

TEACH

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LE PROF

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Cool Careers:
Communications and Media

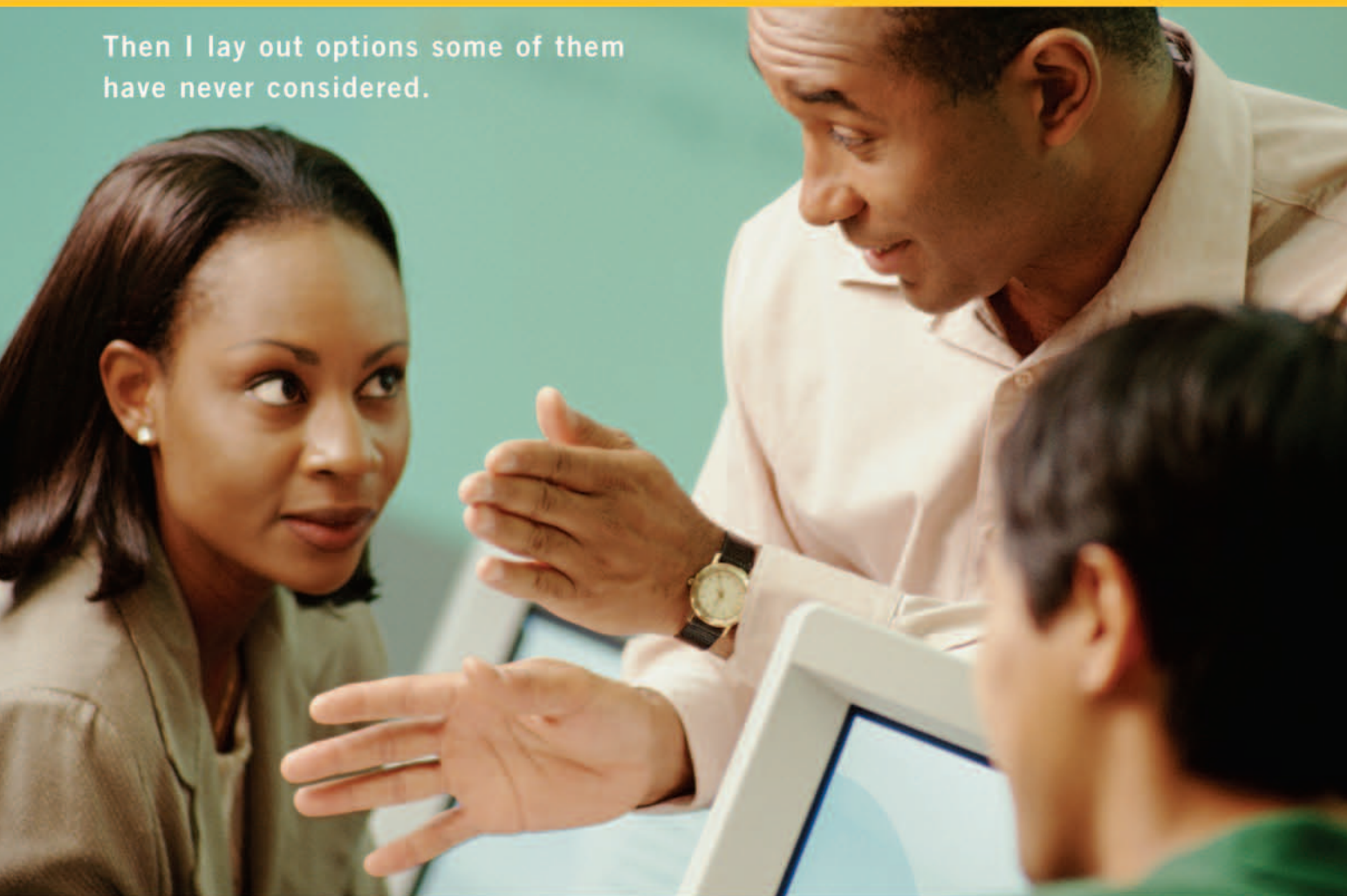
Technology Roundtable
Discussion: Part 3 of 3

CURRICULA
The Canadian Studies Project:
Interdependence

Projet d'études canadiennes :
Interdépendance

People ask me how I advise my students on what they should do for a career. The first thing I do is listen.

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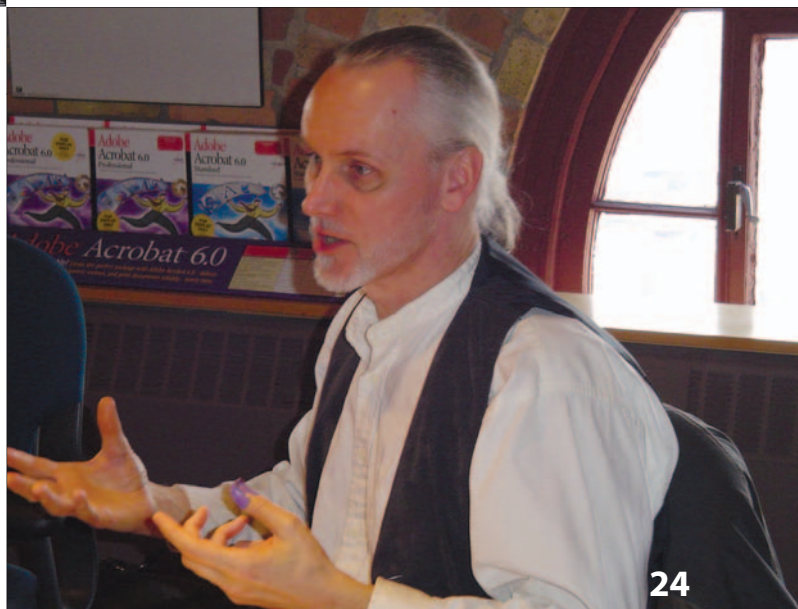
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a standing ovation.

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Guess who's not coming to dinner?

There is no question that pests, bacteria, fungi and other organisms can have a serious impact on the yield and quality of agricultural crops. And there is also no question that the abundance of fresh fruit and vegetables we enjoy today is due in part to the continuous improvements in crop protection technologies. In order to continue to enjoy the benefits of a wide range of fresh, affordable produce year round, crop protection methods have an important role to play in giving us healthy eating choices.

Food for Thought



Find out for yourself about crop protection at www.croplife.ca/foodforthought

Welcome back to another school year filled with hustle and bustle. One blink and the summer is over.

In this issue, we are pleased to present the third part of our Technology Roundtable, an ongoing discussion about the issues and barriers confronting the integration of technology into the classroom. We've brought together educational technology experts to hash out the issues and help determine what solutions, if any, may be effected. This is the last installment of a very detailed debate.

We also wanted to focus on careers that students would find compelling – this line of thought led us to explore media careers. Our editors have tracked down and interviewed experts in the fields of print, broadcast and new media to discover how they got into their chosen fields and what role education plays in determining these choices. We live in a media-saturated world and increasingly, younger generations are steeped in media that shapes students' outlooks and perceptions. The world of media mesmerizes both youth and adults alike.

CURRICULA is the continuation of The Canadian Studies Project. In this third part, we explore interdependence: the ways in which we are connected physically, emotionally and environmentally. This resource is appearing in print but is also posted on our Web site, where you can find the full version available for viewing or download.

Revoilà septembre et son tourbillon d'activités. Un clin d'œil et c'est la fin de l'été.

Nous avons le plaisir de vous proposer, dans ce numéro, la troisième et dernière partie de la table ronde sur la technologie. Il s'est agi d'échanges très approfondis sur les obstacles à l'intégration de la technologie dans la classe, avec des spécialistes de ce domaine appliqué à l'éducation, qui ont débattu les questions posées et y ont cherché d'éventuelles solutions.

Nous souhaitons également présenter les carrières qui suscitent l'intérêt des élèves. Cela nous a amenés à étudier les métiers des médias. Nos rédacteurs ont recherché et interviewé des spécialistes de la presse, de la radiodiffusion et des nouvelles pour découvrir comment ils en étaient arrivés là et quel rôle l'école avait joué dans leur choix. Nous vivons dans un monde de médias et les jeunes générations y sont de plus en plus baignées. Ce sont les médias qui déterminent leurs perspectives et leurs perceptions. Ils fascinent les jeunes comme les adultes.

CURRICULA présente la suite du Projet d'études canadiennes. Cette troisième partie étudie notre interdépendance, les façons dont nous sommes connectés sur le plan physique, affectif et environnemental. Cet article imprimé figure également sur notre site Internet où vous pouvez consulter la version intégrale et la télécharger.

Wili Liberman

Next Issue

The Canadian Studies Project: Peace, Futures, Web Stuff and more.

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NANOWEAR

Worn like a shirt, NanoWear can monitor vital signs and administer medication. Minute sensors are woven into fibers composed of carbon nanotubes. Microcomputers are used to analyze the information.

MICROBE ID SYSTEM

By sampling the patient's breath with its built-in sensors, the handheld MID can identify the microbes that are causing the patient's illness and aid in an accurate diagnosis.

THERMOBEAR

This teddy bear houses a mini thermal imaging device that continually senses, monitors and digitally displays a child's body temperature. An alarm sounds to alert caretakers to danger.

IF YOU CAN IMAGINE THE FUTURE, YOU CAN INVENT THE FUTURE.

In 20 years, the world will be a very different place, with new, improved technologies and scientific advancements that we can only dream of. To envision these breakthroughs, you'll have to use your imagination. And that's exactly what students do when they compete in the Toshiba/National Science Teachers Association ExploraVision Awards competition. Sponsored by Toshiba and administered by the National Science Teachers Association, the ExploraVision competition gives students in grades K-12 the chance to create their own vision of the future. Student teams select and research a current technology, then explore what it could be like 20 years from now. Members of the four first-place teams will each receive a U.S. Savings Bond for \$10,000 and a trip to Washington, D.C. And, in recognition of Toshiba's 130th Anniversary, a special prize will be awarded to five teachers who have played an inspirational role in encouraging student participation in ExploraVision. Now those are great reasons for your students to imagine the future. For more information or to obtain entry materials, please visit www.exploravision.org/teachmag, e-mail exploravision@nsta.org or call 1-800-EXPLOR-9.

Ideas represented above are examples of past ExploraVision winning entries. The Toshiba/NSTA ExploraVision Awards program is funded by Toshiba Corporation, Toshiba America Group Companies and Toshiba America Foundation, and is administered by the National Science Teachers Association. Entrants must be U.S. or Canadian citizens or legal residents of the U.S., U.S. Territories or Canada, 21 years of age or younger, and full-time K-12 students, enrolled and attending a public, private or home school. Void where prohibited. NO PURCHASE NECESSARY. *U.S. EE Savings Bonds issue price is half their face value. Canadian bond winners receive equivalent value Canada Savings Bonds based on current exchange rate.

TOSHIBA

www.toshiba.com



Wireless Tablet PCs make the grade at Bishop's

The Challenge

As one of Canada's leading private schools, Bishop's College School (BCS) in Lennoxville, PQ, is tasked with preparing over 250 co-ed boarding students for college and university. Implementing a wireless network and using Toshiba Portégé® M200 Tablet PCs allow

students and teachers to enhance classroom learning with real life experiences. So while BCS was already hard-wired for computers, Headmaster Lewis Evans wanted to ensure the school's scholastic programs were supported by technology to prepare students for today's world.

Solution

The task of choosing the right tools fell to BCS' director of technology, Guy Dallaire, who was convinced that the Toshiba M200 Tablet PC was the right fit. The convertible Tablet PC and notebook functionality provided the flexibility and versatility that BCS students need. Together with the product's reputation for performance, service and stability, the decision to choose Toshiba was logical. Three hundred Tablet PCs were purchased and a wireless network (WLAN) was set up.

Getting Organized

The Toshiba M200 Tablet PC helps students get organized – a skill necessary for success in their chosen careers. In the past, students would take notes with a pen and paper – but with Tablet PCs it's easier for students

to organize and decipher notes, and they are no longer hurried when handwriting.

Math and chemistry teacher Angela Magon has students use Tablet PCs to draw graphs, take notes (such as formulae and equations that cannot be done on a traditional laptop) and add comments to the computerized images she provides as worksheets. Tablets can be converted to slate-mode so Magon can easily see students' computer screens and know if they are following the lesson.

Dynamic Instruction

In Magon's classes, Tablet PCs are key. Students can see demonstrations on different chemical properties and return to their Tablet PCs for information that correlates with the experiments they've just completed. Students wirelessly download worksheets from Magon's Web site and complete them in class and Magon uploads any in-class demonstrations to her Web site so students can access them from residence.

Teaching Critical Thinking

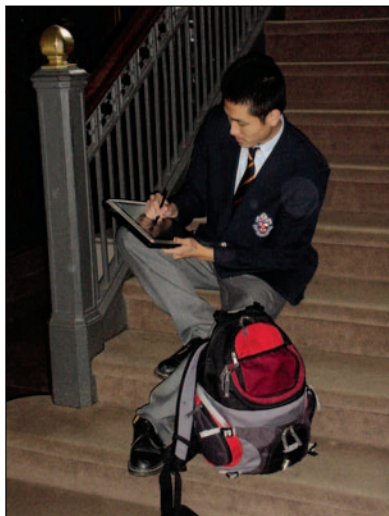
Evans believes BCS's Tablet PC program and WLAN address a key principle of the plan: to increase the level of student engagement and provide an interactive learning environment. Wireless access to the Web's world of information lets students learn from a myriad of sources from any campus corner.

Electronic Marking and Next Steps

Grading papers is easier for teachers who receive assignments and add comments electronically. Teachers can grade papers from anywhere on campus as students submit assignments electronically, who then check their grades online. The Toshiba Tablet PCs at BCS have been received with enthusiasm and have contributed to student success – plans for expanded use are already underway.



"...with Tablet PCs it's easier for students to organize and decipher notes, and they are no longer hurried when handwriting."



Richard Worzel

a failure to communicate



When I was young, distance communication was difficult and expensive. Think back to your birthdays when you were a kid: no doubt you heard your parents shout, “Quick, get in here – Grandma’s on the phone, it’s long distance!”

Seven years ago, I spoke to senior executives at Bell Canada and told them that by 2018, it will cost around \$1 to call someone in Hong Kong and talk for seven consecutive days. I told them that charging by the minute would vanish, replaced by a flat fee for long distance calls anywhere around the globe.

The executives weren’t thrilled with my message, although my prediction proved conservative. Today VoIP (Voice over Internet Protocol) allows one to pay a monthly flat fee for unlimited long distance calls anywhere in North America. I can call my son in Guelph, Ont. – 45 minutes from my home in Toronto – for no more than it costs my wife to call her friends in England.

Cheap long distance is merely indicative of where we’re headed with communications. The next generation has arrived, and it’s called WiMax (the successor to WiFi – the technology that lets people create wireless, high-speed Internet access in their homes and businesses).

WiMax is still high-speed wireless Internet, but it can span an entire city. WiMax devices will appear any time now: at first they’ll be rare and pricey, but they will rapidly come down in cost – so much so that they’ll be free throw-ins when you buy a laptop.

Eventually we’ll have wireless Internet access almost anywhere, just like cell phone coverage today. It won’t matter whether your connection for a phone call, video, instant message or Internet surfing comes through a phone line, coaxial cable or wirelessly. As long as you get the bandwidth you need at a price you barely notice, you won’t care how it happens.

What occurs when all this information is available? First, information overload gets substantially worse. Cheap communication is the pri-

mary reason for information overload. As it gets cheaper, the overload will worsen. In response, people will build cyber-walls around themselves to keep out unwanted communication, making it harder for people to reach each other.

There are implications for educators as well. Many students already accept information as true because it was found on the Internet. This makes them vulnerable to propaganda, lies, rumours and half-truths. Teachers may question why they should even teach mere facts – dates, formulas, population figures and so on – when this information is available anywhere, at anytime. But what is important today is the context of these facts: for example, where an event fit within the progression of a country, the importance of a formula and its history in the development of science or where the population of Canada fits within the global community. With the Internet becoming our principal source of information, now more than ever students need critical thinking skills to separate truth from fiction to avoid being duped.

Classrooms will have to be connected to and integrated with this emerging cyber-world in order to hold relevance to students steeped in Internet culture. Students will quote sources of which teachers are unaware. Students will increasingly use communication and information resources to do their work, whether legitimately or illegitimately, and teachers who are not up to speed won’t know the difference. Teachers who can’t connect their subject matter with the virtual reality of cyberspace will lose the attention – and respect – of their students.

More information also means more integration with, and less privacy from, parents. It will be easier for teachers to keep parents up-to-date and seek their support; however, parents will also be able to electronically audit what’s going on in the classroom, take issue with what’s being taught and object to how their children are

• *Continued on page 11*



échec de la communication

Lorsque j'étais petit, les communications interurbaines étaient coûteuses et difficiles. Souvenez-vous de vos anniversaires lorsque vous étiez enfant. Vous entendez sans doute encore vos parents vous crier : « Viens vite, Mamie est au bout du fil et elle appelle de loin ! ».

Il y a sept ans, je faisais un exposé à des cadres supérieurs de Bell Canada et je leur disais que d'ici 2018, il en coûterait environ 1 \$ pour appeler un correspondant à Hong Kong et lui parler sept jours d'affilée. J'ajoutais qu'il n'y aurait plus de coût à la minute mais un forfait pour tous les interurbains, partout dans le monde.

Lesdits cadres n'étaient pas ravis, bien que mes prévisions se soient révélées en-deça de la réalité. Aujourd'hui, le système vocal sur l'Internet (voix sur IP) permet, grâce à un forfait mensuel, de faire des interurbains illimités partout en Amérique du Nord. Ainsi, je peux appeler mon fils à Guelph (Ontario) – à 45 minutes de chez moi à Toronto – pour ce qu'il en coûte à ma femme pour appeler ses amis en Angleterre.

Les interurbains bon marché ne nous donnent qu'une petite idée de ce que nous allons connaître en matière de communication. La génération suivante est déjà là, c'est le WiMax (successeur de WiFi – technologie permettant aux personnes de créer un accès haut débit sans fil à Internet chez elles et à leur bureau).

WiMax, c'est toujours l'Internet haut débit sans fil, mais il peut s'étendre à toute une ville. Les dispositifs WiMax vont sortir incessamment. Ils seront d'abord rares et chers, mais leur prix baissera rapidement – si bien qu'on les donnera en prime à l'achat d'un ordinateur portable.

Nous finirons par avoir l'Internet sans fil presque partout, un peu comme les téléphones portables aujourd'hui. Vous pourrez vous connecter par ligne téléphonique, par câble coaxial ou sans fil pour passer vos appels téléphoniques, vos vidéos, accéder à votre messagerie instantanée ou naviguer sur la Toile. Pour vous, cela n'aura pas d'importance du moment que vous aurez la

largeur de bande requise à un prix minime.

Que se passera-t-il lorsque toute cette information sera disponible ? D'abord, la surcharge d'information sera terrible. Cette surcharge est due en grande partie au faible prix des communications. Plus les prix seront bas, plus elle sera importante. Pour y faire face, on s'enfermera dans des cybermurs afin d'écarter les communications gênantes, ce qui aura pour effet d'entraver la communication entre les personnes.

Ceci aura aussi des conséquences pour les éducateurs. Nombreux sont les élèves qui acceptent déjà pour vraie une information venant de l'Internet, ce qui les rend vulnérables à la propagande, aux mensonges, aux rumeurs et aux demi-vérités. Les enseignants se demanderont même s'il est utile d'enseigner des faits – dates, formules, populations, etc. – attendu qu'on peut les trouver partout et à tout moment. Ce qui importe aujourd'hui, c'est de comprendre le contexte : Où un événement s'intègre-t-il dans la progression d'un pays ? Quelle est l'importance d'une formule et de son histoire dans le développement de la science ? Quelle est la situation de la population du Canada dans l'environnement mondial ? Maintenant que l'Internet devient notre principale source d'information, les élèves doivent plus que jamais faire preuve d'esprit critique pour dégager la vérité de la fiction et éviter de se faire duper.

Les classes doivent se connecter à ce nouveau cybermonde et l'intégrer si elles veulent être pertinentes pour des élèves baignés de culture Internet. Ceux-ci citeront des sources inconnues de leurs enseignants. Pour faire leurs devoirs, ils utiliseront de plus en plus de ressources en communication et en information, légitimement ou non, et les enseignants qui ne seront pas dans la course n'y verront que du feu ; s'ils ne réussissent pas à connecter leur discipline à la réalité virtuelle du cyberspace, ils perdront l'attention – et le respect – de leurs élèves.

Davantage d'information, cela veut aussi dire

plus de contacts avec les parents et, par tant, moins de « discrétion » par rapport à ce qui se passe à l'école. Il sera plus facile pour les enseignants de tenir les parents au courant et de rechercher leur soutien ; pourtant, ces mêmes parents pourront vérifier électroniquement ce qui se passe dans la classe, contester ce qu'on y enseigne et se plaindre de la façon dont sont traités leurs enfants. Il sera plus facile de deviner les intentions des enseignants lorsque les parents pourront voir et entendre ce qui se passe dans la classe à n'importe quel moment.

Pensez aux conséquences d'être constamment en communication hors de la classe. Cela a déjà redéfini la façon dont nous communiquons – il est toujours possible d'appeler à l'aide, de vérifier ce que fait un enfant ou un parent âgé. Déjà l'Internet a réformé les nouvelles. Dan Rather, l'un des plus grands présentateurs améri-

cains de nouvelles, soutenu par l'une des plus puissantes organisations du monde, CBS, a été descendu en quelques heures par une foule de bloggers relax qui ont démolé son papier critiquant le dossier militaire de George Bush. Les bloggers sabotent les agences de presse en communiquant les dépêches plus vite, et de façon plus alléchante. Ce faisant, ils volent à la fois les lecteurs et les annonceurs.

En fin de compte, toutes les nouvelles contiendront des rumeurs et des informations qui ne seront ni étayées, ni vérifiées, ni limitées, et ne feront que satisfaire nos préjugés personnels. Les fondamentalistes de tous poils n'entendront que les nouvelles visant à enflammer leurs passions, et jamais les points de vue opposés. Les partis politiques et les extrémistes n'écouteront que les personnes qui partagent leurs opinions. Des communications extrêmes mèneront à des dissensions extrê-

mes, une absence de consensus, un antagonisme vis-à-vis d'autres perspectives, et des affrontements entre les cultures et les idéologies. Nous deviendrons des villages globaux paranoïaques isolés électroniquement, définis par des médias que nous choisirons, puisque la latitude sera totale et absolue.

Ce qui nous attend de façon imminente, c'est un échec de la communication alors même qu'elle est omniprésente. La seule chose qui puisse nous sauver sera la retenue et l'autodiscipline. Ne nous faisons pourtant pas trop d'illusions.

Richard Worzel est un futurologue canadien bien connu qui va parler à de grandes entreprises partout au Canada. Il va aussi bénévolement faire des exposés à des élèves du secondaire. On peut le rejoindre à futurist@futuresearch.com.

• Continued from page 9

FUTURES

being treated. It will be easier to second-guess teachers when parents can see and hear what's happening in the classroom at any time.

Think about the implications of always-on communications outside of the classroom. We've already seen it reshape how we communicate – you can always call for help, or check on a child or an aged parent. News has already been re-formed by the Internet. Dan Rather, one of the most important American news anchors, backed by one of the world's mightiest news organizations, CBS, was brought down in mere hours by a rabble of casual bloggers who picked apart his story criticizing George Bush's military record. Bloggers are eating away at the news organizations by getting news out faster, fresher and more provocatively. In the process, they're stealing readers and advertisers.


Eventually all news will contain rumours and unsubstantiated information, unchecked and unrestrained, appealing only to our personal prejudices. Fundamentalists of every religious stripe will

hear only those stories designed to inflame their passions, not opposing points of view. Political parties and extremists will listen only to people who pander to their opinions. Extreme communications will lead to extreme divisiveness, lack of consensus, antagonism to other viewpoints, and clashes between cultures and ideologies. We will become a series of electronically isolated, paranoid global villages, defined by the media we choose to experience, since we will have complete, unfettered choice.

What we have looming before us is a failure to communicate in the midst of a communication cornucopia. The only thing that can save us is self-restraint and self-discipline. Don't hold your breath.

Richard Worzel is Canada's leading futurist who speaks to major business audiences across the continent. He also volunteers his time to speak to high school students. Contact him at futurist@futuresearch.com.


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Learning Village is sponsored by TV Ontario.
www.learningvillage.com





return of the incredible machine: contraptions

Return of the *Incredible Machine: Contraptions* is a program designed to help kids discern how to make basic mechanical devices work. Presented with partially assembled devices, kids must correctly assemble a device in order for it to properly function. The program is comprised of two main activity areas: Playing Contraptions and Designing Contraptions.

In Playing Contraptions, a player is challenged with approximately 250 incomplete machines and contraptions that must be modified to achieve a set goal. Some of these goals involve knocking a ball into a basket, sending

balloons off the screen, turning on electrical appliances, launching rockets and luring mice into holes.

To begin, the player starts the contraption presented on the work screen and observes how its components interact. He or she then decides what pieces are missing by selecting machine components from the workbench. Not every piece is useful, so the player must use problem-solving skills to determine what pieces are necessary, how to modify them and where they should go. Helpful hints give the player clues about which pieces should be placed where.

The Designing Contraptions section offers a more advanced challenge because it allows kids to construct an original contraption from a number of components. Once

These newly created challenges can be saved and tackled by other kids.

The program allows two players to compete against each other to see who can get a device working first. As well, by visiting *Return of the Incredible Machine's* Web site (found within the program), you can locate extra help, along with additional downloadable contraptions kids can use.

Return of the Incredible Machine is suitable for anyone interested in science, physics or engineering, or who simply enjoys exploring how mechanical devices work. It is designed primarily for children between the ages of 11 and 14, but older kids will find the program engaging too. The game challenges both the imagination and the powers of logic. It develops problem-solving skills and reinforces student knowledge about physical forces and the laws of motion. Each of the program's components is presented in an entertaining format that will appeal to almost any young student.

Return of the Incredible Machine is simple to understand – its main concept is to observe a machine and modify it so it “works” – it might, at first, appear repetitive and predictable. But players will soon find the program far from monotonous. Because of its countless components, the contraptions are always new and challenging. Kids can experiment endlessly and explore how the contraptions respond to attempts to get them working.

The increasing difficulty and complexity of the contraptions will continue to challenge kids' problem solving skills. But should a player ever tire of solving machines, a new and greater mission awaits: designing an original contraption that will stump friends and family.

Kevin Dempsey is a teacher in Renfrew, Ont., and teaches primary and junior grades. He is also a Learning Village reviewer.



Publisher: Sierra On-Line Inc.

Learning Areas: Exercises problem-solving abilities and intuitive understanding of the basic principles of mechanical physics (i.e., gravity, force, air pressure, motion) in order to make mechanical devices work.

Grades: 6 and up

Age Range: 11 and up

Minimum Requirements:
Windows 3.1, 95/98 or Mac 680

Ordering Info: The CD-ROM Store:
1-800-250-9229 or www.cdromstore.com

created, the player removes various components so the contraption no longer works. The player is required to write both the goal of the contraption and useful hints about putting it back together.



Curricula

Reproducible Insert

THE CANADIAN STUDIES PROJECT: *An Exploration of Culture, History and Interconnectedness*

Lesson Three: Interdependence Nature's Revenge

Duration: 1-8 Class Periods
Grade Level: 9-12

INTRODUCTION

Welcome to The Canadian Studies Project. In successive issues of *TEACH Magazine*, you will find four lesson plans that explore the following themes: equity, diversity, interdependence and peace. Due to limited space, the curriculum links and additional content will be posted on the Web site: www.teachmag.com/canadianstudies. The content of The Canadian Studies Project is also connected to a television series called *Get Outta Town!* (www.getouttatown.tv), where a host teen travels the world and meets up with teenagers to experience the life and culture of different communities from a local teenager's point of view. Video content from the series is posted on The Canadian Studies Web site.

Canada is a country of diverse peoples. Through the activities detailed in the following lesson plans, we are confident that you and your students will enjoy and celebrate Canada's unique status among nations.

We would like to hear from you. Please contact us at info@teachmag.com and let us know the kinds of projects and activities in which you have engaged. Send us your students' work and we will post the best entries on The Canadian Studies Project Web site.

"We peer so suspiciously at each other that we cannot see that we Canadians are standing on the mountaintop of human wealth, freedom and privilege."

—Pierre Elliott Trudeau

Vocabulary List:

Vulnerable
Cataclysm
Tsunami
Seismograph
Richter Scale
Unparalleled
Faction
Recede
Insurgent

CASE STUDY

Nature's Revenge



Samsul is 15 years old and lives in Ampara, a coastal region of Sri Lanka. He lives in a village where the economic base is fishing. Each day, the men head out in their fishing boats to ply their trade in hopes that the catch that day may be plentiful enough for them to sell to the local markets and supply their personal needs as well. It is a difficult and precarious existence. The sea is often rough and there are storms. Boats can be damaged or lost. The boats themselves are expensive to buy and maintain, and the price of fuel for the boats' diesel engines is steep. Samsul has left school and is now helping his father fish for a living. His father is grateful for the help – an extra pair of hands is very useful. When the men aren't fishing, they are darning their nets or making necessary repairs to their boats. Samsul enjoys working with his father and is proud of the fact that he is helping to support the family through his labour. And by supporting the family, he is, in a way, supporting the village as well. When the fisherman sell their catch, they have money they can spend in the village to purchase goods from some of the local tradesmen. This, in turn, helps them support their own families. In this way, everyone in the village is interconnected. Each depends on the other for help, trade or barter. Because of this system, everyone in the village knows everyone else. Sometimes this can be a nuisance, as neighbours know each other's business and other intimate or personal details. It also means that this codependant system that has been created in Samsul's village is fragile and vulnerable to collapse in certain extreme conditions.

Unfortunately for Samsul and his fellow villagers, some of these conditions do exist. They have been caught in an ongoing political dispute for many years. Samsul's village is near a regional border that has been in dispute for two decades as a rebel faction has been

fighting the government for independence. Samsul and his fellow villagers have not taken sides nor declared their support for one side over the other. They try to keep their heads down and cooperate with everyone. But the dispute causes serious problems for the villagers. In the past, the village has been raided by the rebels and although they were treated well enough, many of their much-needed supplies were taken and no compensation was offered. Then, when government troops intervened and the rebels left, some of the villagers were accused of aiding the insurgents. Once the government troops were satisfied this wasn't the case and felt the area was secure enough, they left, opening the door to the rebels once again. And so it continued. In some ways, the villagers became accustomed to the comings and goings of the various factions and troops and stuck to the business and life of the village as best they could.

Within the space of just a few minutes on a particular day, however, all this changed. Far out in the Indian Ocean, a massive earthquake erupted deep below the surface of the water. This earthquake registered on seismographs around the globe at roughly 9.0 on the Richter scale. The scale only goes up to ten. The cataclysmic force of the earthquake created a gargantuan disturbance in the water above the earth's surface, resulting in a gigantic tidal wave, otherwise known as a tsunami. On the surface of the Indian Ocean, the scope and breadth of the tsunami was almost unparalleled, stretching for hundreds of kilometres and gaining heights of 10 metres – or well over 30 feet. What's more, the tsunami was rapidly advancing toward coastal regions across the Indian Ocean.

On that morning, Samsul and his father were delayed from going out in their fishing boat as they were repairing some of their nets. What saved them was the fact that they were in the boat when the gigantic wave swept down on their coastal village. The tsunami took them by surprise; there was no warning and no reason for them to be alarmed. They did not know about the earthquake in the Indian Ocean. No alarm had been sounded because no warning system was in place. The tsunami swept in, the fishing boat broke its moorings and it was carried up on the shore and inland for some 200 metres. It was then pulled back almost another 100 metres before the water receded enough and the boat was left on somewhat dry land. Samsul had been too terrified to scream or cry out. He was numbed with fear and could only hang on and watch with horror. By the time the devastating waters had receded, Samsul's village had disappeared.

KEY CONCEPTS AND ISSUES

This lesson plan explores the concept of interdependence. The world in which we live gets smaller as more people inhabit this planet, more resources are depleted and as we are instantly in touch with each other. We are connected through the air we breathe, the water we drink and the images we see on the Internet. No nation can go it alone entirely. At some point in a nation's history, a cooperative relationship needs to be formed with a neighbour or a partner, whether by sharing resources or trading goods and commodities, righting a grievous wrong or supporting the other against a perceived enemy.

LEARNING OUTCOMES

Students will:

- Understand the links between nations
- See that the natural world is extremely fragile
- Link human rights to responsibilities of global citizenship
- Comprehend the role technology plays in linking people together
- Figure out why human beings need to depend on each other
- Work together in teams
- Hone their communication skills
- Critically assess situations and events
- Benefit from real-world experiences

TEACHER-DIRECTED DISCUSSION

Step One: Teacher-Directed Discussion

(1 Period)

Have students read Samsul's story and then have a general discussion about his situation. Focus the discussion on various aspects of interdependence and frame the discussion so that it explores a number of themes such as environmental interdependence, economic interdependence, human interrelationships and political relations. You may wish to break the class into groups of three or four students and assign each group one of the aforementioned topics to be discussed in more specific terms. What do students think about Samsul's situation? How do they think he can be helped and by whom? Has anyone in the class been in a comparable situation, and

if so, what did they experience? What do students think of the political context and what long-term impact might that have on Samsul's situation? Write the vocabulary list on the board. Assign one word for each group to define and apply to the situation as detailed in the case study. Each group will report back on their discussion and the definition they've found for the assigned word.

Step Two: Creating an Action Plan

(1 Period)

Samsul's village and the region in which he lives has been declared a disaster zone. Many people have been killed or are missing. The remaining villagers have no resources and no means of repairing the damage that has been done to the area.

Divide the class into small groups (as above) and have each group come up with a general strategy for dealing with Samsul's situation and that of his village. This can be organized from the perspective of the local, regional or national government in that area. It can also be discussed as if the group was a foreign government offering help and support, or it might be discussed as if the group was a prominent aid organization that was mobilizing its resources to help out. One member from each group will present the general strategy to the rest of the class.



Optional Extension Activities

Step Three: Building on the Action Plan

(2-3 Periods)

Keeping the same small groups as in Step Two, students will explore interdependence in a more substantive way. Each group will use Samsul's situation as a starting point, but will select a topic from the following list: the environment, technology, human rights, trade, war and conflict, peacemaking, media, arts and culture, and poverty.

Groups will then discuss their topic in the context of interdependence and make a list of factors. For example, in a disaster zone such as the one in Samsul's village, human rights need to be respected. That is, what is left of an individual's property and possessions should be left alone. There shouldn't be any looting. Government officials should offer aid and comfort. Neighbours should help each other. Foreign governments and organizations working in the region should provide support and resources to help improve the situation, while recognizing that people in distress, although now impoverished, still retain all the rights they had before the disaster struck. Ask each group to discuss the factors that affect environmental degradation. How do humans depend on clean air, clean water, and healthy plant and animal life? How does technology link us all together so that we are truly part of a global village? Use these questions as starting points for some of the topics.

Once the groups have figured out the list of factors that affect the topic they've selected, they will make a collage choosing images from newspapers, magazines, the Internet, etc. to illustrate the key elements that reflect interdependence. In addition, the groups will provide a brief written description of the collage that supports all the main points they discussed earlier. Each group will then present their collage to the rest of the class.

Step Four: The Declaration

(1-2 Periods)

There are many declarations that exist in the world. In the United States, there is the Declaration of Independence. In 1948, the General Assembly of the United Nations tabled the Universal Declaration of Human Rights. In Canada, there is the Charter of Rights and Freedoms. Many nations and states have their own versions of declarations that address a wide range of issues and topics.

In recent years, a number of organizations have come up with Declarations of Interdependence. For an example, please go to: www.davidsuzuki.org/About_us/Declaration_of_Interdependence.asp. You will find a description of just such a declaration made by members of the David Suzuki Foundation—a leading environmental organization. This is not the first declaration of its kind, but it is a prominent one. For a history of declarations, do a Web search on the Internet using the phrase "declaration of interdependence."

Each student in the class will create their own personal declaration of interdependence. This declaration may take the form of a poem, rap song, storyboard, video, Web site, quilt, collage, an animation, sculpture, drawing, or anything else a student wishes to create.

All of the declarations will be handed in to the teacher, who may choose to display and/or feature all or some of them so that they may be shared with the rest of the class.

Step Five: Comparison

(1 Period)

In the television series *Get Outta Town!*, the host of the show visits cities around the world and is accompanied by a local cohost. View any one of the episodes (<http://www.getouttatown.tv>) and have students analyze the relationship between the host and cohost. How is this relationship interdependent? Or is it? Each student will write a brief summary of the episode they've watched and describe how the host and cohost rely on each other.

ASSESSMENT AND EVALUATION

Evaluate the groups on their oral reports:

Suggested criteria:

- Content (was the content/strategy clearly articulated and well thought out? Were the points the groups made persuasive?)
- Presentation (was the presentation well-delivered, easy to hear and understand with good vocal quality, gestures, postures, etc.?)
- Effectiveness (were the points presented effective, and how practical were the suggestions?)
- Teamwork (did the group work well together?)

• Continued on page 5 of French Curricula

Curricula

Encart prêt à photographier

PROJET D'ÉTUDES CANADIENNES

**Cours trois : Interdépendance
La revanche de la nature**

**Durée : De 1 à 8 heures
Élèves de la 9^e à la 12^e année**



INTRODUCTION

Bienvenue au Projet d'études canadiennes. Dans plusieurs numéros consécutifs de la publication *Le Prof*, vous trouverez quatre plans de cours qui portent sur les thèmes de l'équité, de la diversité, de l'interdépendance et de la paix. Pour des raisons d'espace, les liens avec le programme d'études et d'autres ressources seront affichés dans le site Web www.teachmag.com/canadianstudies. Le contenu du Projet d'études canadiennes se rattache également à une série télévisée intitulée *Get Outta Town!* (www.getouttatown.tv), où les animateurs voyagent à travers le monde à la rencontre d'adolescents qui leur font découvrir à travers leur vision la culture et la vie de ces collectivités. Le contenu de la vidéo de la série est affiché dans le site Web du Projet d'études canadiennes. Le Canada est un pays caractérisé par la diversité de ses habitants. Grâce aux activités expliquées en détail dans les plans de cours qui suivent, nous sommes convaincus que vos élèves et vous saurez apprécier la situation privilégiée du Canada dans le monde et en tirer fierté.

Nous aimerions obtenir votre opinion. Veuillez communiquer avec nous à l'adresse info@teachmag.com et nous faire part des projets et des activités que vous avez amorcés. Faites-nous parvenir les travaux de vos élèves et nous afficherons les meilleurs dans le site Web du Projet d'études canadiennes.

« Nous sommes tellement préoccupés par des questions futiles que nous ne voyons même pas que nous, Canadiens, nous nous trouvons au sommet de la richesse humaine, de la liberté et des privilèges. »

— Pierre Elliott Trudeau

Vocabulaire :

Cataclysme
Tsunami
Sismographe
Échelle de Richter
Faction
Se retirer
Insurgé

ÉTUDE DE CAS

La revanche de la nature

Samsul a 15 ans et il vit dans la région côtière d'Ampara au Sri Lanka. Son village tire sa principale subsistance du produit de la pêche. Chaque jour, les hommes prennent le large dans leur bateau de pêche pour exercer leur métier dans l'espoir que les prises de la journée seront suffisamment abondantes pour qu'ils puissent en vendre sur le marché local en plus de subvenir à leurs besoins personnels. Ils mènent une existence difficile et précaire. La mer est souvent agitée et il y a des tempêtes. Les embarcations peuvent subir des avaries, voire disparaître. Les bateaux coûtent cher et leur entretien est onéreux, sans parler du prix du carburant pour les moteurs diesel. Samsul a abandonné l'école et accompagne maintenant son père dans les expéditions de pêche. Son père est reconnaissant de son aide car le coup de main qu'il donne lui est très utile. Lorsque les hommes ne pêchent pas, ils réparent les filets ou les bateaux. Samsul aime travailler avec son père et il est fier de l'aider à subvenir aux besoins de sa famille. Et en subvenant aux besoins de sa famille, il subvient aussi aux besoins de son village. Lorsque les pêcheurs vendent leurs prises, ils disposent d'argent qu'ils peuvent dépenser au village pour acheter des produits à des commerçants du lieu, permettant ainsi à ces derniers de subvenir aux besoins de leur famille. On peut dire que tous les habitants du village sont étroitement liés. Chacun dépend des autres pour obtenir de l'aide pour le commerce ou le troc. Dans un tel système, tous les habitants du village se connaissent. Parfois, cela peut être embêtant, car en raison de la promiscuité, les voisins connaissent les affaires des autres, mais aussi des détails intimes et personnels. Cela signifie également que le système de codépendance qui a été créé dans le village de Samsul est fragile et qu'il pourrait s'effondrer dans certaines conditions extrêmes.

Malheureusement pour Samsul et les habitants de son village, certaines de ces conditions défavorables sont réunies. Le pays est aux prises avec des conflits politiques incessants depuis de nombreuses années. Le village de Samsul se trouve près d'une frontière régionale. Et cette frontière est contestée depuis une vingtaine d'années étant donné qu'une faction rebelle lutte contre le gouvernement pour obtenir son indépendance. Samsul et les habitants de son village n'ont pas pris parti ni déclaré leur appui à l'une ou l'autre partie. Ils essaient de se

faire tout petits et de collaborer avec tous. Cependant, le conflit cause de graves problèmes aux villageois. Par le passé, les rebelles ont fait une incursion dans le village et bien que les villageois aient été relativement bien traités, ceux-ci se sont emparés d'une partie des provisions indispensables sans les payer. Par la suite, lorsque les troupes gouvernementales sont intervenues et que les rebelles sont partis, inévitablement, certains villageois ont été soupçonnés d'avoir aidé les insurgés. Une fois que les troupes ont été



convaincues que ce n'était pas le cas et ont jugé la région suffisamment sûre, elles sont reparties, ouvrant de nouveau la porte aux rebelles. Et l'histoire s'est répétée. D'une certaine façon, les villageois se sont habitués aux allées et venues des diverses factions et troupes et ils ont continué à mener leur vie et leurs affaires du mieux qu'ils pouvaient.

Toutefois, un jour, en l'espace de quelques minutes à peine, tout a changé. Loin dans l'océan Indien, un énorme tremblement de terre a déchiré la croûte terrestre au large, sous la surface de l'eau. Coté d'environ 9,0 sur l'échelle de Richter, qui va jusque 10, ce tremblement de terre a été enregistré sur les sismographes du monde entier. La force cataclysmique de ce séisme a provoqué un immense remous dans l'océan au-dessus de la surface de la Terre, ce qui a créé un raz de marée gigantesque, ou tsunami. À la surface de l'océan Indien, l'ampleur du tsunami était telle qu'on n'a jamais vu ça. Des vagues atteignant 10 mètres de hauteur ont progressé sur des centaines de kilomètres pour finalement atteindre les régions côtières qu'elles ont dévastées.

Ce matin-là, Samsul et son père étaient en retard pour la pêche, car ils avaient réparé certains de leurs filets. Ce qui les a sauvés, c'est qu'ils se trouvaient dans leur bateau lorsque le raz de marée a balayé le village côtier. Le tsunami les a pris par surprise, sans crier gare, alors qu'ils n'avaient aucune raison de s'inquiéter. Ils n'étaient pas au courant du tremblement de terre dans l'océan Indien. Aucune alarme n'avait retenti car aucun système d'avertissement n'était en place. Le tsunami a balayé la côte. Les amarres du bateau de pêche se sont cassées et le bateau a été charrié à l'intérieur des terres sur deux cents mètres puis il a été ramené en arrière sur cent mètres avant que la mer ne se retire suffisamment pour le laisser enfin sur la terre ferme. Samsul a été tellement terrifié qu'il n'a pu ni crier ni pleurer. Il était paralysé par la peur et ne pouvait que s'accrocher et regarder avec horreur. Quand la mer s'est retirée, le village de Samsul avait disparu.

CONCEPTS ET QUESTIONS CLÉS

Le présent plan de cours traite de la notion de l'interdépendance dans un monde qui rétrécit constamment. Nous sommes plus nombreux à habiter cette Terre, plus de ressources sont épuisées et nous sommes instantanément en contact entre nous. Nous sommes reliés par l'air que nous respirons et l'eau que nous buvons ainsi que les images que nous voyons sur l'Internet. Aucun pays ne peut se débrouiller seul. À un certain moment de l'histoire, il faut nouer une relation de collaboration avec un voisin ou un partenaire, que ce soit pour partager des ressources ou vendre des produits et des matières premières, régler un problème ou appuyer l'autre contre un ennemi.

OBJECTIFS ET RÉSULTATS

Les élèves pourront :

- comprendre les liens entre les pays;
- comprendre que la nature est extrêmement fragile;
- établir un lien entre les droits de la personne et les responsabilités des citoyens du monde;
- comprendre le rôle que joue la technologie dans le rapprochement des gens;
- comprendre pourquoi, en tant qu'êtres humains, nous devons nous entraider;
- travailler par équipe;
- améliorer leurs compétences en communications;
- évaluer de manière critique des situations et des événements;
- tirer parti d'expériences réellement vécues.

DISCUSSION ANIMÉE PAR L'ENSEIGNANT

Première étape : Discussion animée par l'enseignant (1 heure)

Demandez aux élèves de lire l'histoire de Samsul puis de discuter de manière générale de la situation. Orientez la discussion sur les divers aspects de l'interdépendance, c'est-à-dire pour qu'elle fasse ressortir plusieurs thèmes : l'interdépendance environnementale, l'interdépendance économique, les interrelations entre humains et les relations politiques. Vous pourriez diviser les élèves en équipes de trois ou quatre et confier à chaque équipe l'un des sujets susmentionnés à analyser de manière plus approfondie. Que pensent les élèves de la situation de Samsul? Comment peut-on lui venir en aide et qui peut le faire? Quelqu'un dans la classe a-t-il connu une situation comparable et, le cas échéant, qu'a-t-il vécu? Que pensent-ils du contexte politique et quelle incidence pourrait-elle avoir sur la situation de Samsul à plus long terme? Inscrivez la liste de vocabulaire au tableau. Vous pouvez attribuer plus d'un mot à chaque équipe pour qu'elle le définisse et l'applique à la situation dont il est question dans l'étude de cas. Chaque équipe rendra compte de ses discussions et de la définition qu'elle a trouvée pour le mot qui lui a été confié.

Deuxième étape : Élaborer un plan d'action (1 heure)

Le village de Samsul et la région où il vit ont été déclarés zone sinistrée. De nombreuses personnes ont été tuées ou sont portées disparues. Les villageois qui ont survécu n'ont aucune ressource et aucun moyen pour réparer les dégâts subis dans la région.

Répartissez les élèves en petites équipes (comme indiqué ci-dessus) et demandez à chaque équipe de proposer une stratégie générale pour faire face à la situation de Samsul et à celle de son village. Elle peut être articulée selon la perspective de l'administration locale, des pouvoirs publics régionaux ou du gouvernement national dans la région. Les élèves peuvent en parler comme s'ils étaient un gouvernement étranger offrant une aide et un soutien ou encore une importante organisation humanitaire qui mobilise ses ressources pour leur venir en aide. Un membre de l'équipe présentera la stratégie générale au reste de la classe.



Activités complémentaires facultatives

Troisième étape : Miser sur le plan d'action

(2 à 3 heures)

Répartis en petites équipes comme à la deuxième étape, les élèves approfondissent le sujet de l'interdépendance. Chaque équipe utilisera la situation de Samsul comme point de départ, mais choisira un sujet dans la liste suivante : environnement, technologie, droits de la personne, commerce, guerre et conflit, rétablissement de la paix, médias, arts et culture, et pauvreté.

L'équipe discutera ensuite de son sujet dans le contexte de l'interdépendance et dressera une liste de facteurs. Par exemple, dans une région sinistrée comme celle du village de Samsul, les droits de la personne doivent être respectés. C'est-à-dire qu'il ne faut pas toucher à ce qu'il reste des biens et des possessions de la personne. Il ne faut pas qu'il y ait de pillage. Les responsables gouvernementaux devraient offrir aide et réconfort. Les voisins devraient s'entraider. Les gouvernements étrangers et les organisations travaillant dans la région devraient offrir un appui et des ressources pour améliorer la situation tout en demeurant conscients que les gens en détresse, même dépouillés de tout, conservent tous les droits qu'ils avaient avant la catastrophe. Par ailleurs, il y a lieu de déterminer les facteurs qui influent sur la dégradation de l'environnement et comment nous, en tant qu'humains, dépendons de la qualité de l'air et de l'eau et d'une vie végétale et animale saine? Il y a quelques points de départ pour quelques-uns des sujets.

Une fois que l'équipe a établi la liste des facteurs qui influent sur le sujet qu'elle a choisi, elle réalise un montage en choisissant des photos de journaux, de magazines, d'Internet, etc., afin d'illustrer les éléments clés qui reflètent l'interdépendance. Par ailleurs, l'équipe fournira une brève description écrite du montage à l'appui des principaux points discutés plus tôt. Chaque équipe présentera ensuite son montage au reste de la classe.

Quatrième étape : Déclarations

(1 à 2 heures)

Il existe de nombreuses déclarations dans le monde. Aux États-Unis, il y a la *Déclaration d'indépendance*. En 1948, l'Assemblée générale des Nations Unies a déposé la *Déclaration universelle des droits de l'homme*. Au Canada, il y a la *Charte canadienne des droits et libertés*. De nombreuses nations et de nombreux États ont leur

propre version de déclarations qui portent sur un large éventail de sujets.

Au cours des dernières années, plusieurs organisations ont adopté des déclarations d'interdépendance. Pour obtenir un exemple de déclaration de ce genre, consultez le site Web www.davidsuzuki.org/About_us/Declaration_of_Interdependence.asp (site en anglais). Vous y trouverez une description de déclaration faite par les membres de la David Suzuki Foundation, un important organisme à vocation environnementale. Il ne s'agit pas de la première déclaration du genre, mais elle est importante. Pour un historique de ces déclarations, faites une recherche dans l'Internet à l'aide des termes « déclaration d'interdépendance ».

Chaque élève de la classe créera ensuite sa propre déclaration d'interdépendance. Cette déclaration pourra prendre la forme d'un poème, d'une chanson rap, d'un scénario-maquette, d'une vidéo, d'un site Web, d'une courtepoinette, d'un collage, d'une animation, d'une sculpture, d'un dessin ou toute autre forme souhaitée par l'élève.

Toutes les déclarations seront remises à l'enseignant, qui peut choisir de les exposer toutes ou d'en exposer un certain nombre, de façon à ce que le reste de la classe puisse les voir.

Cinquième étape : Comparaison

(1 heure)

Dans la série télévisée *Get Outta Town!*, l'animateur de l'émission visite plusieurs villes du monde en compagnie d'un coanimateur local. Voyez l'un des épisodes (<http://www.getouttatown.tv>) et demandez aux élèves d'analyser les relations entre l'animateur et le co-animateur. En quoi cette relation est-elle une relation d'interdépendance? Chaque élève rédigera un bref résumé de l'épisode regardé et décrira comment l'animateur et le co-animateur s'épaulent mutuellement.

ÉVALUATION

Évaluez les élèves d'après leur exposé.

Critères proposés :

- Contenu (le contenu ou le raisonnement étaient-ils bien articulés et réfléchis? Les arguments soulevés par l'équipe étaient-ils convaincants?)
- Exposé (l'exposé a-t-il été bien présenté, l'élève était-il audible et facile à comprendre, et la qualité

vocale, les gestes et les postures étaient-ils adéquats?, etc.)

- Efficacité (les arguments avancés ont-ils été présentés efficacement? Les suggestions étaient-elles réalistes?)
- Travail d'équipe (l'équipe a-t-elle bien travaillé ensemble et efficacement?)

Évaluez les élèves d'après leur travail écrit.

Critères proposés :

- Correction grammaticale et respect de la syntaxe, c'est-à-dire utilisation de structures de phrases complexes, de temps de verbe adéquats, bonnes orthographe et ponctuation
- Compréhension des mots et des expressions – le sens des phrases est clair
- Les idées sont exprimées clairement
- L'information est bien organisée

Évaluez les élèves d'après leur travail de présentation.

Critères proposés :

- Clarté de présentation de l'information
- Efforts pour améliorer la présentation
- Utilisation efficace de la communication orale et visuelle

Auto-évaluation du travail d'équipe par les élèves.

Critères proposés :

- Contribution au savoir du groupe
- Préparation sous forme de recherche et d'enquête
- Formulation des objectifs, conception de solutions de rechange et choix des meilleures solutions
- Établissement d'objectifs personnels pour travailler efficacement avec d'autres

« Ce projet a reçu l'aide financière du Programme des études canadiennes, ministère du Patrimoine canadien. Les opinions exprimées n'engagent pas le gouvernement du Canada. »



• Continued from page 4 of English Curricula

Assess students on their written work:

Suggested criteria:

- Grammatically correct with sentences properly structured (i.e., use of complex sentence structure and correct verb tenses, spelling and punctuation)
- Comprehension of the word/phrases—sentences clearly reveal the meaning
- Ideas are expressed clearly
- Information is well organized

Evaluate students on their presentation work:

Suggested criteria:

- Present information clearly
- What have they done to enhance the presentation?
- Effective use of oral and visual communication

Student self-assessment of teamwork:

Suggested criteria:

- Contribution to group knowledge
- Preparation undertaken for research and investigation
- Articulating goals, devising alternate solutions, selecting best alternatives
- Setting personal goals for working effectively with others

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notable sites for teachers



Kidz Online
www.kidzonline.org/TechTraining
 Grades K to 12

Kidz Online (KOL) is a free, Web-based educational service that helps grade K to 12 students and teachers become technologically literate through peer-to-peer tech training. Free registration is optional, but recommended – you can download higher-quality video files (600k) to your computer, and save videos and lesson plans. You also receive monthly newsletters and invites to Web casts.

Kidz Online is made up of three main sections: Tech Training, Lesson Plans and My Resources. Browse through Tech Training's five Content Channels that teach KOL's curriculum and illustrate a number of tech issues with Web-based videos. For example, Streaming Futures is an online career resource for teens. Kids can watch videos of professionals from various industries (eg. journalism and law) sharing valuable advice and real-world information about their careers. Another channel, gURL Tech, highlights women in technology. Female professionals share their expertise and encourage other females to explore their options in the technology field.

Within Tech Training, browse through Technology Units for instructional videos on a number of different tech issues (digital imaging, 3D animation and more) – each entertaining video is designed with the short attention span of students in mind.

Venture into Lesson Plans to find a searchable database of useful plans for the classroom, divided by subject and grade (6 to 12). Videos and lesson plans can be downloaded into My Resources with free registration.

Kidz Online is much more than just a resource centre. Students can learn about career opportunities at KOL, as well as the organization's internships for students interested in learning more about Web development, video production and digital imaging.

www.Kidsreads.com
 Grades 3 to 8
www.Teenreads.com
 Grades 9 to 12

The perfect Web sites for students, busy teachers, librarians and parents who love to read, Kidsreads and Teenreads deliver everything from cool new books to fascinating author interviews. Both sites are part of The Book Report Network, a group of Web sites that share book reviews, excerpts of hot new releases, literary games and more.

Kidsreads is one-stop shopping for author, book series and book review information. Search your favourite writer through the Authors link and find Q&As with some of today's biggest names (R.L. Stine and J.K. Rowling, for example). Book reviews are alphabetically organized and include today's bestsellers (*Harry Potter and the Half-Blood Prince*) and old favourites (*Anne of Green Gables*).

If your students are interested in book clubs, Kidsreads offers tips on starting one up, how to run it and what to read. Book Club Guides, which include discussion questions, are also linked on the site for a number of titles, including such hits as *The Polar Express* and *Because of Winn-Dixie*.

Teenreads follows much the same format as its sister site for kids. Featuring author bios and interviews, book reviews and a monthly newsletter, Teenreads appeals to a more mature readership. Book reviews feature titles sure to appeal to the teen set, such as soccer superstar David Beckham's book *Beckham: Both Feet on the Ground: An Autobiography* and *The Princess Diaries*.

Check out the site's book club information. Much like Kidsreads, students can learn how to run their very own book club. Reading guides that include discussion questions are linked on the site, and are available for classics such as *Animal Farm*, *The Bell Jar* and *The Lord of the Rings*, along with contemporary choices such as *The Lovely Bones* and *Seabiscuit*.

These searchable sites are easy to navigate, entertaining and make reading all the more fun.



The National Film Board of Canada launches three new Web sites

Images of a Forgotten War/Images d'une guerre oubliée

www.nfb.ca/wwi

The National Film Board of Canada's (NFB) unique Web site on World War I, Images of a Forgotten War, is an indispensable tool for teachers, researchers, students and anyone interested in this important part of Canadian history.

The site allows public access to Canadian Expeditionary Force footage documenting Canada's participation in WWI, including films showing Canadian recruitment, training, parading and embarkation scenes, as well as Canadian troops in battle, aviation, the war effort in Canada, activities of Canadian corps and troop activities behind the lines. Also available are films from the postwar period showing, for example, the soldiers' return to Canada.

Essays written by Canadian WWI experts help users understand the films. Photos, posters, diaries, letters, poems, maps and plans, articles, links to Web sites, bibliographical resources and biographies round out this material. Educational resources are also provided, helping teachers make immediate use of the site content.

Documentary Lens/Objectif Documentaire

www.nfb.ca/doclens

The NFB educational Web site, Documentary Lens/Objectif Documentaire, consists of a bilingual library of 86 films and includes audiovisual learning projects for high school and upper elementary students and teachers. Students are introduced to the art of the documentary with digitized elements from the NFB collection.

This site is designed to help students hone their critical thinking skills while learning about the basics of documentary cinema. Teacher's guides and interactive tools for students and teachers encourage exploration of the site's content. The section Behind the Camera explains the different aspects involved in making a documentary. Interviews with NFB filmmakers and craftpersons are also included. It contains 100 English, French or without words film excerpts, with free online access to the entire films. Supplementary resources are also available.

A searchable database of lesson plans tied to curricula across Canada will be available in the new Educational resources sections of www.nfb.ca.

The NFB's online film library, CineRoute

The NFB has enriched its online film library with 100 English and 100 French documentary, animation and fiction films, in addition to the 250+ titles available since April 2004. In the coming year another 150 films will be added.

Subscribers can watch NFB films for free – everything from classics of Canadian cinema to documentaries and animated shorts by emerging filmmakers. The films are organized into 12 general topics, including Award Winners, Classic NFB, Portraits of Canada and Canadians. Because this is a pilot project, access is restricted – only members of the NFB Film Club (www.nfb.ca/nfbfilmclub) are eligible to join. Membership in the NFB Film Club is open to all Canadians and is free of charge.



Welcome to part three of TEACH Magazine's roundtable discussion on technology and education. Participants are talking about how kids communicate, important areas that society must focus on to effect change in the education system and who to target for support of technology amendments.

Technology Roundtable Discussion

Part 3 of 3

Transcribed by Noa Glouberman



Participants:

Dan Lang (DL), D.Lang and Associates, Moderator

Avi Oaknine (AO), Adobe, Education

Simon Geoghegan (SG), Microsoft, E-learning

Janet Murphy (JM), K-12 Education, York University and York District School Board

Bob Kennedy (BK), Apple, Education and Technology

Richard Worzel (RW), Futurist, *TEACH Magazine* columnist

DL: Kids have media capabilities at their fingertips: access to the Internet and visual communications is changing the way kids communicate. Is classic communication the ability to write a good story?

BK: We're still judging kids' abilities to write stories. As children interact daily with technology, they're exposed to hypertext, video and more. We're trying to bring in these technologies to improve writing skills. The quality of ideas is much better. Teachers are focused on working with the richness of children's mental processes. Kids now have a large palette to work with, while the principles of composition, communication and interaction are the same.

SG: When I ask a 15-year-old if they are tech-savvy, they answer, "No, I'm not; I've got friends who are more technical than I am." Ironically, if they sit down in front of any interface, such as a gaming console or piece of software they've never seen before, they can use it in seconds. Our perceptions of what is technically literate are completely different. Even having a good discussion about how technology can be used well is difficult – the language doesn't even exist in some cases.

BK: Kids can understand math software very quickly, sometimes faster than their teachers. However, they don't always get the underlying concepts and ideas. There's a tendency for students to use the software in a procedural, fun way, while the teacher strives to explain mathematical concepts and principles.

JM: I'm developing a program with a math teacher who is working with her students on a trig unit – a traditionally hard subject for students to learn and for teachers to teach. In the program, the teacher helps students understand the concepts, and then allows them to create a representation of what they understood using any medium they want. Working in teams with a range of access to technology, the results have exceeded the teacher's expectations. Students use their inherent interests to understand the math concepts, whether through music, dance or by electronically creating trig activities. Technology allows students to present their ideas in ways that compel them.

AO: Janet makes a good point. In 1996 I got my credentials as a math teacher. Of my 120 classmates, about eight wanted to teach math. Many educators are not comfortable delivering math education at the K-8 level. Layering technology on top of the fact that some teachers aren't comfortable teaching a particular subject adds pressure. But it also opens up the conversation of professional development, not only in technology but for teacher training as well.

SG: When you were in teachers' college in 1996, did they teach you to use technology as a pedagogical tool?

AO: Absolutely not.

SG: Are they doing it now?

JM: Not in most universities. The pre-service teachers in the faculty of education who are going to teach in schools come straight from university. These young people understand the fundamental uses of technology for learning. On their first school assignment, they might not have access to the school's network and can only use software applications approved by the school district, which they may not have any knowledge of. They have two weeks to impress their host teacher, who is operating from a very traditional perspective, about how to teach effectively in the classroom. If they ask their host teacher for something above and beyond a VCR for part of their lesson, that host may have to jump through hoops they may not understand. That doesn't take away the responsibility of post-secondary institutions to put pressure on the ministry of education and say, "This is a set of core competencies that we think every teacher should have to be effective in the classroom." When our teachers-in-training go into the school district, they should, at a bare minimum, be expected to demonstrate how effective they are in the classroom by having access to a range of resources, tools and services. Right now there isn't that kind of understanding. We can't expect a teacher to fully understand the power that a computer has in a classroom if they don't get to use one for professional purposes.

DL: We've covered many topics: the use of technology to motivate students, the emergence of new skills, and innovation being effective because of leadership. Everyone here has an interest in developing new ways of teaching and learning with technology as a foundation. In closing, what are the areas of change that will drive everything else? Pick one or two.

RW: There are three limiting factors regarding the effective use of technology. The first is dollars. Because the population is aging, the educational budget will be under pressure for the rest of our – and our students' – lives. We'll have to continue to get more out of the same budget. Because of this, we need to focus our attention on teachers. Teachers must be comfortable using and understanding the medium to integrate it into the teaching process. Simultaneously, we need to focus on the curricula. Curricula need to be redesigned to take advantage of the medium, rather than have the medium bolted onto the outside of 19th century curricula.

Even if we can do these two things, we'll still face other problems, like the enormous range of technologies available. These things become much more manageable if the teacher understands what can be done and seeks to do the best they can with what they've got.

JM: We need somebody to establish the vision and paint a picture so everybody understands what an engaged, exciting classroom looks like.

DL: There are many "everybodies." If you could create this picture, which group must understand it?

JM: The vision must be articulated so the public and private sectors can see themselves playing a role. The public and the parent in the house need to understand what we're talking about. We lack leadership and clarity of vision here in Ontario. We can't react every four years when the vision changes or the message gets diverted because of some political agenda. If the vision is clear and there's strong leadership, then every level – school districts and individual schools – will aggregate support for creating that vision. Resources and energy will be aligned to meet it. It won't happen overnight, but it will happen eventually.

RW: If I had to convince one group, it would be the parents. They are perceived as the watchdogs over education because they have the greatest vested interest in it. Parents apply the political pressure.

JM: I don't disagree with that.

BK: I'm not sure there isn't money; there is a lack of priority and vision. Over \$800 million across Canada is spent on a few issues,

such as the gap between boys and girls, poverty and aboriginals. Positive influence will bring the government dollars.

DL: You're saying that if we can bring this latent capability to address the most pressing political issues, then we'll start to get some traction.

BK: Certainly you'll get traction from government. There's also this notion of the public image of what is the good educated person, or what is good education. Intelligence isn't fixed and almost everyone can be an effective learner. But we're running our schools with fixed notions of marking schemes, which reinforces this.

SG: Until we get some leadership at the provincial or federal level, we have to find leaders who exist today, whether they are in a classroom or board office. We must support those people and transmit that to parents. That's when people will say, "What does that school have that I don't? Why don't I know what my

child is learning? Why do I have to wait until my one meeting in February to know my child is failing?" Once parents start making demands, change will occur at the political policy level.

A0: As I think about the parents and the public, I can't help but reflect on some of the comments we've heard today. What is the agenda going to look like over the next 10 years? My concern is about who holds the majority vote: if it's the aging population, will it be an education or a healthcare agenda?

BK: When my wife was running for office, she hit the senior residences. She told them that if we don't educate young people and make sure the wealth of this country grows, there won't be anyone to pay for and maintain their healthcare and benefits.

A0: This brings us back to the fact that all conversations return to education as the pivotal turning point, which is where we began.

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Cool Careers:

Communications and Media

By Krista Glen and Laurel Rhind



Do your students wonder how their favourite VJ got his big break? Maybe students ask you who is responsible for selling magazine advertising space, or are curious about how to become a television producer.

If you'd like to help your students learn the ins and outs of some exciting careers in media and communications, then read on. Below you'll find a list of post-secondary schools that offer courses in media and communications, cool jobs in the industry, tips from media professionals and useful resources that will assist you in answering all your students' questions and more.

Education

Schooling is the first step towards getting a job in a media-related field. Most media and communications jobs are hands-on and require technical knowledge.

Cara Hindley, a broadcasting and television student at Toronto's Seneca College, is learning everything from using equipment to script writing to special effects. But students be warned: "This course has a high workload. I am in school a minimum of 40 hours per week, and the projects are extremely intense," she says.

Besides Seneca, Canada is home to a number of post-secondary schools that offer media and communications programs. We've listed five, but ask students to do some research and they'll find many more.

1. Toronto's Ryerson University offers degrees in Graphic Communications Management, Image Arts, Journalism (Broadcasting, Newspaper, Magazine, Online), and Radio and Television.
2. Humber College, Toronto, offers certificate and diploma programs in Advertising – Media Sales, Broadcasting – Radio, Creative Photography, Film and Television Production, Graphic Design, Journalism, Multimedia 3D Computer Animation, Multimedia Communications Specialist and Public Relations.
3. The Emily Carr Institute of Art + Design, Vancouver, offers programs in Photography, Animation and Integrated Media.
4. Concordia University, Montreal, offers degree programs in Print Media, Film Animation, Film Studies and Film Production.
5. Halifax's Nova Scotia College of Art and Design offers courses in photography, film, sound, video, and interactive

and Web media. Undergraduate programs include a Bachelor of Fine Arts with a major in film or media arts, and more.

Cool Jobs

Five top media professionals explain what they do and how they got their start in media and communications.



Chuck McCoy, executive vice president, programming & marketing, Rogers Broadcasting

Years in radio: 40

Schooling: "I got to know people and finagled my way into a station and got a job. There were no school programs in those days, at least not like there are today."

How'd you get your start? "I started at an FM station in Winnipeg, spinning records. In those days no one really had FM – AM was the thing. Then I got a chance to work at an AM station – I never wanted to do anything else."

What do you do? "I look after stations from Victoria to Halifax. My main focus is on programming and marketing." McCoy is the National Program Director for all 46 Rogers radio stations.

Hardest thing about your job: "It's difficult to stay on top of what's coming out. There's always something new and there are new things affecting listeners. It can be Internet streaming, iTunes or iPods, podcasting or satellite radio – it's being ahead of these things and staying on top of what's coming out."

Most fun part of your job: "Planning and designing new radio stations or designing changes for existing radio stations. The execution of how all that works, that's the most fun. Well, the *most* fun is still being on the air!"



Mary Ito, host,
TVO's *More to Life*

Years in television: 12

Schooling: “I went to the University of Toronto to study English. I was planning on becoming a teacher or librarian, but I got involved with the campus radio station and newspaper. After I graduated, I decided to go to Ryerson to take their Radio and Television Arts course.”

How'd you get your start? “I started at CFRB Radio as a summer boat reporter. My job, if you can call it that, was cruising Lake Ontario reporting on marine conditions and waterfront events.” Years later, Ito received calls from CFTO-TV, eventually auditioned, and was hired. At CFTO, she says, “I had the opportunity to do many things. After that I went to work at Global Television as a lifestyle reporter for a midday show. A year later I was asked to create a health segment for the evening news.”

Coolest thing about your job: “Getting the chance to talk to brilliant, passionate, quirky, funny, generous, unique individuals. What other job would give you this opportunity every day? It's like being at school where you're learning something all the time. The best part of it is that my staff and I get to choose the ‘teachers’ and the topics!”

Hardest thing about your job: “I'd say the live aspect can be hair-raising at times. My show runs live for one hour, so if a guest comes in and decides not to be talkative that day, I'm stuck! And because I don't tape shows in advance or go on location, I sometimes miss great guests who can't make it in at that time or can't get to our studios.”



Sandra Gionas, television producer,
TVO's *More to Life*

Years in television: “I graduated in 1995. I was working as an intern prior to that and freelancing as well.”

Schooling: “I got a BA in political science and Spanish at the University of Toronto. I went to Ryerson University's JRAD program (a two-year degree).”

How'd you get your start? “I worked in print for the first year after graduating. I worked at TVO as a research intern for *Studio 2* [a television program] during my last year at Ryerson. When a paying job came up at *Studio 2*, they called me right away.”

Is networking important? “Very important, especially in the beginning. Join groups like The Canadian Association of Journalists. Meet as many people as you can.”

Hardest thing about your job: “It's the grind of a daily show. You have to constantly come up with ideas and as soon as you have finished a grueling show, you have hours to get the next one ready. There's no downtime to reflect and regroup.”

Name a television industry myth: “That the pay is good – we're not all making what Peter Mansbridge does. Another misconception is that you're going to get on air right away. You'll usually have to toil as a researcher and producer before you can get a chance on air. Many people think you meet a lot of stars. There aren't that many in Canada – but you do meet a lot of interesting people.”



Kaaren Whitney-Vernon, president/CEO,
Youth Culture Group

Years in media: 14

Schooling: “I have a degree in Japanese studies. I started at U of T [University of Toronto] and then I finished at UCLA [University of California, Los Angeles].”

How'd you get your start? “I started in radio, then went on to advertising, then publishing. I found my way into media when I began working for a media company and learned all the different aspects of media – I worked on television, print, radio, outdoor and started to learn a lot. I met a lot of people in the industry and I eventually ended up in radio.”



What does she do? Whitney-Vernon works on the publishing and sales side of her magazines. Youth Culture Group publishes *Vervegirl*, *Vervegirl.com*, *Fuel*, *Fuelpowered.com* and *Desperadomag.com*.

Coolest thing about your job: “The people. I'm out and about all the time, meeting with different companies. And I love the creativity. We've taken this magazine from being a newsprint magazine to now five different magazines, so the growth is exhilarating and exciting. [I love] working with young people who have great ideas and who really want to make a change.”

Hardest thing about your job: “Learning how to juggle day-to-day dollars: money going out, money coming in. [Another challenge is] coming up with creative ways to keep good people working at Youth Culture. And continuing to know the right place to put your time and energy – we can make mistakes and put too much time into something and that can be very costly.”



P.J. Tarasuk, entertainment editor,
FASHION and *FASHION18* Magazines

Years in magazines: 7 1/2

Schooling: “I went to the University of Western Ontario and studied International Civilizations. I did my final year in Torino, Italy, and studied international marketing with a focus on public relations. I interned at Giorgio Armani.”

How'd you get your start? “I was working in travel PR, and helped a friend launch their clothing line. I pitched it to *FW* magazine. When I was pitching the story, their fashion editor

was leaving. They offered me the job. Quickly from there I became the Editorial Creative Director.”

Typical day: There are none. Tarasuk’s days are filled with press screenings, researching what celebrities are available and relevant projects, and producing photo shoots. He also organizes celebrity appearances at magazine events.

Coolest thing about your job: “Right now, the coolest part of my job would be travelling.” He also loves “the creative process of working with photographers – brainstorming to see how we can create a beautiful photo shoot or achieve a great cover.”

Hardest thing about your job: “Producing photo shoots. The cover sells the magazine and we have a directive on how it should look and how we can achieve our needs. It’s the constant negotiating and trying to make sure all of the magazine’s needs are met, while dealing with the demands of the publicity team of celebrities.”



Taylor Potts, animator,
Relic Entertainment

Years in the animation industry: 4+

Schooling: “I graduated from Sheridan College’s Classical and Computer Animation programs.”

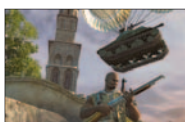
Did you start out in animation? “No, I was a soldier and went to university for art history and architecture before going to college.”

How’d you get your start? “Like most people – a friend (and mentor) recommended me.”

Typical day: “Lots of coffee!”

Hardest thing about your job: “The technical aspects. [For example] working with multiple software packages and proprietary software that don’t like one another.”

Coolest thing about your job: “Seeing the characters you have animated from scratch deliver a performance with believable weight and emotion.”



Scene from *The Outfit*, due out next year
from Relic Entertainment

Tips From the Pros

There are a few extra steps students can take to get a foot in the media-and-communications door.

1. Chat up your next-door neighbour. Whitney-Vernon says that simple contacts, such as your parents’ friends, can be good to talk to. The people in your neighbourhood represent a good cross-section of the job market – you never know who might be able to give you good advice.
2. “If we’re looking at people [to hire], it’s hard for us to look at young people who don’t have schooling. [Students] get to take part in the school intern programs. We have a number

of people here who have been hired through intern programs,” says McCoy.

3. “Budget so that part of your education is interning. It’s great that people study journalism, but you’ll soon find it really doesn’t work the way you’re taught in school. You’re going to get your best experience from interning,” says Tarasuk.
4. “Make the most of every opportunity you’re given,” says Ito, “even if it seems small at the time. Take the work you do seriously, but don’t take yourself too seriously.”
5. “If you’re interested in television, approach your local cable station for opportunities. The more experience and references you have before looking for your first paying job, or even applying to journalism school, the better,” says Gionas.

Check out these resources for more information:

www.mediajobsearchcanada.ca

www.culture.ca

www.eagle.ca/caj

When I Grow Up, I Want to Be a Writer by Cynthia MacGregor

How to Get Into Television, Radio and New Media by Mike

Hollingsworth

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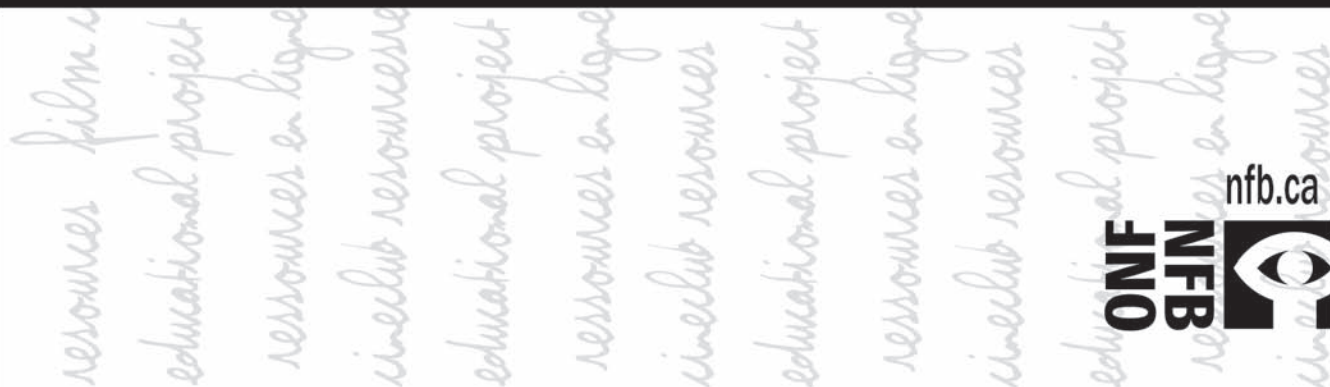
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