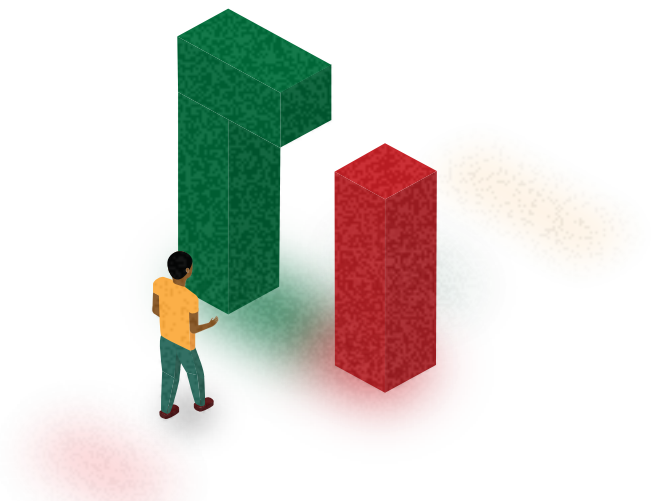
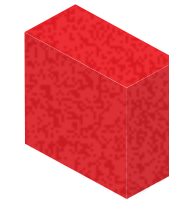
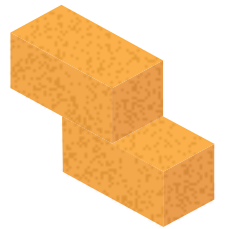
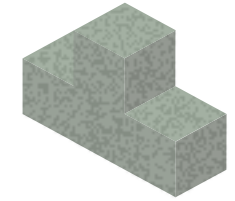
"At their core, games are giant learning engines," says [Endless](#) CEO and founder Matt Dalio. "Games are a series of challenges that we scaffold our way up, to beat the big boss, to level up our characters and capabilities, to win, without realizing that we're actually just learning."

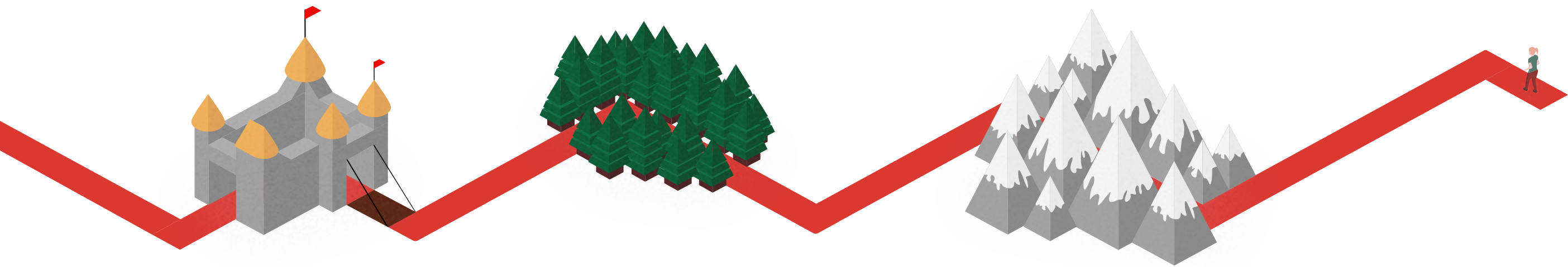
Gamification usually includes an element of competition—whether that is team versus team, or individuals working to beat their own personal best. "Most humans, especially young ones, love to compete," said Tim Elmore, president of the nonprofit [Growing Leaders](#). "We want to try our hand at a game to see how

we compare to a peer. Gaming allows kids to do this. Whether it's a computer, or tablet screen, or a live game face to face, this raises the engagement in a subject. Regardless of the topic, kids want to win."

While the outward forms of the games may vary widely, gamified classroom experiences will share a number of core traits, according to Dell's Education Strategist Jeremiah Okal-Frink.

- **Self-directed:** "A game is driven by the gamers, the user—that is one of the key things. You're looking for an experience where the action that is being taken isn't just about following a procedure or instruction, [it's about] some choice, some ability to make their own decisions."
- **Risk:** "You are looking for an element of risk-taking or failing forward, this idea that you learn through the experience of playing. You don't just read the instructions, play the game once, and then you're done. It's about playing it once, doing it again, failing and learning from that experience in an ongoing way."
- **Rewards:** "In the traditional classroom there is already the idea of reward and consequence. In [a] game-based reward, you are gaining that badge or that level through the demonstration of a skill, or by getting through a series of challenges. It's not the classroom idea of "here's a sticker for completing a task." Gamification is about taking a competency-based approach to teaching and learning."
- **Fun:** "People enjoy overcoming challenges and that can drive them, but if you don't have that element of fun they won't fully engage. What diminishes fun? Posting people's rankings so that those who don't rank as high may feel like they are struggling. Fun is having a ranking of the day, so that every day you start new and fresh. Having mini-projects or tasks, taking on roles, learning through activities. Fun is moving away from compliance and toward engagement."





HOW IT WORKS

Amanda Moore turned to gamification as a way to better balance her classroom time. “I was using a blended learning model, with my students online part of the day, and I wanted to make their independent time more productive,” she says. “I created online lessons for them and I needed a way to deliver that that was engaging and motivating and exciting. Just putting my lesson on YouTube wasn’t enough.”

ClassCraft has a free version, but she pays about \$100 USD a year for the upgrade, in which she can write adventure scripts to promote various traits and skills. She created a “realm” in which a villain has frozen the land; students use their math skills to un-freeze it. In another scenario, the kids search for a powerful healer to remedy a plague. At the end of the year, for the fourth-grade review, the kids will leverage all these learnings in an epic battle to defeat the villain once and for all.

“They get so motivated, to the point where they will ask me for extra work so they can earn more points and level up more quickly,” she says. Moreover, gaming has shifted the classroom dynamic. “When I am a ‘game master’ and not just a teacher, it breaks down barriers and helps us to build trust and deeper relationships. There can be a whole lot of stress in school, and this helps my classroom to become a positive learning place,” Moore says.

While Lisa Manzi has seen similar effects with her middle-schoolers, she said it takes some thoughtfulness up front to reap the full benefits of the game-based approach.

She assigns points for positive behaviours. First, she defines which behaviours she wants to reinforce.

Then, she assigns students to teams. Last, she devises a point system that would be fair, logical, and highly motivational.

“You have to be consistent in how you award points, but you also have to tailor it to the individuals, and that is hard,” she says. “If I have a class that is noisier than another, they might get points just for having a positive day, for staying focused, and staying on task. In other classes it might be points for arriving on time.”

Manzi has also given a lot of thought to the down side of awarding points: What happens when a kid isn’t winning or cannot earn that magical badge?

“There can be meltdowns. There are some students who have trouble knowing how to make a mistake and then move forward. They get super-frustrated,” she says. The bright side is that it can be a learning opportunity too. “That shows me a lot about what we need to work on with that student. We need to support them so they can learn to make a mistake and bounce back from it.”

Overall, the use of technology in support of game principles has been a win for Manzi. “Many of my students had their introduction to computers and technology through entertainment and games. My challenge is to get them to use that as a tool for learning” she says.

“If you can turn it into a game, that can open that door. It doesn’t have to be a ‘video game’— that [can be] a turnoff to parents and administrators—but you can use those same concepts: the challenges, the levels, the small successes as you build up to become more of an expert,” she says. “If you can build [it] into a classroom experience, that grabs the student’s attention.”

MAKING IT WORK

At Great Neck South High School in North Hempstead, NY, math and computer programming teacher Andrea Zinn asked her students create a game of their own. They used the techniques of artificial intelligence to create “bots”—computer programs that could compete in an elaborate version of the game Rock-Paper-Scissors, which is also known as “[Rock-Paper-Scissors-Lizard-Spock](#)”.

“An ‘interface’ tells you what program you need in order for your program to run. Students need to know how to implement the interface, and it’s not easy to come up with a decent assignment for that,” she says. A game setting made the concept more digestible. The motivation here: A round robin tournament in which the bots battled it out.

“On the day of the competition, you could hear [the students] down the hall, they were so excited and so into it,” she said. “They were really excited to see what had worked and what didn’t work. And it’s something tangible: They can see something that they have done and it’s not just in the classroom. It’s a competition, and they were really invested in that.”

In New York’s Oceanside School District, Angela Abend has brought the concept into the grade 4-6 gifted/enrichment program, using the [Bloxels](#) tool to help kids turn their narrative ideas into games.

“They incorporate writing, art, and design to create video games that are shared with other students and the Bloxels community,” she says. “The games are story based, with characters that they love. We talk about protagonist and antagonist. We talk about setting and conflict resolution. These are terms they know from

traditional classes, but when they see a game aligned with those terms, it really increases the excitement and the energy.”

This intersection of academic concepts and a video-game style experience lies at the heart of the gamification experience. Teachers who have gamified say that by bringing a video game style experience into the classroom, they are able to inspire a new and different kind of engagement.

“They have been playing games forever,” Abend says. “Now they get to be in charge of it.”

For teachers looking to go this route, Stetson University education professor and video game expert Lou Sabina offers a word of advice: Functionality counts.

“The most important practice for gamification... is to make sure your app and game actually work. When I was supervising teachers, nothing agitated me more—and the students in the class—than [when a] teacher... spends all of this time making a very detailed game and simulation, [but] when it [comes] time... to actually run... it, there are dead links, spelling errors, and mistakes that the students will pick apart.”

His advice? “Pre-test, pre-test, and pre-test.”

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

The Shadowed Road

version 2.0

An improved multimedia experience for mobile devices.

Try it **FREE** today!

TheShadowedRoad.com



Brought to you by TEACH Magazine



OUR YEAR

A BETTER START
IN LIFE FOR

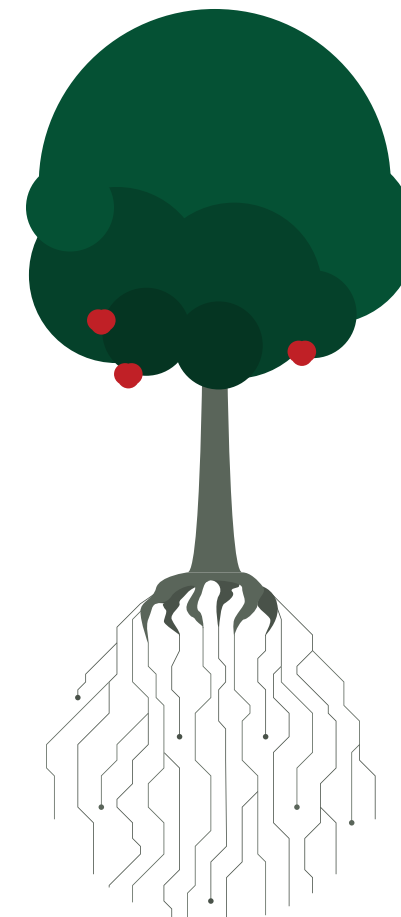
7,308,929 GIRLS



plan-international.org/ouryear

Ad Index

Family First Literacy	2
The Gold Book of Lesson Plans	2
80 Degrees North	3
Shattered Ground	3
IB Examiner	8
The Life and Times of Sir Wilfrid Laurier	14
Suffrage: Canadian Women and the Vote	15
80 Degrees North	24
The Ruptured Sky	25
The Shadowed Road	34
Plan International	35
Dystopia 2153	36



READ LEARN CODE

