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Welcome back to the new school year!

We hope you've settled into your new routine or perhaps new school. Sometimes though, it may take a few years to become really comfortable in your teaching position. For others however, they never do. Many people enter education to benefit society. Professional realities, however, such as uncertain job markets, isolating and negative environments, and the difficulty of maintaining a work-life balance, can cause some teachers to update their resumes and look for other jobs. Our first **Feature Story** takes a look at teacher retention and offers advice to survive the first years of teaching.

You've probably heard all about the Pokémon phenomenon that has taken the world by storm. There's no doubt that many of your students have been busy this past summer playing the virtual reality game. But is Pokémon simply another game? In our second **Feature Story**, educator Catherine Little explains how the popular game works and how educators can harness the unique format and turn them into teaching resources. From its natural collaborative nature to its vast vocabulary, the Pokémon app and related products can provide students—young and old—with dynamic and unexpected learning opportunities.

Elsewhere in the issue is **Class Perspectives** where educator Samantha Ramsey discusses how she designed and implemented a 1:1 iPad program for her students. Read her humorous and helpful advice for the new techy teacher. Also in this issue are our regular columns **Webstuff** where we suggest some apps that may help with organization and **Field Trips** that offer excursions to some of Canada's beautiful parks.

TEACH believes in supporting good teachers and teaching and helping to promote innovation in education. In addition to publishing our bi-monthly magazine, we also develop digital resources for teachers and students—many of them are free and bilingual. We're excited to announce the launch of our latest project, **Shattered Ground**, an interactive graphic novel that explores "The War or to end all Wars." The story is told from the perspective of four young men who enthusiastically enlist and believe they are embarking on a great adventure. As the modern world continues to experience conflict, **Shattered Ground** resonates today as seen through the prism of events that took place over a century ago. The resource is completely free and available in both English and French and comes with a comprehensive suite of lesson plans and pedagogical material. We hope you will check it out at www.theshatteredground.com and look forward to hearing your comments and feedback.

Until next time,

Lisa Tran, Associate Editor
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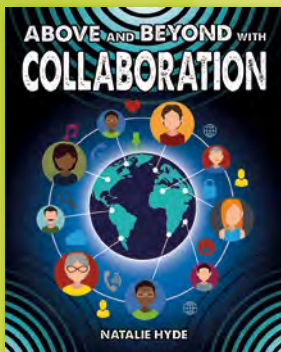
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Going Above and Beyond in the 21st Century

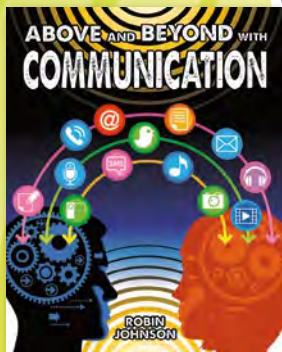
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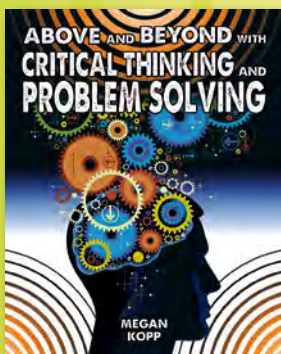


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What Is Critical Thinking?

If you were asked to name the main parts of a tree, could you do it? Your answer might include roots, trunk, branches, and leaves or needles. How do you know this is the answer? You might have memorized the parts of a tree in a science class, searched for the answer on Google, or even looked directly at a tree. This question does not require **critical thinking** because the question is simple and so is the answer. If you ask a lot of people this question, many of them would come up with the same answer.

What if you were asked a different question: How do people depend on plants? Would this be an easy question to answer? If you ask a lot of people this question, it's unlikely that anyone will have exactly the same answer. This is because the question requires you to **observe** and **analyze** the ways plants are used by people. These are critical thinking skills. Critical thinking can be approached in many different ways.

It requires you to give evidence and an explanation to explain your thinking. Critical thinking is a way of solving problems and making decisions by asking questions, gathering information, and using **logic** to make sense of that information. If you make a decision using critical thinking, you can be confident in your decision because you have evidence to back up your reasoning. Practicing critical thinking helps you come up with useful solutions to problems.



What Do You Really Think?

It takes effort to think critically. There are times when you have to **evaluate** claims made by others. Other times, you have to defend your own claims. This requires you to think critically about your own **perspective**. For example: "I think this music lesson is boring." Are you having trouble understanding, and is that why you find it boring? Is it boring because you just don't like the piece you are learning? Or is the lesson boring because you are daydreaming about playing in a band, instead?

CRITICAL THINKING IS A CRUCIAL SKILL IN THE 21ST CENTURY.

21st Century Skills

Our digitally interconnected world is always changing and evolving. To keep up and be successful, we have to be lifelong learners, which means that we must be constantly learning how to think in new and innovative ways. The Partnership for 21st Century Learning is an organization that has identified four essential skills that students need to build to achieve their goals at school, at work, and in their personal lives. They are the 4Cs—communication, collaboration, creativity, and **critical thinking**. Each skill is important on its own, but combining the four together in our everyday lives is the key to success in a 21st-century world!



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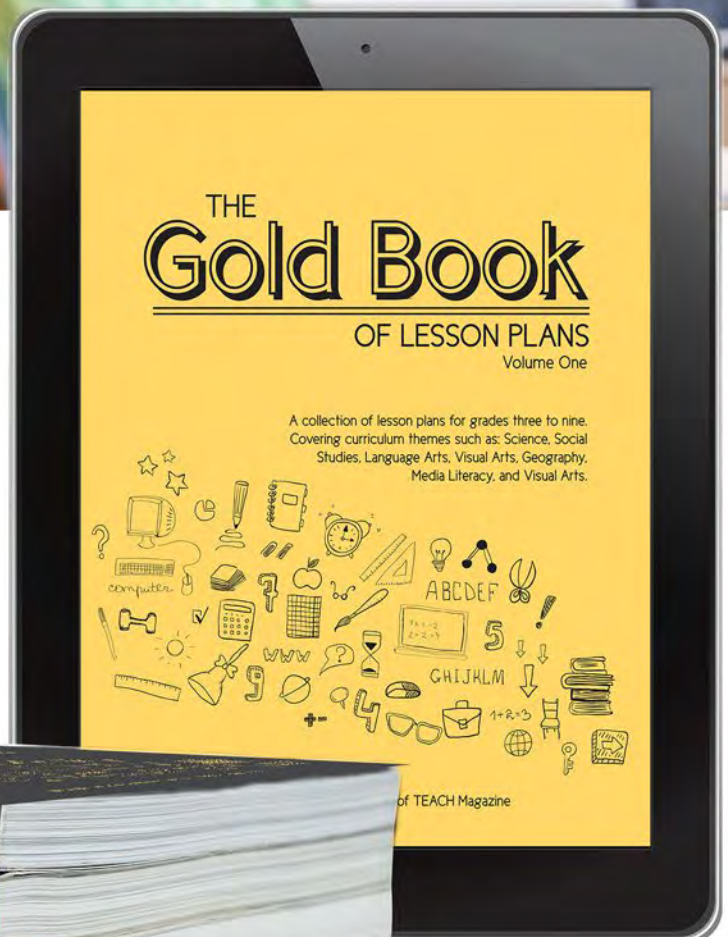
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Canada's Parks

In the first couple months of school, the weather is perfect to get outdoors and in tune with nature. Environmental education is valuable for students since it brings them outside of the school building and into natural classrooms where hands-on, experiential learning can stimulate their minds.

Kejimikujik National Park

www.pc.gc.ca/eng/pn-np/ns/kejimikujik/edu.aspx

Nova Scotia's Kejimikujik National Park and Historic Site invites visitors to explore its 4000-year-old history through its forests, lakes, rivers, bogs and coastal barrens. The area is also rich with Mi'kmaw history and visiting groups can learn more through a guided tour of the park's 500-plus petroglyphs (stone-carved stories and drawings). The Park is also home to an enchanting forest of some of Nova Scotia's oldest trees that remain untouched by human development. Day tripping students can experience the unique habitat through guided walks and activities offered by natural history interpreters.

Conservation Halton

www.conservationhalton.ca/fieldtrips

Conservation Halton offers field trips for all grades at Crawford Lake and Mountsberg Conservation Areas. Various activities are offered, such as 'Nature Play', filled with hands-on exploration, 'Owl Prowl', where students learn all about owls, including their adaptations and habitats, and 'Instincts for Survival', a very active program in which students take the roles of herbivores, omnivores, and carnivores in a terrestrial ecosystem. Others include, 'Climate Change S.O.S, Archaeology: Putting the Pieces Together, and 'Environment & Us'.

My Parks Pass

www.myparkspass.ca/about-my-parks-pass

Take your students to explore the natural wonders of Canada's national parks or national historic sites. As a classroom trip organized through your school, the My Parks Pass program allows all Grade 8/Secondary 2 students, including split classes, to receive free admission to 44 national parks, 168 national historic sites, and 4 national marine conservation areas located all over Canada throughout the year.

Prince Albert National Park

www.pc.gc.ca/eng/pn-np/sk/princealbert/edu/edu2/edu02b.aspx

You and your students are invited to adventure through Prince Albert National Park in Saskatchewan, where concepts like adaptation, web of life, and food chain can be transformed into a hands-on experience with the real world. The park also offers a Nature Centre, where you'll find exhibits and video presentations in its theatre that explain the significance of the park within the family of national parks of Canada. The staff can answer questions and provide suggestions on trails. Book a guided field trip from September 26 to October 7.

Stanley Park

<http://stanleyparkecology.ca>

Vancouver's Stanley Park offers curriculum-based field trips for Grades K-7 covering forest, beach, and wetland ecology. A variety of programs for different age groups are offered. For example, in 'Nature Detectives,' K-3 students explore the temperate rainforest, find tiny life forms with magnifiers, feed trees, and learn all about how everything is connected. In 'Wetland Wildlife,' Grades 4-7 explore Beaver Lake with dip nets and magnifiers, and learn all about wetland ecosystems.

Thousand Islands National Park

www.pc.gc.ca/eng/pn-np/on/lawren/edu.aspx

Thousand Islands National Park invites students to participate in an Island Quest throughout the year. The Gananoque Boat Line ferries students to Georgina Island where they follow a series of clues to learn about the park and its place in the Thousand Islands ecosystem. Working in teams, students use a map, compass and binoculars to solve the island's riddles and complete the quest.



DON'T QUIT!

TIPS FOR SURVIVING THE FIRST YEARS OF TEACHING

by Meagan Gillmore

Abbi Easton has found her groove. She was “absolutely terrified” when she began teaching Grade 9 science and math at Holy Trinity Catholic High School in Fort McMurray, AB, three years ago. She’d heard stories; she knew teenagers “could eat (her) alive.”

The curriculum presented challenges. Math has changed greatly since she was a student. She was learning, too. Easton loves technology, but a scavenger hunt where students used computer scanners around the school was an “epic fail,” she recalls. While fairly comfortable discussing most topics, she had to consider how to appropriately teach sexual health. New to the school, she had to establish relationships with her colleagues. The other math teacher not only had more experience, but also an entirely different teaching style.

Now, Easton says she’s in a “sweet spot”: she knows she’s capable, but is still wanting to innovate. She’s comfortable with the curriculum and can change lesson plans to keep all her classes on the same schedule. She and the other math teacher respect and learn from each other. It took a few years, but she’s finding her place in the school community.

In many ways, her story is typical of any new teacher. Except Easton began teaching Grade 9 after 12 years teaching Grade 1.

“The bottom line with kids is they want to feel successful,” she says, explaining the mindset that helped her with the transition. “They want you to look at them and for them to feel that you are proud of them. ... It doesn’t matter if you’re a 6-year-old, 14-year-old, or a 30-year-old. You want people around you to like you and to feel like you are making a good contribution to their life.”

In this way, teachers are just like their students. Many people enter education to benefit society. But professional realities: uncertain job markets, isolating and negative environments and the difficulty of maintaining a work-life balance, can cause some teachers to update their resumes and look for other jobs as they’re completing end-of-year reports. Feeling appreciated is out of the question.

New teachers are especially susceptible to feeling disillusioned. Many leave within the first five years. Some leave because of the realities of the job. Others spend years supplying or working short-term contracts, juggling seasonal work to supplement their income. The financial and emotional instability causes some to change careers before really beginning to teach. When they can’t stay in one place and establish themselves, teachers often lack the opportunity to build their confidence. But even experienced teachers need support. Curriculum and educational focuses

are changing. More students speak several languages or have increasing behavioural and learning difficulties, and teachers have less resources.

Sometimes, the only certainty about a new school year is that it will have challenges. But there are solutions.

Researchers often cite mentoring as key for early-career teachers succeeding. Traditionally, people understand mentoring as “we’re here to rescue these teachers,” explains Ching-Chiu Lin, a research fellow at the University of British Columbia who is studying mentorship. But the mentality needs to be about teachers in all professional stages learning together.

This is easier said than done. Sometimes, governments, unions and universities work together to provide formal mentorship programs. These initiatives, no matter how effective, are subject to budget cuts that can drastically reduce their scope, or eliminate them altogether. Supply teachers or those on long-term occasional contracts may not be eligible.

The profession may present the biggest challenges.

“It’s very easy for teachers to go into the classroom, close the door, and the only time they talk to their colleagues are at lunchtime and special occasions,” explains Rita Irwin, a professor at the University of British Columbia who studies mentorship with Lin. “The teaching profession is not necessarily a profession where you gravitate towards working with other teachers.”



Researchers say establishing a school culture of trust is one of the most important factors in successful mentorship. Schools are often structured like “egg crates,” explains Benjamin Kutsyuruba, a professor at Queen’s University in Kingston, ON who has researched teacher induction and mentorship programs across Canada. Teachers work in isolation. For good mentorship to happen, that mindset needs to change.

Newer teachers often ask about mentorship programs in job interviews. But when hired, they may find interacting with colleagues one of the most challenging things in the job. It was the “hardest part,” says Meagan Noronha, who recently finished her first long-term teaching position covering a maternity leave at a private school in Brantford, ON. She’d volunteered at the school before teaching there, but, once hired, usually stayed clear of the staffroom. She wanted to be friendly, but needed recess breaks for classroom organizing or lesson planning. When she was in

the staffroom, she didn’t always know how to relate to her older colleagues.

Some colleagues may be good to avoid. Doris Morales, a teacher in Las Vegas, remembers listening to teachers “attack” each other at staff meetings. “It was such a negative, toxic level that I thought to myself, ‘I don’t know if I want to be miserable like this,’” she remembers. “As a young teacher (you think), ‘I don’t know if I want to end up angry and yelling at people over printer paper.’” This inspired Morales to write the book *How to Survive Your First Five Years of Teaching*.

Teachers’ experiences at the beginning of their career can impact every part of the rest of their career, says Kimberley McKay who works with new teachers through the New Brunswick Teachers’ Association. Everyone gets disillusioned. Teachers need to remind each other that teaching is difficult, and there are many factors they can’t control. But they shouldn’t dwell on the negatives.

“If you get in the disillusionment phase, generally you can find a little club of disillusioned people who are always

willing to accept new members,” McKay says, “and they’d be happy to make you a lifetime member.”

Mentorship works.

Despite Noronha’s difficulties socializing in the staffroom, she quickly credits supportive teachers, whether those she knows personally or those whose blogs and Instagram accounts she follows, with helping her through her first year. “If I didn’t have strong teacher connections,” she

says, “I don’t know where I’d be.”

Teachers often have many mentors, says Kutsyuruba. In formal programs, teachers and mentors may work in different schools. In some rural communities, mentors may not even be teachers. Having mentors who aren’t directly involved with education has benefits. It reminds teachers of the world outside of school walls, and activities not related to schoolwork. Teachers of all ages struggle with establishing a good work-life balance. New teachers experience this more acutely. They spend more time preparing lessons because they don’t have as many resources to use. Some begin teaching with plans to go home at set times, but the reality of the job may make that nearly impossible

They’re often asked to lead extracurricular activities. They want to contribute to the school community and be seen as team players, so may find it hard to refuse. Added responsibilities can increase their stress.

Experienced teachers should encourage younger teachers to be realistic about how much they can handle. "Sometimes you need to have that heart-to-heart with them to say, 'You've taken on too many extracurricular activities, and, in fact, it's the extracurricular time that's putting you hugely out of balance,'" says McKay.

This is the downside of the reason many people become educators. "We enter the profession because we love kids and we want to help kids and we want to do everything we can to make kids be successful," says Lynn Hemming, who recently retired after more than 30 years of teaching in Alberta. "I think we're very good at caring for others. We're not very good at caring for ourselves."

Parents can be especially hard to please. "Too many beginning teachers become devastated over one critical parent," says Hemming. It helps to remember what she calls the 10 percent rule. On average, 10 percent of people will always be unhappy with something. Teachers should listen to the complaints, but "write off" the unreasonable ones, says Hemming. If there's many complaints, then they should consider how they might change what they're doing.

Teachers can also help build positive relationships with parents. When Hemming needed to call a parent to discuss a difficult situation with a student, she'd begin by saying she needed the parent's help. "At its very best," she says,

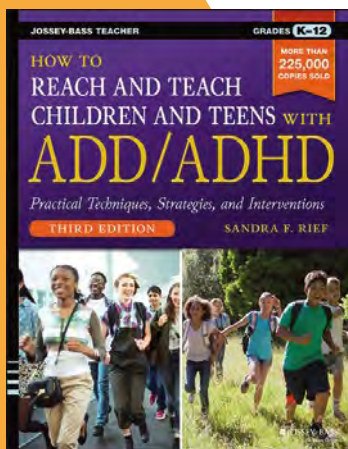
"teaching is a partnership with parents." Hemming also had a personal rule that every time she had to call a parent about a challenging student, she would call another parent to tell them something positive about their child.

Moments like this—when a child succeeds—make teaching worth the long days and seemingly endless frustrations. Teachers need to remind each other, and themselves, of that. Five years into her career, Hemming started keeping scrapbooks of encouraging comments she received. It started with cards and letters. Now, it includes Facebook comments. They fill five scrapbooks. She doesn't show them to anyone else.


"After 33 years of teaching, I still love kids, and I still love the job," she says, even though she considered quitting during her first year. She plans on supply teaching and tutoring during retirement.

"I get a chance to touch the future," she says. "What kind of profession can you say that you can do that? I believe I've impacted the future, and I believe that every teacher does that."

Meagan Gillmore is a freelance writer in Toronto.



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8 TIPS FOR THE NEW TECHY TEACHER

by Samantha Ramsey



Two years ago, my principal rolled an iPad cart into my classroom, challenging me to design and implement a 1:1 iPad program that would enhance the highly structured academic curriculum already in place, and while I was bright-eyed and bushy-tailed as I set out on this technology adventure, I quickly realized that trail-blazing wasn't all glitter and rainbows. Now, I offer some helpful advice for educators just beginning the long journey to establishing a successful, effective technology classroom.

1 Embrace Failure

As pessimistic as it sounds, this is the number one thing I wish someone had told me before I began. Sometimes, you'll plan the perfect lesson and then watch it crash and burn before your teary eyes. Apps will go haywire. Students will click buttons. Projects won't save correctly. Failure doesn't mean you're a bad teacher, and it certainly doesn't mean you should give up. Use these mishaps as learning opportunities.

2 Become Familiar with the SAMR Model

We are all aware of Bloom's Taxonomy: asking our students to formulate higher-level responses can bolster their learning. The Substitution Augmentation

Modification Redefinition Model (SAMR) is the Bloom's Taxonomy of educational technology. It can help you understand different ways technology can be implemented in your classroom and gain an idea of what each tier would look like at your grade level. Not every lesson needs to reach the most advanced stage, but some can—and should. It's also important for you to take an honest look at your background experience and determine what level of the SAMR Model you're currently at. There's no wrong answer because whether you're at the starting line of this tech marathon or nearing the finish, your objective should be moving forward.

3 Set Goals

It's easy to begin a tech initiative with the best of intentions, but the follow-through is often the most difficult part. Set realistic goals for yourself about how often or how much you aim to use your new technology, and write them down if it helps you maintain focus. You might want to try out one new app each week or focus on enriching one subject area a month. Whatever it is, establish a goal that is both rigorous and attainable. Bonus tip: find another teacher or teammate who will share your ambition and hold you accountable for making progress.

4 Remember: Quality over Quantity

I began my tech adventure thinking that the more apps I used, the more valuable and impressive my tech instruction would be. I spent a lot of evenings and plan periods browsing the App store and downloading any app that looked mildly useful. The problem was, between finding each app, downloading it, learning how to use it, and then training my students, it wasted precious time. Instead of trying to force a new app into your lesson plans, look at your curriculum and think first about what kind of app would be most beneficial to your students, best suited to the content, and result in the most authentic learning opportunities. If you already have an app that fits the bill—use it!

5 Experiment First

There are some situations in which flying by the seat of your pants is acceptable. Walking the dog without a specific destination in mind, for example, and selecting a dinner entrée by closing your eyes and pointing at the menu are both relatively low risk endeavors. Teaching with technology, however, does not fit into this care-free category. Give yourself the opportunity to play around with an app before you even ask your students to download it. Press buttons. Experiment with every

feature. I promise that you won't break anything. In the end, you'll be better prepared to utilize all the best aspects of a program and solve any problems that might arise during an actual lesson.

6 Establish Policies and Procedures

Think of all the procedures you go over on the first day of school. You explain to students, in excruciating detail, where to line up, how to walk down the hallway, and what to do when they return from an absence. There are procedures for sharpening pencils, hanging up backpacks, and turning in homework. Technology is no different. Think of the little things, even though they seem insignificant. Assume, for example, that unless you tell students to carry an iPad with both hands, they'll walk across the room with them balanced on their heads. Give students opportunities to practice plugging them in at the end of the day and placing them safely on their laps while opening their desktops. Hold students accountable for following correct procedures and explain consequences for when they don't.

7 Keep Parents in the Loop

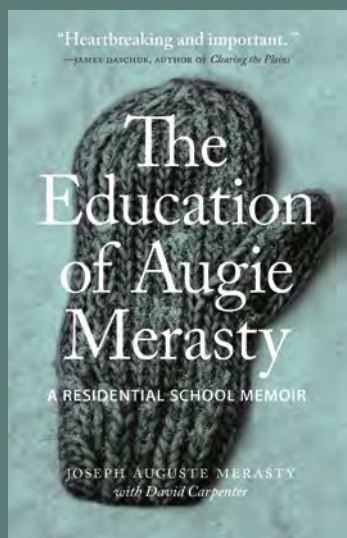
Technology at home is used very differently than it is at school. When a parent hears that their child has been placed in a 1:1 classroom, they may envision their son or daughter playing Angry Birds and surfing the Internet all day. Be very open with parents from the beginning. Send home a letter

or explain at Open House what technology will and won't be used for in your classroom. Offer parents assurance that, rather than replacing the academic curriculum, technology will enhance the material and offer students new ways to be active participants in their education. Post summaries or photos from successful tech projects on your classroom website or send home updates in your weekly newsletter. You're working your tail off to implement technology in meaningful ways, and your students are deeply engaged in the learning experiences you've designed for them. Let parents be a part of that magic.

8 Celebrate!

Make a list of your favourite things and go buy all of them right now. Oreos. New shoes. Colour coordinated office supplies. Whatever floats your boat. Change is scary, and the introduction of iPads or laptops into your classroom can be incredibly intimidating, but look at you! You're stepping out of your safe zone and growing as an educator. Apps will crash and devices will go rogue, but lots of things will also go right. Students will be engaged in your lessons and interact with content in ways you may never have imagined possible. So celebrate—you've earned it!

Samantha Ramsey teaches fourth grade in Manhattan, IL and is also working towards a Master's Degree in Educational Technology Leadership.



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The Shadowed Road

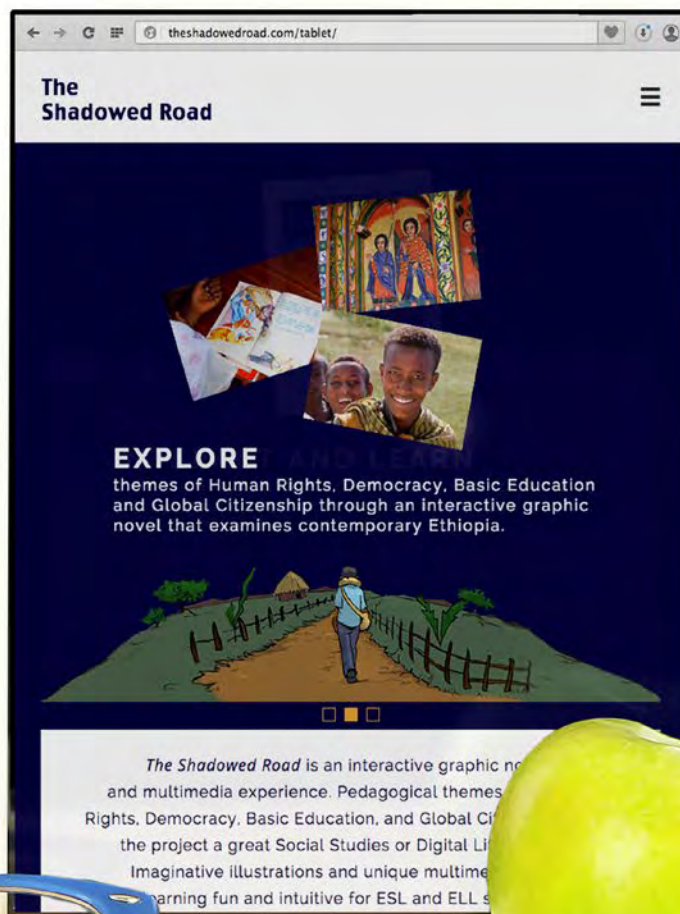
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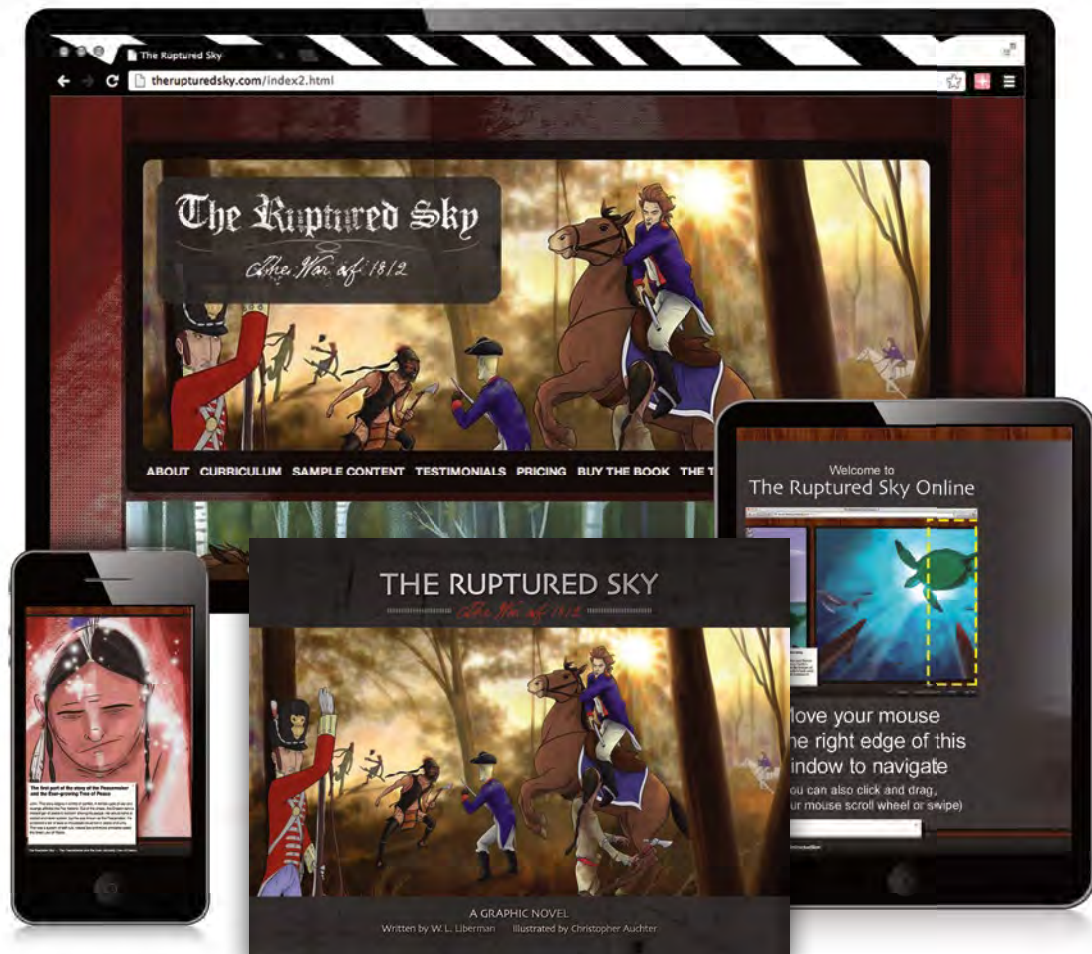
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80 DEGREES NORTH



CURRICULA

FOR GRADES
9 TO 12

The following is a lesson plan excerpt from *80 DEGREES NORTH*, a graphic novel and digital literacy title. To see the full lesson plan or to learn more, please visit www.80degreesnorth.com.

LESSON FOUR The Changing Arctic

80 Degrees North tells the remarkable story of Canada's first Arctic Expedition that began over 100 years ago. Led by the noted and controversial Arctic explorer, Vilhjalmur Stefansson, the expedition members experienced extreme conditions and staggering challenges. The flagship of the expedition, the *Karluk*, became caught in the ice and was lost early on. Twenty-two individuals and the ship's mascot, a cat, survived. The ship's captain, Robert Bartlett, trekked hundreds of miles over the ice in harsh conditions to effect the rescue. Divided into two parties, North and South, each had a separate mandate. The Southern Party, led by Dr. R.M. Anderson, noted zoologist and Stefansson's partner on a previous expedition, examined flora and fauna and mapped the Mackenzie River Delta. The Northern Party, led by Stefansson, explored the Western Arctic searching for new lands to be claimed for Canada and Britain in a bid to maintain sovereignty over the north. Despite setbacks and even, tragedy, both parties managed to fulfill their objectives. In particular, the findings of the Southern Party provided the basis of knowledge for Canadian scientists and researchers of the Arctic and Inuit peoples for decades to come.

SUBJECTS

Geography, History, Aboriginal Peoples in Canada, Current Aboriginal Issues in Canada, Aboriginal Beliefs, Values, and Aspirations in Contemporary Society

DURATION

3 to 4 classes

TERMINOLOGY

Aboriginal: refers to all indigenous peoples in Canada, including First Nations, Métis, and Inuit

First Nation: refers to all the Aboriginal nations of North America (formerly tribes and includes over 65 different languages) except the Métis and Inuit

Métis: refers to Aboriginal people who are of First Nations and French descent

Inuit: refers to Aboriginal people who speak Inuktitut and live in Arctic Canada

Copper Inuit: refers to a specific group of Canadian Inuit people who relied on the use of native copper of the region

Inupiat: refers to a specific group of Alaska Native people

INTRODUCTION

Previously in Lesson One, students described various aspects of Aboriginal life prior to contact with Europeans, for example, traditional economies, spirituality, relationship with the environment, and political organization, including how their identity as custodians and protectors of the land inspired their historical commitment to remaining on their lands.

In this lesson, which highlights the geographic concept of patterns and trends, students will build on what they learned in Lesson One, exploring how changes over time, including contact with Europeans and climate change, are affecting the Inuit in many ways. Students will use what they learned in Lesson Two (about the geography of the Arctic), as well as research to supplement their knowledge of climate change, to examine its effects on Canada's North and the Inuit communities. They examine the issue through the historical lens of cause and consequence.

Finally, they will write a response to two quotes. They will reflect on how the Inuit worldview reveals a contemporary commitment to caring for, and remaining on, the land, and that affects their contemporary attitudes to climate change. They will compare this to other attitudes about the land and natural resources in the North.

MATERIALS REQUIRED

Graphic novel: *80 Degrees North*

Satellite image of Canada at night, for example, www.nightearth.com

Online video about Arctic Council: www.international.gc.ca/arctic-arctique/council_video-conseil_video.aspx?lang=eng

Access to library resources and computers with Internet access

Writing paper and supplies

EXPECTATIONS/OUTCOMES

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

- Use the concepts of *patterns and trends* when considering geographic issues
- Analyze significant aspects and effects of the interactions between Aboriginal peoples and European colonists
- Assess the extent to which Canadian identity and culture have been influenced by Aboriginal peoples
- Use the concept of *cause and consequence* when considering the climate change and its effects
- Analyze some environmental, economic, social, and political impacts of changes in some of Earth's physical processes, specifically Canada's climate
- Analyze interrelationships between Canada's physical characteristics and various human activities that they support
- Demonstrate an understanding that the Inuit peoples' identity as custodians and protectors of the land inspires their historical and contemporary commitment to remaining on their lands
- Analyze environmental, economic, social, and/or political implications of different ideas and beliefs about the value of Canada's natural environment, and explain how these ideas/beliefs affect the use and protection of Canada's natural assets

STEP ONE

TEACHER-DIRECTED DISCUSSION

Review the topics covered in Lesson One with the students, specifically various aspects of Inuit life prior to contact with Europeans, for example, traditional economies, spirituality, relationship with the environment, and political organization, including how their identity as custodians and protectors of the land inspired their historical commitment to remaining on their lands.

Tell students that even though the CAE was in the North from 1913 to 1918, and although there were Europeans passing through as a result of whale-hunting and the fur trade, there was little contact with the Inuit until the 1940s, long after sustained contact had been established with other Aboriginal peoples. Discuss how geography played a role in this, asking: **How do the natural characteristics of Canada influence human activity?** First, help students recall the geographic concept of patterns and trends. Patterns are characteristics that can be spatial, social, economic, physical or environmental and repeat themselves in a natural or human environment. Trends are characteristics or traits that can be spatial, social, economic, physical, or environmental and show a consistent tendency in a particular setting over a period of time. Tell them that analyzing connections between characteristics to determine patterns, and analyzing connections between those characteristics over time to determine trends, is useful when trying to understand the Earth and its processes.

Display a satellite image of Canada at night for example, from www.nightearth.com and have students comment on where most people in Canada live now, why this pattern exists, and what this pattern tells them.

Guide students to consider what it might have been like for a European/Canadian on the CAE team to meet an Inuit for the first time and vice versa. First, remind students of the explorers' motives for coming to the North by reading aloud from the Foreword of *80 Degrees North*:

"Stefansson became overall commander of both expeditions, but directly led the Northern Party seeking new lands, new islands, and possibly a new continent. The American zoologist, Dr. Rudolph M. Anderson, who had partnered with Stefansson on their previous expedition, was in command of the Southern Party that was tasked with completing coastal mapping of the

central Arctic mainland, determining the mineral potential of the area, studying the Inuit they encountered and conducting biological research."

Remind students of Diamond Jenness' role as anthropologist; he spent two years with the Copper Inuit people, living as an adopted son of a hunter named Ikpukhuak and his wife Higilak. Other than meeting some early explorers, whalers, and traders, and Stefansson himself in 1910-11, most of the 'Copper Eskimos' had never met a European. Read aloud this passage from *The People of the Twilight* in which Jenness recounts his thoughts after his first year with the Inuit:

"I had observed their reactions to every season, the disbanding of the tribes and their reassembling, the migrations from sea to land and from land to sea, the diversion from sealing to hunting, hunting to fishing, fishing to hunting, and then to sealing again. All these changes caused by their economic environment I had seen and studied; now, with greater knowledge of the language, I could concentrate on other phases of their life and history..."¹

Have a class discussion, based on the following questions:

- **How might the worldviews of the Europeans/Canadians and Inuit affect their initial reaction to one another?**
- **How might their reasons/motives for meeting affect their reaction to each?**
- **How, and why, might the individual explorers have had different reactions to the various Inuit they encountered?**
- **How might Ikpukhuak's reaction to Jenness be different than Higilak's?**

STEP TWO

Tell students that there was increased contact between Canadians and the Inuit as a result of an increased interest in the North as a source of oil and gas, a Canadian concern about maintaining Northern sovereignty, and advancements in technology. This prompted further northern expeditions, as well as the creation of Northern radar stations and air bases. New settlements grew around these, and Southern goods, including different types of

¹ (Pg 4, <http://pubs.aina.ucalgary.ca/arctic/Arctic23-2-71.pdf> from *The People of the Twilight*, 1928, p 191)

foods, products, and technologies (for example fruits, processed foods, alcohol, books, snowmobiles, guns, construction materials) that began changing the Inuit way of life in many ways. As well, Inuit children were forced to attend English-speaking schools, which were only offered in larger settlements. This also limited the choices of Inuit families and began to further disrupt the passing on of their language and traditions. Responsibilities were taken away from the families and placed with social organizations, damaging the Inuit familial and social structures.

Broaden the discussion to include why, and how, the lives of Aboriginal peoples, and, in particular, the Inuit may have changed after coming into contact with Europeans and how they may have stayed the same. (Students should have a general knowledge of this from their studies in early grades, for example, spread of disease; introduction of new weapons; changing of Aboriginal economies and relationship with the land; missions; Aboriginal peoples' sharing of environmental knowledge with Europeans; attempts by Canadian government to assimilate the Aboriginal peoples; movement towards self-government.)

Jot down the students' comments so all can see. Point out that the influence between the Aboriginal peoples and the 'settler' culture was not solely in one direction, but that Aboriginal culture has also influenced the Canadian identity and culture.

Tell the students they will do a mini-study of one example of the impact of an interaction between Europeans/Canadians and a specific Aboriginal people, for example, a First Nation, a Métis community, or an Inuit community, within the last 100 years. Provide the list that the students helped create in Step One. If you wish, add to it with examples such as:

- Residential schools
- Development of Inuit art
- Relocation of Inuit communities
- Loss of Aboriginal language and cultural practices
- Revival of Aboriginal language and cultural practices
- Impact of Aboriginal culture on Canadian identity and culture (place names, local architecture, works of literature, drama, and art)
- Impact of Aboriginal spiritual beliefs on Canadian identity and culture

Make certain that a range of topics are chosen, showing the influence of each culture on the other.

Provide students with a set amount of time, for example 45 minutes, in which to do a survey of articles and other types of information on their topic, and prepare a brief summary.

Have the groups present their findings to the class. Help them to consider the question "assess the extent to which Canadian identity and culture have been influenced by Aboriginal peoples," and arrive at a general conclusion.

STEP THREE

Review the historical concept of *cause and consequence*, which requires students to determine the factors that affected or led to an event, situation, action, or interaction, and its effects. Remind students that an event or interaction may be caused by more than one factor and, as well, may have many consequences. These may be intended and/or unintended.

Review the importance of climate to the Earth and to local regions, focussing on Canada's North. Ask: ***What is climate change? What causes it?*** (There is good information on this topic that you can share with students on the Government of Canada website: [www.climatechange.gc.ca/default.asp?lang=En&n=65CD73F4-1](http://www.climatechange.gc.ca/default.asp?lang=En&n=65CD73F4-1;);) Consider reading this statement from the Government of Canada website to explain why Earth's climate is becoming increasingly warm:

Although climate change can be caused by both natural processes and human activities, the recent warming has been largely attributed to human activity, primarily the release of carbon dioxide and other greenhouse gases to the atmosphere. These gases enhance the insulating properties of the atmosphere, reducing heat loss, thereby warming the planet. Continued emission of these gases is the primary cause for concern about climate change now and into the immediate future. Particularly important is the emission of carbon dioxide, which is released through the combustion of carbon-based fossil fuels. In Canada, over 80% of total national greenhouse gas emissions are associated with the production or consumption of fossil fuels for energy purposes.²

² [http://www.climatechange.gc.ca/default.asp?lang=En&n=F2DB1FBE-1](http://www.climatechange.gc.ca/default.asp?lang=En&n=F2DB1FBE-1;);

Tell students they will analyze some environmental, economic, and social impacts of changes in Canada's climate, especially on Canada's North. Display this chart, with the following headings:

Cause	Consequence
Warming in the North	Environmental
	Social
	Economic
	Political

With the class, discuss the possible consequences of the warming of the North and adding their responses to the chart. Ask questions, such as:

- **How will warming temperatures worldwide affect the environment in the North? For example, how could warming temperature affect caribou migration?**
(Will mean a shorter, less reliable ice season; could mean flooding coastlines as temperatures rise; will change ways of life and habitats of wildlife and fish, for example, will alter caribou migration and polar bears ability to access food from ice; will change plant and animal populations, putting some at risk.)
- **What effects on the Inuit society will warming temperatures have?**
(Will affect ability of Inuit to live on land, hunting and fishing; overall threat to traditional Inuit ways of life.)
- **What effects on economies of the North will warming temperatures have? For example, how does a change in permafrost affect transportation and infrastructure?** (May mean rebuilding/reconstructing homes; may limit access to some places which were reached by ice highways; may expand opportunities for resource development as oil and gas becomes easier to access; less ice in Northwest Passage means easier for ships to travel through, which could mean more tourism in North or refuelling at ports of call.)
- **What political consequences could warming temperatures in the North have?**
(Creating conflict between nation states over territorial claims; creating common purpose among nation states over protecting the North.)

As you add to the chart, help students understand that one consequence in one sector can have other

consequences in other sectors, for example, effects on the environment will have social and economic impacts. If you wish, have them watch a short video (5 minutes) explaining the Arctic Council (www.international.gc.ca/arctic-arctique/council_video-conseil_video.aspx?lang=eng), which was set up to help monitor and manage development in the Arctic. Ask how climate change may have affected the formation of this political group.

STEP FOUR

Tell students you are going to read aloud two quotes; they will write an essay in which they will refer to these quotes, as well as complete further research, to answer questions you will provide.

This quote is from "The Inuit Way: A Guide to Inuit Culture," Page 7, (www.uqar.ca/files/boreas/inuitway_e.pdf):

"Picture this image—a lawyer with a briefcase and wearing sealskin kamiks (boots), or the member of the Legislative Assembly who debates the fine points of the annual budget during the week, then takes her children out on the land to fish and camp on the weekend. Inuit have one kamik in the modern world, and they also have a solid foot in their distinct traditional culture."

The following quote is from a presentation which Sheila Watt-Cloutier, Chair of the Inuit Circumpolar Conference, made to the United Nations Permanent Forum on Indigenous Issues in 2004. It is called "Connected to the World through Education: An Inuit Perspective."

"When I think about education, the first thing that comes to mind is the need we Inuit have to teach the world about our culture and our arctic environment. Why does this first come to mind? Because of the great responsibility we bear to educate the world of the crucial function of our culture and our environment for this planet's well-being.

I will give you an example. Right now, as I speak, some countries are refusing to take responsibility for their greenhouse gas emissions. These emissions are causing global warming and are already impacting on our Inuit homelands. But the worst, we fear, is yet to come. Scientists are predicting severe and dramatic changes in the Arctic over the next

fifty years. By then most of the summer pack ice will have disappeared and with it will the polar bear, the walrus and the Inuit hunting culture. Because of global warming, we, Inuit, should be considered an endangered species. While global warming is hitting us first, the rest of the planet will also suffer tremendous change. The Arctic is the canary in the coalmine and we, Inuit, must make certain that the whole world understands the danger that we are all in.

It is this burden of responsibility to the planet that Inuit carry. We believe that the world will not remain callous to our plight, and to the plight of the planet, if they are well-informed, educated if you will, about the impacts of greenhouse gas emitting activities. Once people are educated about our connections to them, we believe that they will take the right and proper steps to not harm us....

In our Inuit heritage, learning and living were the same thing, and knowledge, judgment and skill could never be separated. In institutional life these things are frequently pulled apart and never reassembled. For example, schools spend much of their energy teaching and testing knowledge, yet knowledge by itself does not lead to wisdom, independence or power.

We, Inuit, must make certain that we create a modern society where we are not completely taken over by the need to accumulate money. We must create a modern Inuit society where we still have the time to learn from the land. When the teacher is the land, patience and wisdom go together....Things can usually be figured out in time, as long as one is a careful observer.

Taking the time to live on the land is much more than acquiring hunting skills. Living on the land means acquiring many of the skills needed to survive in a turbulent modern world: patience, observation skills, control over one's physical reactions and one's emotions, the ability to be bold under pressure, the ability to develop strategy and to efficiently execute it.

Because we, Inuit, are so few. Because we are under such incredible pressures be they environmental, social or cultural. We must

continue to learn the skills that the land teaches us. Only our connection to the land can provide such an education."

Ask students:

- ***How might the Inuit's identity as custodians and protectors of the land inspire a contemporary commitment to remaining on their lands?***
- ***Why might Canadians have a variety of ideas and beliefs of the value of the natural environment and the use of natural spaces?***
- ***What could some of the environmental, economic, social, and/or political implications of these different ideas and beliefs be?***
- ***How could these ideas or beliefs affect the use and protection of Canada's natural spaces?***
- ***What are your views and beliefs on the value of natural environment and the use of natural spaces, and why?***

Their essays must answer these questions and contain two quotes that reflect ideas about the value of the natural environment and the use of natural spaces that are different than the Inuit ideas and beliefs. In their essays, the students must provide evidence to support their conclusions, as well as their own views.

EXTENSION ACTIVITIES

- In June 2013, the Government of the Northwest Territories and the federal government of Canada signed an agreement to transfer decision-making and administration for land and resource management from federal government to the Government of the Northwest Territories as of April 2014. In pairs, students can research to locate the original boundaries of the Northwest Territories and the current boundaries, as well as find out what portion of the territory is part of the Arctic (its northern regions are part of the Arctic Archipelago); learn the differences between a territorial government and a provincial government; research the changing nature of the political status of the Northwest Territories; and answer the question: ***How will this affect the Inuit and other Aboriginal peoples living in Northwest Territories?***
- Ask students to find maps showing the latest ice conditions in the Arctic (www.ec.gc.ca/glaces-ice/?lang=En). They can use data

to create bar graphs about ice conditions (<http://iceweb1.cis.ec.gc.ca/IceGraph20/page1.xhtml?lang=en>). Using these tools, they can attempt to plot a contemporary marine route across Canada's North.

- Ask pairs of students to role-play the meeting between an Inuit and a European explorer (perhaps imagining the use of a translator) over 100 years ago, using what they know about their respective worldviews and ways of life to discuss topics of concern and interest to each, making sure to note any differences and similarities.
- Have students read "Traditional Inuit Values" on Pages 31-40 of *The Inuit Way* (www.uqar.ca/files/boreas/inuitway_e.pdf). They can report to the class on how traditional values sometimes clash with modern situations, and give examples, such as how certain attitudes such as resignation or submission can frustrate health-care workers, or how the values of non-interference can create awkward situations at school or between people in an employer-employee relationship.
- Have students make posters explaining the causes of climate change, pointing out some of the dangers, and suggesting what fellow students can do to help stop the problem.
- Ask students to research and report on two or three institutions (from a variety, or representing a variety of countries) dedicated to researching the Arctic for example, National Oceanic and Atmospheric Administration that creates the Arctic Report Card (www.arctic.noaa.gov/reportcard); the Scott Polar Research Institute (www.spri.cam.ac.uk); Arctic Net (www.arcticnet.ulaval.ca). They can comment on how and why they originated, how they are funded, and their goals and purposes, and making note of their biases or perspectives.
- Have students research the creation of the territory of Nunavut in 1999 that came about as a resolution to the 1976 Inuit land claim over the eastern Arctic lands. They can answer this question: **How is the government of Nunavut different than the government of other territories or provinces in Canada?**

To see the full lesson plan or to learn more, please visit www.80degreesnorth.com.



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Teaching with Pokémon Go

by Catherine Little

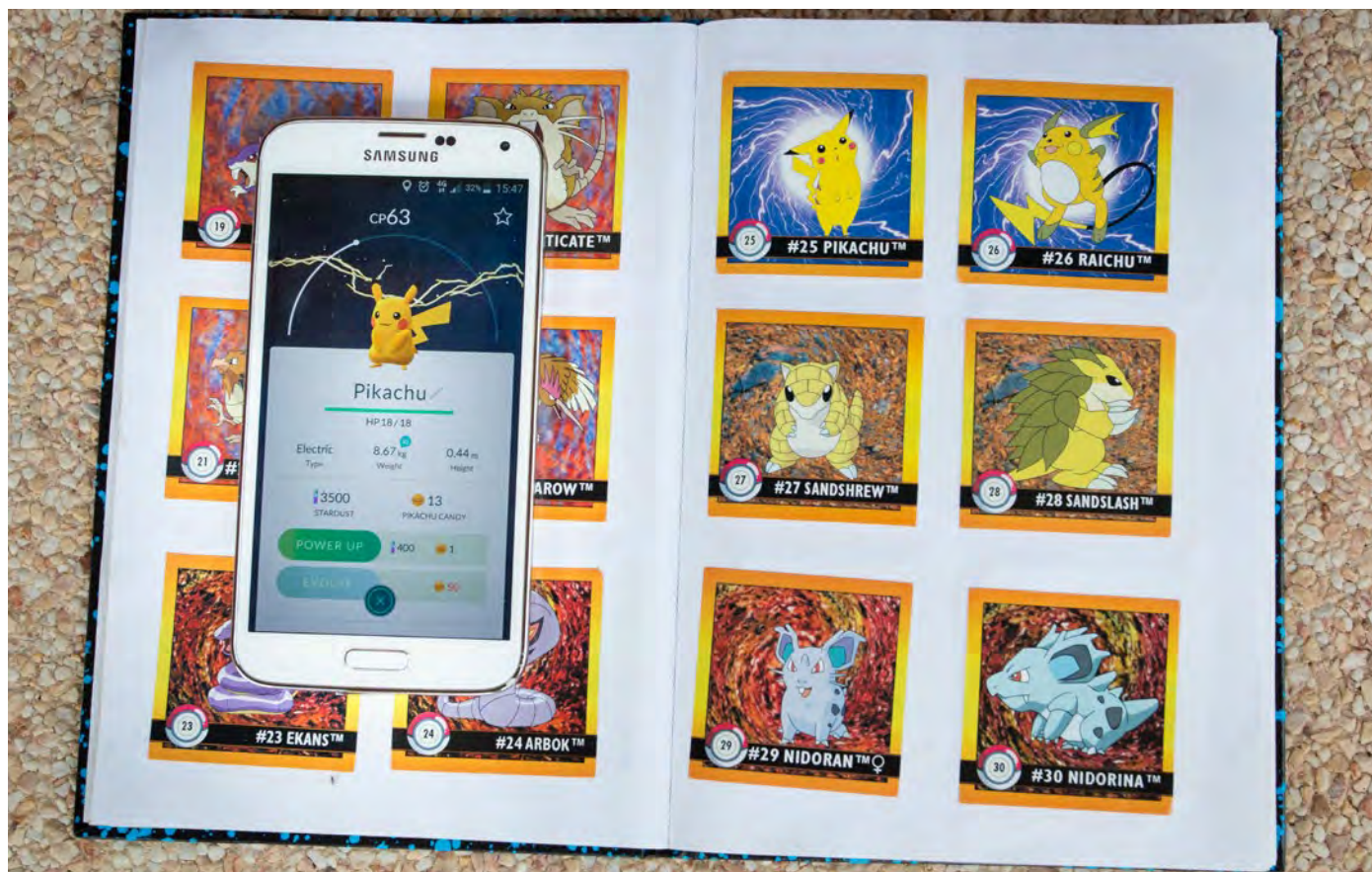
Anyone who is familiar with teenagers knows they never willingly talk about their day. When one volunteers information without asking—it's big. Huge. I thank the phenomenon of Pokémon Go. The day after the official launch of the game, my soon-to-be-in-grade-nine son, Alex, unexpectedly texted me from his summer transition program. His teacher had just announced there would be a Pokémon Go Club starting the next day. I knew we wouldn't even have to go through the typical "What did you do today? / Nothing..." dinner conversation that night!

Pokémon Go is Niantic's hit augmented reality App. In essence, it allows players who are called trainers, to use mobile devices to find and try to catch creatures called Pokémon while walking around the real world. Players can even travel to different countries to try and catch them all. Once trainers have collected some Pokémon, they can train them to battle other players in a quest to become a Pokémaster. Each Pokémon has specific characteristics so it is important to find a variety of them to do well in the game.

The App is the latest addition to the Pokémon franchise that includes trading cards, video games, and a cartoon TV show.

I was initially curious whether Alex, an avid video game player, would be interested in this game now that he was 14 years old. Pokémon trading cards were popular at his school back when he was six, so naturally, he wanted to collect them like everyone else. At that time, we were working on reading and although he loved books and listening to stories, he didn't seem very motivated to read for himself. Luckily, I was familiar with the cards and realized they could act as motivation to help Alex read independently and do basic math. Since we had used the trading card game as a learning tool so successfully, I was eager to give the App a try too.

Alex and I have been playing Pokémon Go together since the Canadian launch. We started with short walks in our own neighborhood and then ventured further afield. Generally, the players out on their own were in their late teens and beyond. Even though Alex was much younger



and had his mother in tow, he was welcomed into every group we found. The other players didn't consider age a barrier. I watched as he chatted easily with players more than a decade older. The interactions often ended with them—only half-jokingly—wishing each other good luck on their Pokémon "journeys."

We even integrated Pokémon Go into our summer holiday trip. We caught Pokémon in five cities across three provinces. Since many of the Pokéstops (locations where players pick up supplies) and Pokégyms (locations where players battle) are monuments and landmarks, playing the game didn't take us out of our way. The game also alerted us to places we might have otherwise overlooked. It was a good way to explore new neighbourhoods. The App also provided helpful background information about some of the locations.

Another time, while playing the game closer to home, Alex and I noticed a tired, young mother pushing a newborn in a stroller. She also had a cranky toddler who instantly brightened up when we offered to show him a Pokémon. The brand recognition was there and he was thrilled to participate in the fun.

At first glance, Pokémon Go might appear to be just another game, but as I watched Alex play, I saw educational potential. I realized that players were collaborating in meaningful ways. For example, players can join one of three teams represented by the colours red, blue, and yellow.

If teams organize and play together, they have a better chance of winning battles. One day, within minutes of meeting fellow team members in a park, Alex was already strategizing with them to take over the nearby gym. They encouraged each other, shared tips, and chatted while playing the game.

This was a far cry from the times he had to collaborate at school. Often, working in a group was a burden because completing the task alone would've been much easier. Group work was simply a requirement. The game seems to encourage true collaboration because it is advantageous to work as a team. Alex's teacher, Vernon Kee, a Prime Minister's Award for Teaching Excellence recipient, noticed this aspect of the game too. He told me, "it gets kids active and it creates a community in our school. We level up faster together while getting exercise and making new friends."

When I discussed Pokémon Go's collaborative aspect with Chris Crowell, a Video Game Designer and Creative Director of Crowell Interactive, he noted "the game makes elements available to every player so there is no incentive to 'hoard' a find, only positive accolades for sharing." I found this interesting and unusual. Players share the information when they find a Pokémon because there is no penalty for doing so. That same Pokémon is available for everyone to catch. The way the game is set up, collaborating aids progress instead of impeding it.

These experiences and discussions convinced me

that Pokémon Go could assist with learning skills and engagement, but were there possibilities for content? Could we leverage the Pokémon magic at school to help with the curriculum we have to teach? From my experiences with the trading card game and the time I've played with my son, I know there is great potential.

I decided to revisit some of the hundreds (thousands?) of cards in my basement and was reminded of some of the sophisticated vocabulary. For example, on one card, the Blastoise Pokémon is capable of an "Enraged Linear Attack" that "does 10 damage for each damage counter [attack] on Blastoise." With the popularity of the new game, I think the old cards could enjoy a resurgence. Teachers could take advantage of the Pokémon phenomenon and employ them in the classroom if they are unable to have students play the virtual reality game. What do the words "enraged" and "linear" mean? Why are they good words to describe this attack? If Blastoise had 3 damage counters against it, how much damage would this attack cause? Why is Blastoise a good name for this Pokémon?

The cards themselves have similar layouts and can be used to discuss elements of visual literacy. There are headings, subheadings, symbols, visuals and numbers—actually a great deal of information—for a playing card-sized piece of text. They are also available in different languages so may be a bridge for English Language Learners. At the very least, the cards could be used as an engaging hook to begin a lesson.

The game also provides interesting jumping off points to think about some science concepts. Pokémon are divided into "types" which bear some resemblance to species. They also evolve and some are nocturnal. It might be an idea to discuss how accurately the words are used in the game if a class is studying some related content. In the game, Pokémon evolve when they are fed enough candy so it is not a scientifically correct use of the word. Nocturnal Pokémon on the other hand, are more likely to be found at night. If students are playing the game, they may internalize misconceptions about terms such as species, evolution, and nocturnal so it would be important to point out the similarities and differences in usage. A Venn Diagram may be helpful to compare the Pokémon versus scientific use of these words.

The App itself is a treasure trove of data, especially

because of the Pokédex (a digital encyclopedia) and I think data analysis has the most interesting educational potential. Crowell was very excited about this aspect of the game too. He suggested, "the game offers a number of interesting 'wildlife biology' experiments that students could engage in such as tracking the number of each kind of Pokémon to appear in a particular PokéStop and observing how the numbers change after placing a lure at the same PokéStop." Digital lures are placed by players to attract Pokémon to a certain spot. Teachers could challenge students to design experiments to demonstrate the effectiveness of using lures and help them formulate other questions to investigate.

One of the concerns I had about the game was its use of cellular data so I asked my son to do some investigating by monitoring data usage. Of course, data use will vary depending on gameplay and the device, but even in an

intense gameplay situation in downtown Toronto, with a high density of Pokéstops and Pokémon, the game used less than 10 MB of data per hour. Our family shares 10 GB of data per month across all our mobile devices so Alex and I discussed how much this costs and what would be reasonable to use on the game. We also took the opportunity to talk about where that data could be used and the costs of international roaming. We were able to play at some of our holiday stops, but not all because our data can only be accessed across Canada. In the end, it was a good financial literacy lesson.

Although there has been some negativity associated with Pokémon Go, I definitely think

it is worth including in your teaching if you notice that students are playing the game. There have been reports of players trespassing, walking into traffic, and even falling off cliffs because the game is so engrossing, but stuff like that happens when people use their GPSs irresponsibly too. Safety considerations and appropriate places to play need to be part of the learning, but if you delve deeper, you might be surprised how much Pokémon Go can add to your teaching.

Catherine Little is a Toronto-based educator, consultant, and writer.



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Organization

When the school year begins, assignments, tests, and class information start to build quickly. Organization is key. Here are some apps to help students keep their focus clear when things start to pile up.



iHomework (iOS - \$1.39)

Being organized is a great way to start the school year. iHomework gives students an easy way to keep up-to-date with teacher information, assignments, grades, and to-dos. For example, students can schedule assignments in a calendar, record grades received, and add partners to group assignments, allowing quick access to contact information. The app also allows you to sync information across all of your iDevices, making it easy to stay on track as the school year becomes busier.



MyHomework (Android, iOS - Free)

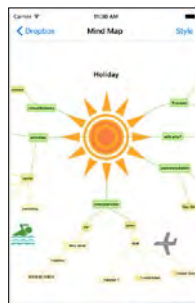
This app makes it simple to organize and keep track of your class schedule and upcoming assignments, automatically colour-coding them according to their due date. It also syncs with a desktop counterpart, keeping your iPhone and computer up to date on what's due.



Docs to Go (Android, iOS Free)

Use this app to make Microsoft Office available anywhere. View, edit, and create Word, Excel, and PowerPoint documents and view Adobe PDF files on your device of choice.

SimpleMind (Android, iOS Free)



Creative writing can be difficult with many ideas floating around the mind and no order to them. SimpleMind is a mind map tool that can help make writing a little easier. Users can brainstorm, place topics/ideas in a layout, link topics, and reorganize and restructure them using drag, rotate, re-arrange, or reconnect features.

The app also allows the addition of images, media, and documents.

EasyBib (Android, iOS, Free)

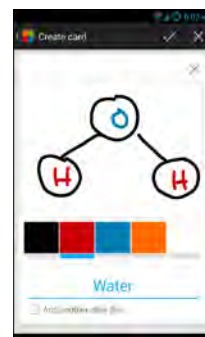
Bibliographies and citations can be confusing and daunting. EasyBib is a website and app that helps make it easy. Simply snap a photo of the barcode on the back of a book with a smartphone and the citation is automatically generated. The citations are saved in a list that can be exported by email. Users can also switch between many citation styles such as, MLA, Chicago, APA, ASA, and more.



SuperCard Flashcards (Android, iOS - Free)

In the first couple of months of school, tests creep up fast.

No need to worry, however. Using one of these flashcard apps is an easy, organized way to add info to both sides of a virtual card, select a quiz mode multiple choice, honour system, (exact text), and mark problem cards that need further review. Flash cards may include text, imported images, or may be hand drawn through the app.

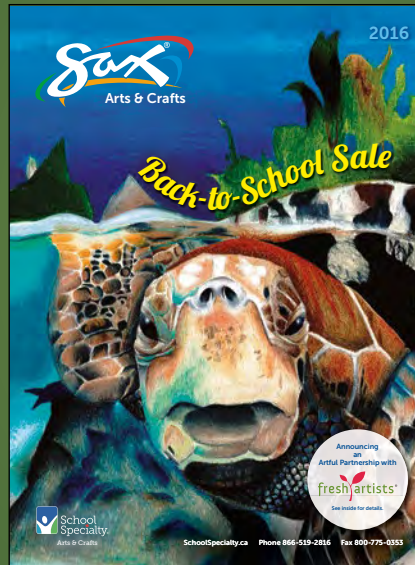




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