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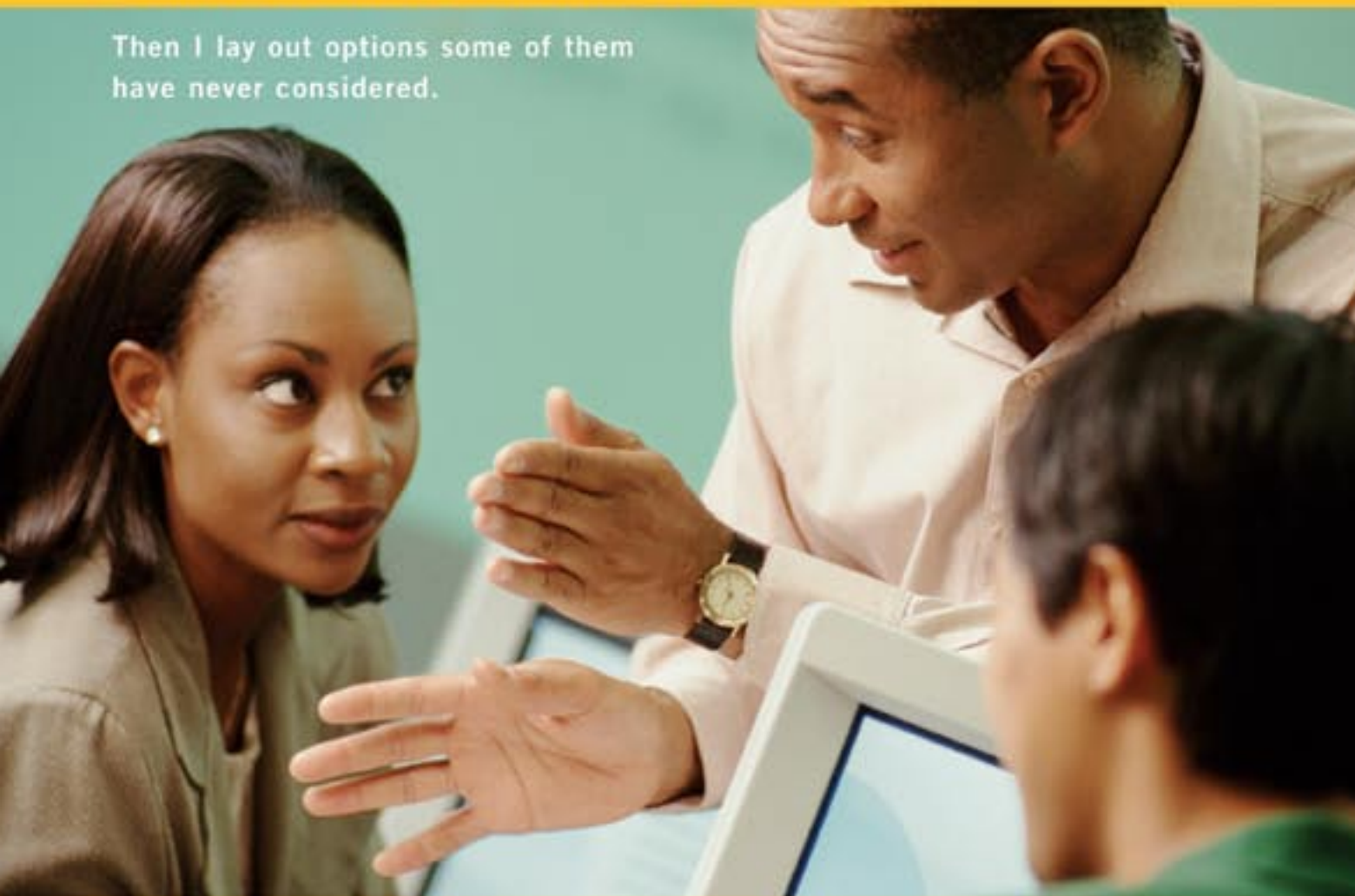
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This back-to-school issue is packed with information and resources. We are very pleased to present a comprehensive educational program that we are launching in partnership with The Royal Canadian Mint. You will find an information kit introducing the *Roll a Coin Through the Curriculum* educational resources. These include lesson plans, a timeline, rubrics, curriculum links and assessment and evaluation tools found at www.mint.ca/teach. The information kit folder is for you to house all of the resources in the program; those that are available now and in the future. This way, you can keep it all together. If you wish to order an additional information kit folder, you may do so at www.mint.ca/teach or go to the TEACH site at www.teachmag.com. Look for more resources coming your way in subsequent issues.

This edition also explores a sub-theme relating to Native Peoples, where we document excellent Web resources made available to you through the Canadian Museum of Civilization and the National Film Board and others. We have also adapted one of the lesson plans from the Museum of Civilization's Web site—The Virtual Museum Challenge—for the CURRICULA section of the magazine. This, too, is an excellent and useful resource.

We have all heard that boys don't read or that they lag behind girls when it comes to literacy. But is this true? Find out in Don Truckey's comprehensive article that explores a network of boys' reading clubs based in Toronto and highlights the latest research on how well boys are doing.

Featured is a piece by Joey Cheng on an innovative program for at-risk youth called the Alternative Co-operative Experiential program or ACE. Downloadable resources connected to this program are available at www.curriculum.org

Welcome back to school. We look forward to being with you throughout the year.

- Wili Liberman

Ce numéro de la rentrée regorge d'informations et de documentation. Tout d'abord, c'est avec plaisir que nous vous proposons un programme détaillé que nous lançons en partenariat avec la Monnaie royale canadienne. Vous trouverez un dossier d'information pédagogique « Glissez une pièce au programme » qui comporte des plans de cours, un calendrier, des rubriques, des liens avec le curriculum ainsi que des outils d'évaluation, tout ceci sur le site www.mint.ca/teach. La chemise cartonnée est pour vous : vous y regrouperez tous les documents relatifs au programme, ceux parus et à paraître. Vous pouvez commander une autre chemise en allant sur le site www.mint.ca/teach ou celui de TEACH/LE PROF : www.teachmag.com. À suivre.

Nous vous proposons également de (re)découvrir les peuples autochtones et vous présentons en détail d'excellentes ressources Internet du Musée canadien des civilisations et de l'Office national du film, entre autres. Nous avons aussi adapté un des plans de cours du site du Musée — le Défi du musée virtuel — pour la section CURRICULA de la revue. Là encore, excellente documentation.

Nous avons tous entendu dire que les garçons ne lisent pas beaucoup ou qu'ils sont à la traîne par rapport aux filles lorsqu'il s'agit de littérature. Est-ce vrai ? Faites-vous une opinion en lisant l'article très bien fait de Don Truckey qui décrit plusieurs clubs torontois de lecture pour garçons et présente les dernières recherches sur les résultats.

Enfin, Joey Cheng présente un programme innovant pour les jeunes à risque : Alternative coopérative expérientielle (ACE). Vous trouverez des ressources téléchargeables à ce sujet sur le site www.curriculum.org

Bonne rentrée ! Nous nous réjouissons de vous accompagner tout au long de l'année.

- Wili Liberman

**November's issue:
CURRICULA, Futures
and much more!**

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Richard Worzel

the gray devourer



About ten years ago, I was invited to speak to a high school economics class about the future. One of the topics I touched on was demographics; specifically how population patterns will influence society and the economy. One of the things I told these students was that the baby boomers comprise about 35 per cent of the Canadian population, making us the biggest and politically most powerful generation in history. Because of our numbers and clout, they, the students, would be forced to pay higher taxes, and enjoy a lower standard of living because we, the boomers, were not putting aside enough money to pay for our future health care and pension needs. There was a stunned pause while they absorbed this, then one of the students said, “That sucks!”

I agreed. It sucked then, and it still sucks today. It’s grossly unfair, but politically inescapable. However, the implications don’t stop with individuals – educators and policy makers should also take note, because your professional lives are now being significantly affected by the “Grey Devourer”: the needs of the aging boomer population.

Early last spring I was asked to meet with the seven top policy advisors to one of Canada’s senior governments, and offer my thoughts and perspectives on future issues that their government should address. One of the issues I raised was the importance of education, to which everyone readily agreed, especially the policy wonk into whose bailiwick education fell. However, the advisor who was responsible for finance made a very telling remark. He commented that he was damned if he was going to take any more money from schools, colleges, and university budgets to finance even more health care spending, especially as health care was already eating up more than 47 per cent of available revenues. I appreciated his determination and idealism – commendable in someone who could easily have become jaded and cynical – but told him that this was a battle he was going to lose. All governments are inevitably going to steal from education budgets to fund more health care. Here’s why.

Health care spending per person tends to be relatively stable from about the age of four, when most childhood risks are in the past, until around age 55, with occasional blips. From 55 onwards, though, per-person spending on health care tends to rise almost exponentially as the machinery of the body becomes more brittle, and breaks down with increasing frequency. If you now consider that the leading edge of the boomers (born from 1946 to 1967) are turning 60 this year, you have the biggest generation in history – potentially the biggest generation ever – moving into the high-rent district in health care. Because of this, health care costs must inevitably explode from where they are today, especially when you add the substantially higher costs of new, more effective technologies and drugs. And since education is typically the second biggest policy expenditure (after health care) at the provincial/territorial level, it becomes the first budget examined when governments look for spending cuts.

To counterbalance this is another demographic effect: there are fewer and fewer children entering schools across the country, with localized exceptions of rapidly growing communities, such as those around Calgary. And ministers of finance are going to use dropping enrollments as a convenient excuse for cutting education budgets – which is where educators need to prepare for the real battle.

You can’t do anything about declining numbers of children entering your schools – that’s in the cards, and short of embarking on a campaign of sabotaging birth control efforts, there’s nothing you can do about it. This means closing schools, employing fewer teachers, and generally reducing the size of the education system across the country. Nor can you do anything about aging populations. Trying to fight these effects is like trying to fight the law of gravity – you will lose.

What you should be fighting for is an increase in spending per student in primary and secondary

“All governments are inevitably joining to steal from education budgets to fund more health care.”

• Continued on page 11

Richard Worzel



le grand dévoreur

Il y a une dizaine d'années, on m'a invité à parler du futur à des élèves du secondaire dans la filière économie. La démographie – en particulier le mode de vie des populations – est l'un des sujets que j'ai abordés pour montrer son incidence sur la société et l'économie. J'ai précisé que les personnes nées du baby boom comptent pour environ 35 p. 100 de la population canadienne, ce qui fait de nous la génération la plus importante et, sur le plan politique, la plus forte de l'histoire. Compte tenu de notre nombre et de notre poids, ils – les élèves – seront sans doute obligés de payer des impôts plus élevés, et d'avoir un niveau de vie plus bas parce que nous – les baby boomers – n'avons pas mis suffisamment de côté pour satisfaire nos besoins futurs en matière de santé et de retraite. La stupéfaction fut générale

puis, après un silence, un élève s'exclama : « C'est dégoûtant ! »

Eh oui ! C'était dégoûtant il y a dix ans et ça l'est toujours. C'est tout à fait injuste, mais sur le plan politique c'est inévitable. Pourtant, les conséquences ne se limitent pas aux personnes – éducateurs et décideurs devraient s'en souvenir ; même notre vie professionnelle est maintenant fortement touchée par « le grand

dévoreur », à savoir les besoins d'une population vieillissante née dans l'immédiat après-guerre.

Au début du printemps dernier, autre invitation : rencontrer les sept principaux conseillers politiques auprès de l'un des départements canadiens les plus importants pour que je leur fasse part de mes perspectives sur les problèmes d'avenir auxquels le gouvernement devrait s'atteler. J'ai soulevé la question de l'importance de l'éducation, ce sur quoi tout le monde s'est rapidement mis d'accord, en particulier le conseiller sur qui retombe la responsabilité de ladite éducation. Le conseiller en finances fit pourtant une remarque révélatrice : il voulait bien être pendu s'il lui fallait prendre sur les budgets alloués aux établissements d'enseignement pour financer de nouvelles dépenses de santé, surtout

quand ces dépenses comptaient déjà pour plus de 47 p. 100 des revenus disponibles. Sa détermination et son idéalisme étaient admirables, et d'autant plus louables qu'il aurait pu facilement se montrer blasé ou cynique, mais je lui ai dit que la bataille était perdue d'avance. Tous les gouvernements vont devoir inévitablement prendre sur les budgets de l'éducation pour pouvoir financer la santé. Voici pourquoi.

Les dépenses de santé par personne sont relativement stables à partir de l'âge de 4 ans, lorsque la plupart des risques liés à l'enfance sont passés, jusqu'à environ 55 ans, avec quelques petites anomalies par-ci, par-là. Mais à partir de 55 ans, ces dépenses ont tendance à croître exponentiellement du fait que la machine qu'est notre corps se fragilise et se détériore avec une fréquence accrue. Si vous réalisez maintenant que les personnes nées dans la première tranche du baby boom (soit entre 1946 et 1967) vont avoir 60 ans cette année, vous avez la génération la plus importante de l'histoire – et probablement de toute l'histoire de l'humanité – qui arrive au stade où les soins de santé coûtent le plus cher. Le coût de ces soins va donc inévitablement exploser par rapport à ce qu'il est aujourd'hui, en particulier si vous ajoutez celui – beaucoup plus élevé – des technologies et des nouveaux médicaments plus efficaces. Attendu que l'éducation est généralement le deuxième poste de dépenses (après la santé) d'un budget provincial ou territorial, c'est le premier sur lequel se penche un gouvernement soucieux de faire des coupes sombres.

Il est un autre effet démographique parallèle, à savoir que, dans tout le pays, il y a de moins en moins d'enfants inscrits dans les écoles, sauf quelques exceptions dans des collectivités à croissance rapide telle que la région entourant Calgary. Et les ministres des finances vont s'empressez – excuse facile – de citer la diminution des effectifs pour rogner sur le budget de l'éducation ; c'est là que les éducateurs doivent se préparer à une véritable bataille.

Il n'y a rien à faire quant à la baisse des effectifs dans nos écoles – c'est un fait. À moins de vous

Attendu que l'éducation est généralement le deuxième poste de dépenses (après la santé) d'un budget provincial ou territorial, c'est le premier sur lequel se penche un gouvernement soucieux de faire des coupes sombres.

lancer dans une campagne de sabotage des efforts pour réguler les naissances, il n'y a rien que vous puissiez faire. Cela veut dire fermer des écoles, employer moins d'enseignants et, d'une façon générale, réduire la taille du système éducatif dans l'ensemble du pays. Rien non plus que vous puissiez faire quant au vieillissement de la population. Tenter de contrer ces faits équivaudrait à vouloir ignorer la loi de la pesanteur – peine perdue.

Ce pourquoi vous devriez vous battre, c'est une augmentation des dépenses par élève à l'élémentaire et au secondaire, plus une évolution en profondeur de la politique concernant l'éducation des adultes. Et vous devriez aussi essayer de changer le rôle des écoles dans votre localité.

En 2002, le conseil scolaire de district de Toronto a proposé un remue-ménages sur l'avenir de l'éducation à l'échelle de la collectivité. Une conclusion intéressante ayant fait consensus fut que chacun voyait les écoles, avec leurs installations et leurs infrastructures, devenir des « points de convergence » locaux. Ajoutez à cela le besoin naissant – qui va vite s'avérer urgent – d'une reconversion des adultes dans le contexte d'une économie mondiale en constante évolution, vous entrevoyez une transformation du rôle traditionnel des écoles – éduquer les enfants – qui deviendraient plus axées sur la collectivité ; et ceci pourrait bénéficier à toutes les parties concernées.

Certes, vous ne pouvez pas vous battre contre la fermeture des écoles. Par contre, vous pouvez vous battre contre la réduction des sommes allouées pour chaque élève. Et vous pouvez avancer à juste titre que l'économie mondiale modifie les marchés de l'emploi avec une rapidité à laquelle beaucoup d'adultes ont du mal à s'adapter. Il s'ensuit que la prospérité future de notre économie dépendra de notre capacité à reconvertir et à redéployer les travailleurs adultes. Étant donné que les écoles disposent déjà d'une infrastructure et de lieux utilisables de façon rentable, elles devraient logiquement devenir le foyer de l'éducation des adultes et des reconversions. De plus, si les écoles se transformaient en salles de réunions pour les entreprises, en auditoriums pour des activités communautaires, et en salles de gym pour la collectivité en général, elles pourraient se voir confier un mandat plus large et ce, à l'avantage de tous.

Il s'agit là de batailles pour lesquelles il faut se battre et que l'on peut, à mon avis, gagner. Lutter contre une réduction des budgets de l'éducation en termes absolus, c'est partir perdant. Alors, la question n'est pas de savoir si les éducateurs peuvent gagner les prochaines batailles budgétaires, mais s'ils se battront pour les bonnes choses et gagneront, ou se battront pour les mauvaises et perdront.

Richard Worzel est le futurologue du Canada et l'auteur de six succès de librairie. Il fait chaque année des présentations devant plus de 20 000 employés d'entreprises ainsi que, bénévolement, à des élèves du secondaire lorsque ses engagements le lui permettent. Vous pouvez le rejoindre par courriel à futurist@futuresearch.com.

• *Continued from page 9*

education, plus a significant enlargement of policies aimed at education for adults. And you should also be trying to change the role of schools in your community.

In 2002, the Toronto District School Board sponsored a community based brainstorming initiative about the future of education. One of the interesting consensus conclusions that emerged was that everyone saw schools, with their facilities and infrastructures, as becoming the focal points of their local communities. If you add to this the rapidly emerging need for adult retraining in the context of the rapidly morphing global economy, you can begin to imagine a shift from the traditional, teach-the-kids mission of schools, to a more community-centred role that can be valuable to all concerned.

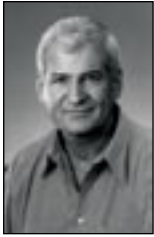
You can't fight school closings. You can fight reducing resources per student. And you can properly argue that the global economy is changing the employment markets faster than many adults can adjust, with the result that our economy's future prosperity will depend on the ability to retrain and redeploy adult workers. Since schools already have the infrastructure and locations to do this in a cost-effective manner, they should become the logical focus for adult continuing education and re-education. Moreover, if schools transform themselves into facilities for businesses to hold meetings, auditoriums for community events, and the community at large for fitness activities, they can fill a broader mandate to the benefit of all.

All of these are battles that need to be fought, and can, I believe, be won. Fighting against absolute cuts in education budgets is a losing proposition. The question, then, is not whether educators can win the coming budget battles, but whether they will fight for the right things and win, or fight for the wrong ones and lose.

Richard Worzel is Canada's leading futurist and the best-selling author of six books. He speaks to over 20,000 business people a year, and volunteers his time to speak to high school students for free when his schedule permits. You can reach him via email at futurist@futuresearch.com.



Dan Lang



my amazing human body

My Amazing Human Body is an interactive program for young children. It can also be used as a junior encyclopedia where users can look up specific information about the body from the program's index page. Guided by an animated skeleton character, the program has four areas kids can explore.

In "What Am I Made Of?" kids choose and explore a specific body part. Select the eye and you are presented with a picture of the eye that you can rotate, measure and even poke. You can learn about eye optics, blinking, tears and the mechanics of the eye. There are 35 learning modules that cover the basic parts and organs of the body.

"Me and My Day" is an animated cartoon journey of the body throughout the course of a day. Choose the type and amount of activity for the char-

acter – exercise, food, rest, drink or sleep – and see the effects of your choices on the body.

"Build Me A Body" is a quiz game that asks specific questions about the body. "Take Me Apart" is a learning game in which users visually place the body parts in their proper places.

My Amazing Human Body packs an educational punch, but what do kids think? "It was kind of interesting to see what happened when I fed the skeleton too much, or played too much," says Theresa, age 8. Tom, age 7, learned something new, "I always wondered how big a stomach really was. Now I know." And Rasta, age 9, had a lot of fun, "It was fun making crazy pictures

using the parts of the skeleton and printing them."

My Amazing Human Body is well-suited for younger boys and girls who have a natural curiosity about how things work and who enjoy experimenting. Plus, if you're searching for a school project idea

or information on human anatomy, the program's index can be very useful for gathering specific information.

Thanks to its humour and interaction, My Amazing Human Body brings to life an area of learning that many young kids might not normally take an interest in.

Dan Lang is the founder of Learning Village (www.learningvillage.com), an independent review and advisory centre for parents and teachers looking for information on educational software. You can contact Dan at dan@lang.com.



Publisher: Dorling Kindersley

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Boys' Book Clubs

By Don Truckey

Does your school have a boys' book club? If not, you should think about starting one. Book clubs are powerful motivating tools for boys who can read, but don't. They're mushrooming in southern Ontario, with close to 300 clubs in Toronto and nearly 50 in Hamilton.

Twenty years ago, it was girls and math. Now it's boys and reading – the latest high-attention zone in education where teachers, administrators, parents, public commentators and even boys have united to remedy a big problem.

There are mitigating factors at play: in reading, it's the sneaking suspicion that tests to measure ability do not capture boys' special apprehension of literacy. It's entirely possible that boys are highly literate in ways that do not show up on the testing radar.

Entities (like the Ontario government) pointing the radar gun and writing the cheques to support the education edifice have staked significant credibility on raising those scores. They're hosing the boys-and-reading zone with funding and, on occasion, trotting out the heavy hitters (i.e., Premier Dalton McGuinty) to exhort mass gatherings of boys to read, read, READ!

Early in this decade, Chris Spence, author and director of education for the Hamilton-Wentworth District School Board, was principal at Lawrence Heights Middle School in Toronto. Data on boys in several areas, such as discipline, achievement and reading was "appalling," Spence recalls. Many of the kids at his school came from immigrant families; often English was not their first language. Most families were so caught up in getting by that school was an afterthought. For the kids, it was just a place to see friends.

The crisis extended far beyond reading, but it was clear that many at-risk boys were going nowhere without a radical improvement in literacy. Spence's superintendent asked a simple question about reading: "What can we do?"

The first step towards a solution resulted in a mass gathering of boys at a video games emporium. The kids were asked what they do when they are not reading. The answers included playing video games, sports and eating pizza.

"We said to them, 'You don't have to give up one to have the other,'" Spence recalls. But a light went on, and one of the key elements of boys' book clubs was defined: combine reading with boys' never-ending desire to eat.

Out of that first large gathering came the impetus to form several clubs, Spence says, and the lure of another big get-together was dangled – but only if the boys were in a book club.

This brings us to a second key element of boys' book clubs: boys' reading is directed. They need a reason to read. Did Jarome Iginla score a goal last night? What's an ERA in baseball? How does this work (instruction manuals)? How do I find this out (the Internet)?

The idea that boys read from diverse sources and in a vastly different way from girls has become integral to the operation of boys' book clubs, which may feature comic book analysis, movie reviews, buddy programs that pair a senior reluctant reader with a junior counterpart, conventional library research, and the ever-present payoff for any twelve-year-old: lunch. A male leader helps, but not all boys' clubs are run by men. Still, Leopold Campbell, who now runs the boys' book club at Lawrence Heights, stresses that "the

relationship of students to teacher is crucial.” With a lunchtime club of 22 boys, Campbell has his hands full. He underlines that the incentive-based nature of the clubs is key: boys want a goal when they read – they will work toward a reward.

Enter the government and just about everyone else

The Ontario Ministry of Education (OME) agrees. Boys’ book clubs are mentioned, along with literally dozens of other ideas and initiatives, in the OME resource, *Me read? No way!*, subtitled “A practical guide to improving boys’ literacy skills.”

This document draws on research from all over the Western world and offers suggestions and strategies for motivating boys to read, including ensuring the materials offered are boy- and Internet-friendly, enlisting male mentors, engaging in goal-oriented reading and more (see www.edu.gov.on.ca).

Chris Spence has written several books on the subject. His latest, *Creating a Literacy Environment for Boys – Ideas for Administrators, Teachers and Parents*, shares Spence’s hands-on experiences in crafting reading strategies for boys. The *Me Read? No Way!* pamphlet, Spence’s book, and just about any related study one looks at these days, point to a body of evidence that says boys are “hardwired” to learn differently from girls. While biological imperatives that shape boys’ and girls’ intelligence and learning were routinely dismissed thirty years ago, today they are routinely embraced.

All the observers and experts routinely point out that boys respond positively to male mentors, role models and teachers. And it was only in Spence’s book that I came across a true revelation shaping boys’ reading: the changing demographics of the teaching profession.

A young boy’s world in the public sphere has always been overwhelmingly female, from caregivers to teachers to librarians. I had naively assumed that the march to social equity initiated more than a generation ago was slowly rectifying the female-male imbalance in areas like teaching. I was wrong. In fact, it’s going the other way.

Spence observes that from 1990 to 2000, the percentage of full-time male educators in Canada dropped from 41 per cent of the workforce to 35 per cent. In young educators, aged 20-29, just 22 per cent were men. As this demographic trend matures in the system, it is conceivable that women will soon outnumber men in teaching by four to one.

“Now, not only in the early grades but in high school as well, [boys] find mostly female teachers,” Spence writes. “Many educators recognize that the imbalance of male and female teachers has inadvertently created a learning culture where the male voice is seldom heard. There is research that connects the decline in literacy of male students with the decline in the number of male educators.”

Is this the key? It might be, though the word “inadvertently” bears repeating. Persuading thousands of female teachers to revise their views of boys’ literacy needs won’t happen if we start with thousands of noses out of joint. But teachers, assailed from all sides by demands and criticisms about their students’ performance – girls’ and boys’ – will get a leg-up on the boys-and-reading issue by sampling some of the research and strategies available. A special club where boys can

read what they like, and share it with their friends, could be part of it.

Is the boys’ reading crisis really that bad?

In some school environments and in some pockets of society, it is. It’s also entirely possible that the statistics represent a skew that in no way reflects what boys really read and, more importantly, the quality – not the level – of their reading.

The most radical view of the boys and reading debate I’ve encountered is a study by Professors Heather Blair, of the University of Alberta, and Kathy Sanford, now at the University of Victoria. Blair and Sanford joined the boys-and-reading challenge some years ago and launched a study (www.education.ualberta.ca/boysandliteracy) where, over the course of two years, they followed groups of boys in grades three-to-six and interviewed them about what and how they read. Checking boys’ lockers, desks and backpacks, and examining all reading materials, they noted what boys read at home and among friends.

The researchers’ initial findings “fit with common beliefs that schools are failing boys; that ‘boys will be boys,’ they don’t like to read and write, and they don’t interact around literacy and they don’t have enough male (role) models.” But there seemed to be more going on. Re-interviewing the boys, they stepped back to get a wider view of all boys’ reading, and a different picture emerged – one that had boys using reading in an intensely social context.

The boys stressed the presence of five themes in whatever they read: personal interest, action, success, fun and purpose. It was clear that they read a great deal, especially when it connected them to their friends. This approach to reading was not valued or measured in school.

Blair and Sanford concluded that boys read differently from girls, both in material and process. But they pushed it further, arriving at this stunner: boys read better than girls!

Quoting Blair and Sanderson’s study: “The boys themselves are “morphing” literacies to suit their purposes, and they are becoming literate in spite of school instruction.... Although the literacies of girls are more aligned with practices encouraged by the school (reading fiction, writing stories and poems) [...] boys are better preparing themselves for the world beyond school. The abilities to navigate the Internet, experiment with alternate literacies, and ‘read’ multiple texts simultaneously are more useful workplace skills than are the ability to analyse a work of fiction or write a narrative account.”

Blair and Sanford paint a picture of how boys obtain basic reading skills in school and then morph their abilities into their own custom-made, boy-honed literacies that absorb school reading and mingle it with their outside lives until the boundaries vanish.

Boys are literate, Blair and Sanford assert, in practical ways. Their “morphed” literacy comes in under – or beside – the radar of standardized testing, school instruction and outdated teaching practices and curricula.

A writer’s view

There’s a simple answer to why boys turn away from most narrative fiction they’re given: often books are just plain wrong for them. Any

• Continued on page 25



Clubs de lecture pour garçons

Don Truckey

Votre école a-t-elle un club de lecture pour garçons ? Si non, vous devriez penser à en créer un. Ces clubs sont très motivants pour les garçons qui savent lire mais n'ouvrent jamais un bouquin. Ces associations se multiplient dans le sud de l'Ontario : on en compte près de trois cents à Toronto et presque cinquante à Hamilton.

Il y a vingt ans, c'étaient les filles et les maths. Aujourd'hui, ce sont les garçons et la lecture – dernier domaine qui retient l'attention des éducateurs, réunissant dans le même combat enseignants, administrateurs, parents, éditorialistes et les garçons eux-mêmes.

Il y a des facteurs atténuants : dans le domaine de la lecture, on soupçonne que les tests qui en mesurent la capacité ne prennent pas en compte le fait que les garçons appréhendent la littérature d'une façon particulière. Il est, en effet, fort possible qu'ils sachent lire et écrire sans que cela se voie sur les écrans radars des tests.

Relever les scores est devenu une question de crédibilité pour les entités (comme le gouvernement ontarien) qui braquent le fusil du radar et signent les chèques qui permettent aux écoles de résister. Elles inondent la zone garçons-lecture de dollars et, à l'occasion, sortent la grosse artillerie (M. Dalton McGuinty, premier ministre de l'Ontario, par exemple) pour exhorter les garçons lors de grandes réunions à *lire, lire, LIRE !*

Au début de cette décennie, Chris Spence, auteur et directeur de l'éducation au conseil scolaire de district de Hamilton-Wentworth, était directeur à l'école intermédiaire Lawrence Heights à Toronto. Les données concernant les garçons dans plusieurs domaines, tels que la discipline, les résultats et la lecture, étaient « épouvantables », rappelle-t-il. Nombre d'enfants de son établissement venaient de familles d'immigrants et, dans bien des cas, l'anglais n'était pas leur première langue. La plupart des familles étaient tellement préoccupées par leur survie que l'école était le cadet de leur souci. Pour les enfants, c'était simplement un endroit pour rencontrer des copains.

La crise dépassait de beaucoup la lecture, mais il était clair que de nombreux garçons à risque n'arriveraient à rien sans une amélioration radicale de la lecture et de l'écriture. Le surintendant de M. Spence posa une question toute simple : « Que pouvons-nous faire ? ».

La première étape vers une solution fut une grande réunion de garçons dans une salle de jeux vidéo. On leur demanda ce qu'ils faisaient lorsqu'ils ne lisaient pas. Les réponses étaient variées : jeux vidéo, sport ou consommation de pizzas.

« Nous leur avons dit : 'Il n'est pas nécessaire d'abandonner une chose pour en avoir une autre' », précise Chris Spence. Mais on avait mis le doigt sur le problème et défini l'un des éléments clés des clubs de lecture pour garçons : combiner la lecture et l'insatiable appétit des garçons.

Cette rencontre a motivé la création de plusieurs clubs et on leur a fait miroiter une autre grande réunion – à la *seule condition* qu'ils soient inscrits à un club de lecture.

Cela nous amène au deuxième élément clé de ces clubs : la lecture est orientée. Il leur faut une raison de lire. Jarome Iginla a-t-il marqué un but hier soir ? Qu'est-ce que la moyenne des points au baseball ? Comment ceci marche-t-il (manuels d'instructions) ? Comment est-ce que je peux trouver la réponse (Internet) ?

L'idée que les garçons puisent dans des sources très diverses et d'une façon très différente des filles est devenue essentielle au fonctionnement d'un club de lecture de garçons, qui peut proposer l'analyse d'une BD, des critiques de films, le jumelage d'un grand réticent à la lecture avec un plus jeune, une recherche classique en bibliothèque et la classique récompense pour un gamin de douze ans : le déjeuner. Un responsable masculin peut être une bonne chose, mais les clubs de lecture de garçons ne sont pas tous dirigés par des hommes. Tout de même, Leopold Campbell, qui dirige maintenant le club de Lawrence Heights, insiste sur le fait que « la relation des

élèves avec leur professeur est cruciale ». Avec un club de 22 garçons à l'heure du déjeuner, il a de quoi faire. Il souligne l'importance de l'encouragement : lorsqu'ils lisent, les garçons souhaitent un objectif – ils travailleront s'il y a une carotte.

Le gouvernement et pratiquement tout le reste du monde entrent en scène

Le ministère de l'Éducation de l'Ontario en convient. Dans son guide *Moi, lire? Tu blagues!* (« pour aider les garçons en matière de littératie »), il préconise les clubs de lecture de garçons et propose des dizaines d'autres idées et initiatives.

Ce guide part de recherches faites dans l'ensemble du monde occidental ; il présente des suggestions et des moyens de motiver les garçons, notamment veiller à ce que les livres proposés soient bien adaptés aux jeunes garçons et orientés Internet, trouver des mentors masculins, faire de la lecture avec des objectifs précis etc... (voir www.edu.gov.on.ca).

Chris Spence a écrit plusieurs livres sur le sujet. Dans son dernier ouvrage intitulé *Creating a Literacy Environment for Boys – Ideas for Administrators, Teachers and Parents*, il explique les stratégies qu'il a mises au point pour les garçons. La brochure *Moi, lire? Tu blagues!*, le livre de Chris Spence, et n'importe quelle autre étude sur le sujet publiée actuellement prouvent suffisamment que les garçons sont « câblés » pour apprendre d'une façon qui diffère de celle des filles. Il y a trente ans, les impératifs biologiques façonnant l'intelligence des garçons et des filles étaient systématiquement écartés ; aujourd'hui ils sont systématiquement reconnus.

Tous les observateurs et les spécialistes font inévitablement remarquer que les garçons réagissent positivement aux mentors, aux modèles et aux professeurs masculins. Et ce n'est qu'en lisant le livre de Chris Spence que j'ai vraiment compris ce qui influe sur la lecture : les garçons sont formatés pour apprendre chez les garçons : l'évolution du profil démographique de la profession enseignante.

Le monde d'un jeune garçon, dans la sphère publique, a toujours été à prédominance féminine, depuis la mère jusqu'aux bibliothécaires en passant par les institutrices. J'avais naïvement supposé que la marche vers l'équité sociale amorcée il y a plus d'une génération rectifiait lentement ce déséquilibre féminin-masculin dans des domaines tels que l'enseignement. J'avais tort. En fait, c'est l'inverse qui se produit.

Chris Spence note qu'entre 1990 et 2000, au Canada, le pourcentage d'éducateurs à temps plein est tombé de 41 p. 100 de la main-d'œuvre à 35 p. 100. Chez les jeunes éducateurs et éducatrices de 20-29 ans, 22 p. 100 seulement étaient des hommes. Si cette tendance démographique se maintient, on peut penser que, dans l'enseignement, les femmes dépasseront bientôt les hommes dans un rapport de quatre pour un.

« Maintenant, non seulement dans les petites classes mais aussi au secondaire, [les garçons] se trouvent souvent avec des enseignantes », écrit M. Spence. « Nombre d'éducateurs reconnaissent que le déséquilibre masculin-féminin a par mégarde créé une culture d'apprentissage dans laquelle on entend rarement la voix d'un homme. Selon certaines recherches, il existe un lien entre le déclin de

l'alphabétisation chez les élèves de sexe masculin et celui du nombre d'enseignants. »

Est-ce la clé ? Cela se pourrait, bien que l'expression « par mégarde » mérite d'être répétée. Il sera impossible de persuader des milliers d'enseignantes de revoir leur position sur les besoins des garçons en matière de lecture si nous commençons par vexer des milliers de personnes. Mais les enseignants en général, assaillis de toutes parts par des exigences et des critiques sur les résultats de leurs élèves – garçons et filles – avanceront sur la question de la lecture des garçons en consultant les recherches et les méthodes qui existent. Un club particulier où les garçons peuvent lire ce qu'ils veulent et en parler avec leurs amis pourrait en faire partie.

La crise de la lecture chez les garçons est-elle si grave ?

Dans certains milieux scolaires et dans certaines poches de la société, oui, la crise est grave. Il est également tout à fait possible que les statistiques représentent une asymétrie qui ne reflète en aucun cas ce que les garçons lisent vraiment ni, chose encore plus importante, la qualité – et non le niveau – de leurs lectures.

L'opinion la plus radicale que j'ai trouvée sur ce débat des garçons et de la lecture est une étude des professeurs Heather Blair de l'Université de l'Alberta, et Kathy Sanford, maintenant à l'Université de Victoria. Ces deux femmes ont abordé le problème que pose cette question il y a quelques années en lançant une étude (www.education.ualberta.ca/boysandliteracy) dans laquelle elles ont suivi pendant deux ans des groupes de garçons de la 3^e à la 6^e année et les ont interviewés sur ce qu'ils lisaient et comment. En regardant dans leurs casiers, leurs bureaux et leurs sacs à dos, et en examinant tous les documents lus, elles ont noté que les garçons lisaient, chez eux et avec des amis.

Les conclusions initiales des chercheuses « confirment l'opinion courante selon laquelle les écoles ne permettent pas aux garçons de réussir, que les garçons seront toujours des garçons, qu'ils n'aiment ni lire ni écrire, qu'ils ne centrent pas leurs interactions sur la littératie et qu'ils n'ont pas assez de modèles masculins ». Mais il semblerait y avoir davantage. Les interviews ultérieures leur ont permis de prendre du recul pour avoir une meilleure *vue d'ensemble*. Une image différente est alors apparue : les garçons lisent dans un contexte intensément social.

Dans toutes leurs lectures, les garçons ont en effet indiqué cinq thèmes : intérêt personnel, action, réussite, amusement et but. Il est apparu clairement qu'ils lisaient beaucoup, en particulier lorsque la lecture les mettait en rapport avec leurs amis. À l'école, cette approche de la lecture n'était ni appréciée ni mesurée.

M^{mes} Blair et Sanford en ont conclu que les garçons lisaient de façon différente des filles, tant du point de vue du matériel que du processus. Elles sont même allées plus loin et arrivées à ce résultat étonnant, à savoir que les garçons lisent mieux que les filles !

Selon M^{mes} Blair et Sanderson, « les garçons eux-mêmes 'transforment' l'apprentissage de la lecture pour l'adapter à leurs objectifs, et ils apprennent à lire et à écrire *en dépit de l'instruction qu'ils reçoivent à l'école*... Bien que les compétences littéraires des filles soient davantage alignées sur les pratiques encouragées à l'école (lire des romans, faire des rédactions et des poèmes) [...] *les garçons sont mieux* •



Curricula

Reproducible Insert

Virtual Museum Challenge

**GATEWAY
TO ABORIGINAL
HERITAGE**

www.civilization.ca/clic

**Duration: 2-4 Class Periods
Level: Grades 9-12**

Pedagogical Intent

Students learn to interpret objects that were made by aboriginal peoples in Canada, and learn about the history and cultures of Canada's aboriginal peoples, by researching and selecting images of objects from the Canadian Museum of Civilization's database, completing the Virtual Museum Challenge worksheet, and making a presentation of artifacts selected for an imaginary exhibition.

Objectives and Competencies

Use information, use information and communication technology, communicate appropriately; observe, describe, summarize, reason, use critical thinking, use creativity, cooperate with others, listen to others, use oral communication, develop research skills, methods of historical inquiry

Subjects

**Social Studies, Geography,
History and Citizenship,
Education, Language Arts,
Arts Education,
Mathematics**

Themes

**Canada's aboriginal peoples,
First Nations, life in aboriginal
societies before and after
contact, change and
continuity, methods of
historical inquiry**

**Duration:
120-180 minutes**

Web Resources

- Gateway to Aboriginal Culture Web module www.civilization.ca/tresors/ethnos/index_e.html

Required Technical Equipment

- One computer with Internet access for each pair of students, needed for 60-90 minutes

Optional Technical Equipment

- A projector hooked up to a computer with Internet access; if a projector is available, the Database Information Package for each student is not required.

Student Handouts

For each student:

- A Database Information Package containing the Clothing & Accessories section, and one artifact record of your choice (see Teacher Preparation, Step 2)
- Virtual Museum Challenge worksheet — www.teachmag.com/worksheet

Teacher Preparation

1. Ensure students have been introduced to the history of Canada's aboriginal peoples.
2. Visit the Gateway to Aboriginal Heritage Web module. Select the Objects tab, and By Object Type from the side menu. View the available categories of objects. Select a category. A list of objects is displayed. Select the link for an object to display its artifact record. Print this record to add to the Database Information Package.
3. Familiarize yourself with the Virtual Museum Challenge worksheet (www.teachmag.com/worksheet). You can name the theme of the exhibition yourself, or you can leave the choice of theme to the students.



Procedure

1. **Begin with a classroom discussion about museums and artifacts.** Have any students visited museums recently? Have they seen objects on display? Explain that these objects are artifacts. Although any object can be considered an artifact, objects in museum collections are special. Brainstorm with your class about what makes museum artifacts special. Some ideas: museums collect objects that are representative of specific cultures, places or events; they document them, store them in special conditions to preserve them, do research on them, and display them.
2. **Introduce the Canadian Museum of Civilization artifact collection.** Explain that the Canadian Museum of Civilization has thousands of artifacts related to Canada's aboriginal peoples: everything from clothing to furniture to tools to archeological specimens. Surprisingly, most of these artifacts are not on display in the museum; that's because there is not enough space to display all of the museum's artifacts. Fortunately, many of them are available on a database on the museum's Web site, and today, students will have the chance to look at these objects and create a virtual exhibition.
3. **Introduce the artifact database.** Hand out the Database Information Package to each student. Ask students to look at the Clothing & Accessories section. Each artifact name links to the artifact record. By selecting "Previous" or "Next", students can see more thumbnail images of artifacts. Turn to the artifact record that you have selected. Together, examine the artifact record, including the image and the fields of information.

4. **Brainstorm about the selected artifact.**

While examining the artifact record and image, explain that this is an object that was made and used by aboriginal people. Brainstorm about the artifact. What do we know about the artifact? What don't we know about it? What would you like to know?

5. **Give students the Virtual Museum Challenge worksheet.**

Review the questions with them. Ask them to select an object category, and complete the worksheet in pairs or individually. Because the records include only the information provided to the museum about each object, students won't find all the information they need to answer each question.

Create an Artifact Information Record: Ask students to select a special object they have at home; they can photograph it or draw a picture of it. Using the database materials as a guide, have them create an artifact information record of this object. Ask them to interview parents and others who have information to share about the object, and have students add the information they feel is necessary to fully convey the importance of the object.

English Language Arts: Look at the origin of the word artifact: arte from Latin art, factum from facere to make. Discuss the meaning of the word, and what objects can be considered as artifacts.



Discuss why they should not make assumptions without complete information.

Optional, if computers with Internet access are available for more than 60-90 minutes, encourage students to explore the Gateway to Aboriginal Heritage Web module for additional information and to do additional research about their artifact.

6. **Students share their artifacts and text.**

When students have completed the Challenge, ask them to share with the class their exhibition theme, artifact groupings, their favourite artifacts, and the text they have written about their favourite artifacts. Ask students to share some of the questions they would like to ask the makers or owners of their favourite artifacts.

French as a Second Language: Use the French version of the artifact information record. Ask students to describe the artifact in French, using the terms on the information record to assist them.

English as a Second Language: Ask students to identify a museum artifact that is similar to an object they use at home. Ask them to describe their household object, and explain what it is used for, how it is used, what it is made from, and who uses it. The class can ask questions and compare the museum artifact and object.

Arts Education: Ask students to present their artifacts and one or more related people in a manner of their choice. Brainstorm with them on the possible formats and subjects. Some suggestions for format: a presentation using a papier-mâché reproduction of the artifact or a modern version of the artifact, a dramatic representation, a poem, a song or a dance. Suggestions for subject: focus on the maker, the user, the community that used it, a grandchild of the maker, or a collector that has purchased the object.

Extension Ideas

Object or Artifact? Show the class an everyday object and a projection or picture of a museum artifact from the database. Ask students to brainstorm the differences between an everyday object and a museum artifact.

Virtual Museum Challenge (Lesson Plan),
from Gateway to Aboriginal Heritage,
www.civilization.ca ©Canadian Museum of Civilization

Curricula

Cet encart peut être reproduit

Défi du musée virtuel

PORTAIL
DU PATRIMOINE
AUTOCHTONE

www.civilisation.ca/clic

Durée: 2-4 Class Periods
Niveau : de la 9^e à la 12^e année



Domaines

Les études sociales (au Québec : l'univers social), la géographie, l'histoire et l'éducation à la citoyenneté, les langues, l'éducation artistique, les mathématiques.

Thèmes

Les peuples autochtones du Canada, les Premières nations, la vie dans les sociétés autochtones avant et après le contact avec les Européens, le changement et la continuité, les méthodes d'enquête historique.

Durée: de 120 à 180 minutes

Intentions pédagogiques

Les étudiants apprennent à interpréter des objets fabriqués par les peuples autochtones du Canada et se familiarisent avec l'histoire et la culture des peuples autochtones du Canada, en faisant des recherches dans la base de données du Musée canadien des civilisations pour en sélectionner des images d'objets, en complétant la feuille de travail 'Défi du musée virtuel', et en créant une présentation d'artefacts choisis pour une exposition imaginaire.

Objectifs et compétences

exploiter l'information, exploiter les technologies de l'information et de la communication, communiquer de façon appropriée; observer, décrire, résumer, raisonner, exercer sa pensée critique, mettre en oeuvre son esprit créatif, coopérer avec les autres, écouter les autres, utiliser la communication orale, développer des compétences en recherche et en méthodes d'enquête historique.

Ressources sur le Web

- Module Web 'Portail du patrimoine autochtone' www.civilisations.ca/tresors/ethno/index_f.html

Équipement technique requis

- Un ordinateur avec un accès Internet pour chaque groupe de deux étudiants, requis pendant 60 à 90 minutes

Équipement technique facultatif

- Un projecteur branché à un ordinateur avec un accès Internet; si un projecteur est disponible, la pochette de renseignements de la base de données pour chaque étudiant n'est pas requise.

Documents à remettre

Pour chaque étudiant :

- Une pochette de renseignements de la base de données contenant la section 'Vêtements et accessoires' et un enregistrement d'artefact de votre choix (voir préparation de l'enseignant, étape 2)
- Feuille de travail 'Défi du musée virtuel' — www.teachmag.com/feuillede travail

Préparation de l'enseignant

1. Assurez-vous que les étudiants aient reçu une formation de base en histoire des peuples autochtones du Canada.
2. Visitez le module Web 'Portail du patrimoine autochtone'. Sélectionnez l'onglet 'Objets' et 'Par type d'objet' du menu latéral. Visionnez les catégories disponibles. Sélectionnez une catégorie. Une liste d'objets est affichée. Sélectionnez le lien d'un objet pour afficher son enregistrement d'artefact. Imprimez cet enregistrement pour l'ajouter au dossier base de données.
3. Familiarisez-vous avec la feuille de travail 'Défi du musée virtuel' (www.teachmag.com/feuillede travail). Vous pouvez nommer le thème de l'exposition vous-même ou vous pouvez laisser aux étudiants le soin de choisir le thème.

Procédure

1. **Commencez par une discussion en classe à propos des musées et des artefacts.** Les étudiants ont-ils visité des musées récemment? Ont-ils vu des objets exposés? Expliquez que ces objets sont des artefacts. Bien que tout objet puisse constituer un artefact, les objets dans les collections des musées sont exceptionnels. Faites un remue-méninges avec votre classe à propos de ce qui rend les artefacts de musée exceptionnels. Voici quelques idées : les musées collectionnent des objets qui sont représentatifs de cultures, d'endroits ou d'événements particuliers; ils les documentent, les entreposent dans des conditions spéciales pour les conserver, effectuent des recherches à leur sujet et les exposent.
2. **Présentez la collection d'artefacts du Musée canadien des civilisations.** Expliquez que le Musée canadien des civilisations possède des milliers d'artefacts en rapport avec les peuples autochtones du Canada : des vêtements jusqu'aux meubles, en passant par les outils et les spécimens archéologiques. Étonnamment, la plupart de ces artefacts ne sont pas exposés au musée; le musée manque d'espace pour exposer tous ses artefacts. Heureusement, bon nombre sont disponibles dans une base de données sur le site Web du musée, et aujourd'hui, les étudiants auront la chance de visionner ces objets et de créer une exposition virtuelle.
3. **Présentez la base de données d'artefacts.** Remettez la pochette de renseignements de la base de données à chaque étudiant. Demandez aux étudiants de regarder la section 'Vêtements et accessoires'. Chaque nom d'artefact fait le lien avec l'enregistrement d'artefact. En sélectionnant 'Précédente' ou 'Suivante', les étudiants peuvent visionner d'autres vignettes d'artefacts. Passez à l'enregistrement d'artefact que vous avez sélectionné. Examinez l'enregistrement d'artefact ensemble, y compris l'image et les champs d'information.
4. **Faites un remue-méninges à propos de l'artefact sélectionné.** Tout en examinant l'enregistrement d'artefact et l'image, expliquez que ceci est un objet fabriqué et utilisé par les peuples autochtones. Faites un remue-méninges à propos de l'artefact. Que savons-nous à propos de l'artefact? Qu'est-ce que nous ne savons pas à son sujet? Que voudrions-nous savoir?

5. Remettez la feuille de travail 'Défi du musée virtuel' aux étudiants.

Passez les questions en revue avec eux. Demandez-leur de sélectionner une catégorie d'objets et de compléter la feuille de travail en groupes de deux ou individuellement. Puisque les enregistrements de la base de données ne contiennent que les informations fournies au musée à propos de chaque objet, les étudiants ne trouveront pas toutes les informations dont ils ont besoin pour répondre à chaque question. Discutez de l'importance de ne pas tirer des conclusions sans posséder toute l'information.

de données comme guide, demandez-leur de créer un enregistrement d'artefact de cet objet. Demandez-leur d'interviewer leurs parents et autres personnes possédant des renseignements à partager à propos de l'objet, et demandez aux étudiants d'ajouter l'information qu'ils jugent nécessaire pour rendre pleinement compte de l'importance de l'objet.

Français : Approfondissez l'origine du mot artefact : arte vient du latin pour art, factum de facere pour fabriquer. Discutez du sens du mot et de quels objets peuvent être considérés comme des artefacts.



a) **Facultatif, si des ordinateurs avec un accès Internet sont disponibles pour plus longtemps que 60 à 90 minutes :** encouragez les étudiants à explorer le module Web 'Portail du patrimoine autochtone' pour plus de renseignements et pour effectuer des recherches supplémentaires à propos de leur artefact.

6. Les étudiants partagent leurs artefacts et leur texte. Lorsque les étudiants auront complété le défi, demandez-leur de partager avec la classe leur thème d'exposition, leur regroupement d'artefacts, leurs artefacts préférés, et le texte qu'ils ont écrit à propos de leurs artefacts préférés. Demandez aux étudiants de partager certaines des questions qu'ils voudraient poser aux fabricants ou propriétaires de leurs artefacts préférés.

Anglais, langue seconde : Utilisez la version anglaise de l'enregistrement d'artefact. Demandez aux étudiants de décrire l'artefact en anglais à l'aide des termes utilisés dans l'enregistrement d'artefact.

Français, langue seconde : Demandez aux étudiants d'identifier un artefact de musée qui ressemble à un objet qu'ils utilisent à la maison. Demandez-leur de décrire leur objet familier et d'expliquer à quoi il sert, comment il est utilisé, de quoi il est fabriqué et qui l'utilise. La classe peut poser des questions et comparer l'artefact de musée et l'objet.

Éducation artistique : Demandez à chaque groupe de présenter son artefact à sa manière, ainsi qu'une personne (ou plusieurs) qui entretient un lien avec l'objet. Faites un remue-méninges avec les étudiants sur les formats et sujets possibles. Voici quelques suggestions de formats : un exposé pratique à l'aide d'une reproduction en papier mâché de l'artefact ou une version moderne de l'artefact, une représentation théâtrale, un poème, une chanson ou une danse. Voici quelques suggestions de sujets : concentrez-vous sur le fabricant, l'utilisateur, la communauté qui l'a utilisé, un petit-enfant du fabricant ou un collectionneur qui s'est procuré l'objet.

Activités d'approfondissement

Objet ou artefact? Montrez un objet de tous les jours à la classe et une projection ou une image d'un artefact de musée tiré de la base de données. Demandez aux étudiants de faire un remue-méninges afin de trouver les différences entre un objet de tous les jours et un artefact de musée.

Créez un enregistrement d'artefact : Demandez aux étudiants de sélectionner un objet spécial qu'ils ont à la maison; ils peuvent le photographier ou en faire un dessin. À l'aide de l'enregistrement d'artefact de la base

Défi du musée virtuel (plan de leçon / fiche d'activité),
du Portail du patrimoine autochtone, www.civilisations.ca,
© Musée canadien des civilisations

The National Film Board of Canada presents Documentary Lens

www.nfb.ca/launchers/objectifdoc/?lg=en

Documentary Lens/Objetif Documentaire, a National Film Board (NFB) educational Web site for high school and upper elementary students and teachers, features a free library of 86 specially selected films, along with audiovisual learning projects. Students are introduced to the art of the documentary with digitized elements from the NFB collection.

The bilingual site, available in Flash and HTML, is designed to help students hone their critical thinking skills while learning about the basics of documentary cinema. Teachers' 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 craftspeople are also included. The site contains 100 English, French, or without-words film excerpts, with free online access to the films in their entirety. 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.

Several documentary themes are presented on the site including art, culture and recreation; cultural diversity; politics and history; science, environment and health; social issues and the economy; war and peace.

The aboriginal peoples' section features six fascinating documentaries that will give your students an authentic glimpse into the daily lives of Canada's aboriginal peoples. The documentaries were created in the years spanning 1943-1977, and focus on Inuit and native life.

In *Angotée: Story of an Eskimo Boy*, an Inuit man's growth from birth to maturity is followed. Your students will see how he was born, treated as a young child, became a hunter, and whom he marries.

César's Bark Canoe shows César Newashish as he builds a canoe in the old way, using only birch bark, cedar splints, spruce roots and gum. The result is a functional – and beautiful – design.

Kayaks, garments, and ivory and bone carving employ traditional skills learned by those both old and young. *Eskimo Arts and Crafts* shows how arts and crafts are an integral part of the Inuit life.

During the short Arctic summer, an Inuit hunter prepares for winter in *Land of the Long Day*. The hunter searches for seal, white whale and narwhal. His wife, children and aged parents each have work to do in the struggle for survival.

In *The Living Stone*, the inspiration behind Inuit sculpture is shown. It centres on a legend about carving the image of a sea spirit to bring food to a hungry camp.

And in *Mother of Many Children*, an album of native womanhood is presented and a proud matriarchal society is portrayed. The society is under pressure to adopt different customs, while the belief in tradition as a source of strength in the face of change holds strong.

Documentary Lens allows visitors to view the entire film or short excerpts. Each film has a link that provides information about the film, including a synopsis, transcription, and critical comments. Questions about the films are also available on the site, and will help spark class discussion.



César's Bark Canoe
Directed by Bernard Gosselin

Produced by Paul Larose
© 1971 National Film Board of Canada
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Land of the Long Day
Directed by Douglas Witkinson

Produced by Michael Spencer
© 1952 National Film Board of Canada
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Thanks to an innovative new program that got its start at one Ontario high school, students whose graduation prospects once looked bleak are getting a second chance at academic success.

By Joey Cheng

The close-knit group of 20 teens at St. Joseph Secondary School in Mississauga, ON, busily finish up their English assignments and prepare to leave for their co-op work placements. Some are headed to hair salons; others to auto body repair shops; a few to the school office. Chatting and laughing, the kids seem like any other pack of high schoolers. But, in reality, they are far from it: these students are in the process of turning their lives around.

Participants in the Alternative Co-operative Experiential (ACE) program, these students were once eleventh-graders at high risk of not graduating. In getting accredited they face the same barriers that encumber many students: challenges in the areas of attendance, commitment and discipline. On top of these typical teenage obstacles, many also cope with burdensome personal issues that cause their academics to suffer. All of these kids have one thing in common: they lacked the course credits to graduate from high school.

With the assistance of the highly successful ACE program, which helps students get back on track towards academic success, these students are on the road to caps, gowns and diplomas. The program provides motivation, peer support, and a tailored curriculum to give students who once missed the chance to flourish academically, an opportunity to complete high school. Without ACE, these students may have deemed graduation unfeasible and chosen to give up.

Through an integrated year of curriculum learning and co-op placement experiences, students complete 10-12 credits in one year,

compared to the typical eight credits attained by their peers. ACE students are taught a unique curriculum detached from regular high school programs – all delivered in the ACE classroom.

Cori Nay and Pasquale Vasile are entrusted with the responsibility of teaching this tailored course curriculum. These dedicated educators exclusively teach the in-class component of the ACE program. Marg Smits, educator and co-ordinator of the program, recognized the pair, once St. Joseph teachers, as suitable homeroom teachers and invited them to join the ACE team.

Nay and Vasile take the time and care necessary to teach each student in the ACE program. Helping their efforts are several different approaches to learning built into the program itself. For example, to motivate and encourage good work ethics, the Benchmarks program requires students hand in all completed assignments. Students must finish their homework, even when it's overdue. Failing to comply can mean a ticket out.

Inevitably, some ACE students still struggle with academics. The Credit Retrieval program addresses this reality. It gives students who have failed a course (with marks between 40 and 49) the opportunity to complete an extra assignment and raise their mark to a passing grade.

Students are also given the chance to get outdoors for some active learning and fun. While earning a physical education credit, students take part in the Outward Bound program – a school version of Survivor – that sends students on a five-day hike.

“ACE is a school within a school,” says Smits. The teachers not only deliver vast curriculum, they also teach students about the skills needed beyond a classroom environment. These include accepted manners, appropriate behaviour and exchanges, ideal problem-solving models and, most importantly, adept self-monitoring skills. Because these students often have personal issues outside of



school, it is critical that they develop the ability to deliberate upon issues and make good decisions. The ACE teachers are an important support system for the students – when distressed, many students approach Nay and Vasile for guidance.

To ensure students receive a well-rounded education, the program goes well beyond what the dedicated ACE instructors teach. The co-operative education component of the program matches students with a work placement according to their interests indicated on a co-op survey. Students, teachers and placement supervisors then work together with local business or community organizations to provide a plausible, practical experience in the field. The combination of integrated curriculum and co-op education offers an opportunity for career exploration critically important to all high school students, especially those in the ACE program, who may have otherwise had little opportunity to think about the future. Most importantly, the experience of holding a job teaches students about commitment.

Every year about 20 students are invited to take part in the ACE program. In the fall, ambassadors approach students with flyers and applications introducing them to the program. Interviews are then conducted with program candidates. The selection panel carefully examines the files of students identified as high risk by their teachers, and selects the students they feel would benefit most from ACE. Finally, the parents must meet with ACE ambassadors in order for their child to be accepted into the program.

St. Joseph is the first school in Canada to benefit from this innovative educational approach. The program has been an overwhelming success – past ACE students have achieved a 100% graduation rate. Moreover, many proceed to employment and college.

Remarks Smits: “A previous graduate from the ACE program, Sharon, completed a remarkable number of 18 credits in one year. Once a student who struggled with many critical issues, such as school attendance, attitude difficulty and peer influence, when Sharon was invited to be part of the ACE program, she realized that ACE was her one-time opportunity to turn her life around. In addition to participating in the ACE program, she attended night school, summer school and whatever was available to her. Sharon is now a student representative at Sheridan College, where she is pursuing a diploma in law enforcement.”

Robert, another ACE student, exemplifies the program’s success. Once a teenager in constant trouble, Robert is now a leading member of his school’s soccer team. He has become a respected role model – peers and younger students look up to him. A strong anti-smoking advocate, Robert shares his past cigarette experiences to encourage his peers to quit smoking. Upon completion of the ACE program, Robert was awarded “The Future Award,” which distinguished him as the school’s most improved student.

First developed in 2000, the ACE program has been a remarkable success. The Curriculum Foundation (TCF), a learning resource charity under the parent organization Curriculum Services Canada, deemed it a winning resource. TCF provides teachers with the necessary funding to develop critically-needed resources that enrich learning for Canadian students. TCF responded to the ACE proposal with a \$2,000 grant and mentored its development.

Interested in starting the ACE program at your school? A teacher resource has been developed to help bring this innovative program into schools across Canada. Consisting of notes and models, the resource instructs teachers about how the ACE program works. Lesson plans, teacher guides and models of work units assist educators who are interested in setting up similar programs at their schools. The ACE resource directs teachers towards the creation and tailoring of a unique program that suits the needs of their students. The ACE resource is a free download, available at www.curriculum.org.

The ACE program is a second chance for students at risk and has proved to be a winning success. Just ask the students who participate in it. Says Megan, an ACE student: “It really helped us. My mother’s really glad that I have a bright future ahead of me. I really hope they do this at other schools.” Thanks to the new ACE resource, teachers across Canada now have the opportunity to do just that. **T**

*Note: student names have been changed

Joey Cheng was a summer intern with Curriculum Services Canada when she wrote this article.

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Marjan Glavac

notable sites for teachers

Aboriginal Canada Portal

www.aboriginalcanada.gc.ca

The Aboriginal Canada Portal is an all-encompassing window to Canadian aboriginal on-line resources, contacts, information, government programs and services. The portal is a partnership with the Government of Canada, Council for the Advancement of Native Development Officers, Native Women's Association of Canada, Métis National Council, Congress of Aboriginal Peoples, Assembly of First Nations and Inuit Tapiriit Kanatami.

A useful feature of this Web site is the Chat With A Representative link. It allows you to speak to a representative of the Aboriginal Canada Portal Quick Help Desk. In the centre of the Web page are links for elders, women, youth and kids' resources and on the left hand side are links to a variety of resources. A pop-down menu allows you to narrow the search for resources according to region.

By following the education link to the resources for teachers (www.aboriginalcanada.gc.ca/acp/site.nsf/en-frames/ao31045.html), teachers will find education resources, lesson plans and activities. Two drop-down menus narrow the search for resources according to region and audience (First Nations People, Inuit and Metis People).

The education resources category includes links to government information sites (Indian and Northern Affairs Canada (INAC), Industry Canada (IC) Library and Archives Canada) and other sources of information.

The lesson plans and activities' category include links to government information sites (Canadian Broadcasting Corporation (CBC), Canadian Museum of Civilization Corporation (CMCC), Canadian Museum of Nature, Indian and Northern Affairs Canada (INAC) and other sources of information. Included in the other sources of information are Heritage Minutes links to on-line videos from www.histori.ca.

This is a well-organized and easy-to-read Web site on aboriginal resources. I highly recommend it to any teacher.

The Canadian Museum of Civilization: Gateway To Aboriginal Heritage

www.civilization.ca/tresors/ethno/ety0000e.html

The Canadian Museum of Civilization is an excellent resource on the histories and cultures of the aboriginal peoples in Canada. This section of the museum's Web site has comprehensive material on Canada's First Nations, Métis, and Inuit peoples.

The objects section is divided by cultural area. On a colour-coded map of Canada, the Arctic, Pacific Coast, Plains, Plateau, Western Subarctic and Woodlands and Eastern Subarctic cultural areas are highlighted.

The Photos and Papers section covers material, culture, historical events, traditions, cultural diversity and much more. It holds thousands of historical and contemporary images of Canada's aboriginal peoples. This collection originally grew out of the dedicated work of Canada's first anthropologists and researchers in the late 19th century.

The themes section is devoted to the photographs taken by James Alexander Teit (1864-1922) during the years he was employed by the Geological Survey of Canada, between 1911 and 1918 (Canadian Museum of Civilization).

The kids' and teachers' section has a wonderful collection of games and learning activities.

In the learning activities' section, teachers will find a wealth of lesson plans, worksheets, and information packages for grades 4-12. There are separate activities for k-grade 4, cycle 1-2; grades 5-8; elementary cycle 3, secondary cycle 1 and grades 9-12; secondary cycle 2.

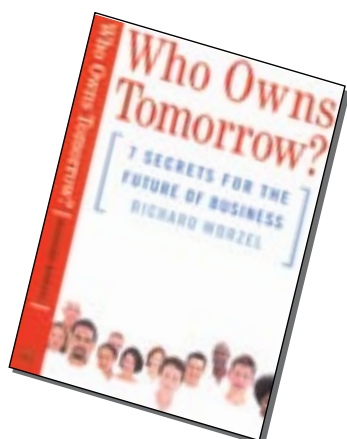
Secondary teachers should check out the Treasures of Canada Webquest for their students. Students can work independently or in small groups in the role of museum curators.

Teachers of all grades will find the The Canadian Museum of Civilization: Gateway To Aboriginal Heritage a great resource for their students.

*Marjan Glavac is the author of *How to Make a Difference: Inspiring Students To Do Their Best*, available at: www.howtomakeadifference.com.*

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