

APRIL 2026 • ISSUE 171

# TEACHmag

YOUR TEACHING COMMUNITY



**TIKTOK AND  
TEENAGE  
PEDAGOGY:**

**ENGAGING  
GEN Z WITH  
TRAUMA AND  
NERVOUS  
SYSTEM  
LITERACY**

# NOTES

The classroom is often where students begin to make sense of the world around them. In today's interconnected society, young people encounter a constant stream of information online—everything from creative, inspirational content to headlines of grief and uncertainty. While navigating their own personal challenges, students are also asked to process global crises and rapidly evolving technologies like artificial intelligence. In moments like these, the classroom becomes an important space for reflection, discussion, and understanding. This issue offers guidance for educators facing these realities, providing thoughtful perspectives and relevant resources to help support students as they chart their own paths forward.

To begin, Glenna Silk's article serves as a stark reflection on our current society. As a middle school English teacher, Silk wants her students to think critically about the world they live in. She achieves this by exploring the modern-day relevance of Ray Bradbury's dystopian novel *Fahrenheit 451*, using it to facilitate debates around mindless consumption, our reliance on screens, and the value of independent thinking.

Literary consultant Kitty Llerandi builds on these themes in her article, "Re-Seeing Revision." Here, she presents a middle school lesson plan that shows ELA teachers how to model ChatGPT as an effective revision partner, rather than a replacement for thought. When clear expectations are set around the use of AI in the classroom, Llerandi argues that it can become a valuable tool that actually encourages students to think more deeply, while also helping to strengthen the clarity and organization of their writing.

In "TikTok and Teenage Pedagogy," educator Lesley Machon offers an invitation to teachers feeling the weight of what their students are carrying. Through her work outside of the classroom as an interfaith chaplain, serving at hospitals and hospices across her community, Machon is no stranger to trauma. After watching her students struggle with many of the same issues, she wanted to cultivate her psychology classroom as a safe space—one where her students could learn healthy strategies for engaging with their personal challenges. She shares how she was able to redesign her curriculum thanks to a collaboration with Dr. Christine Gibson, a family physician

whose popular TikTok content discusses trauma literacy and nervous system science in ways that are accessible for young people. Together, Machon and Gibson are helping students build inner resources that will support them through whatever adversities may lie ahead.

One form of trauma that is becoming increasingly common is environmental trauma. Whether students have personally experienced the impacts of natural disasters or extreme weather events, or merely witnessed these catastrophes through screens, the impacts can be intensely felt either way—often manifesting in the form of [eco-anxiety](#). It's easy for students to despair in the face of so much destruction, especially as the rate of climate change continues to accelerate. But that's why hope is so important. In this issue's Bookstuff, we share a collection of stories that focus on real people taking tangible action to address the climate crisis. Perhaps these books will even inspire students to do the same.

Karen Wilfrid adds a bit of levity through her piece, where she extols the hidden magic of meetings. A busy middle school English teacher, Wilfrid is used to days that are filled with unpredictability, split-second decisions, and the pressure to always do more. In the midst of everyday challenges and non-stop activity, meetings emerge as an oasis of predictability, respite, and passivity. A time to sit and listen, and politely zone out for a few minutes if necessary. Couldn't we all use a few more moments like that? Wilfrid's article serves as a reminder to cherish those opportunities when they come.

Lastly, there's been a lot of hockey content in the news recently. Much of it a step forward for diversity and inclusivity in the sport but, regrettably, some of it moving backwards instead. Rabia Khokhar's lesson plan for students in Grades 4-6 presents a timely and relevant way to raise the subject of representation in hockey.

However you choose to explore these ideas with your students, we hope this issue gives you something useful to take back to your classroom.

As always, thanks for reading. See you next time.



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# HAS THIS DYSTOPIAN NOVEL BECOME A REALITY?

## Teaching the Modern-Day Relevance of *Fahrenheit 451*

BY GLENNA SILK



In today's society, the need to keep ourselves constantly entertained—whether by scrolling through social media feeds, streaming a never-ending supply of TV shows, or drowning out the world through music and podcasts—has become a topic of frequent discussion, particularly [the effect this is having on children](#).

As adults, many of us can remember a time before Netflix and TikTok, before Google, AirPods, and the rise of AI. Our students, however, do not.

But although this mindless consumption may have taken on new forms over the years, the pattern itself certainly isn't new. Ray Bradbury noticed it all the way back in 1953, when he took an evening stroll around his neighborhood only to find every single house had their TV turned on. He was the only one outside. This moment is partly what inspired him to write his dystopian novel *Fahrenheit 451*, a cautionary tale that depicts a world dominated by screens and citizens that follow blindly.

The story focuses on a character named Guy Montag, who lives in a society where people are encouraged to constantly listen to the radio or one of the many television sets throughout their home. In this world, freedom of thought is discouraged and reading is forbidden.

Montag works as a “fireman”—not to put out fires, but to burn and destroy any books that are found. Those who disobey the book law risk capture and even death. But everything begins to shift when Montag witnesses a shocking act of defiance: a woman who chooses to remain in her home, surrounded by the books she loves, as firemen reduce it to ashes.

Staring at the flames, Montag says, “There must be something in books, things we can't imagine, to make a woman stay in a burning house... You don't stay for nothing.” This scene, paired with a simple, unsettling question from his new neighbor Clarisse—“Are you happy?”—sparks the first stirrings of change in Montag. Slowly, he begins his transformation from a blind follower to a free-thinker.

While Bradbury's novel was originally written over seventy years ago, its themes are more pertinent than ever—especially in the classroom.

## CONNECTING IT TO THE PRESENT

Nothing draws students into a lesson more than connecting it to topics they care about and see as relevant to their lives. At first, students and teachers alike might think that *Fahrenheit 451* feels outdated, but the reality is, it still ignites conversations that are anything but old-fashioned: class discussions quickly become lively, with kids talking more passionately than ever!

The novel becomes a powerful lens for examining current events, from Elon Musk's Neuralink to the growing addiction to short-form content. As artificial intelligence tools like Gemini, ChatGPT, and countless others become part of everyday life, students can be prompted to consider what might happen when technology not only assists humanity but begins to take control entirely.

By comparing Bradbury's dystopia with our own tech-saturated reality, students can take a closer look at how modern innovations shape their attention spans, influence their independent thought, and even challenge their sense of free will. Suddenly, the book doesn't feel like fiction at all. It feels like a warning.

Keeping students genuinely engaged is every teacher's goal; there's nothing better than seeing more than just two kids raising their hands. In my own

TIP: If you're looking for additional real-world situations to connect to the novel, check out this list of [supplemental texts](#).



classroom, once students begin to understand what *Fahrenheit 451* is really about, I facilitate debates around questions like: Is AI a negative invention or a positive one?

I also like to provide writing prompts, such as asking students if they think TikTok is good or bad. What about other types of short form content? Is social media harmful to society? Can it build community, or is it isolating? And so on. These prompts really get students writing, as the topics feel real to them. They care about these issues and are eager to weigh in.

It is surprising how many students actually list the negative aspects of the technology that has so forcefully become an integral part of their lives. Some even admit that they prefer school without cell phones being allowed—another great debate topic!

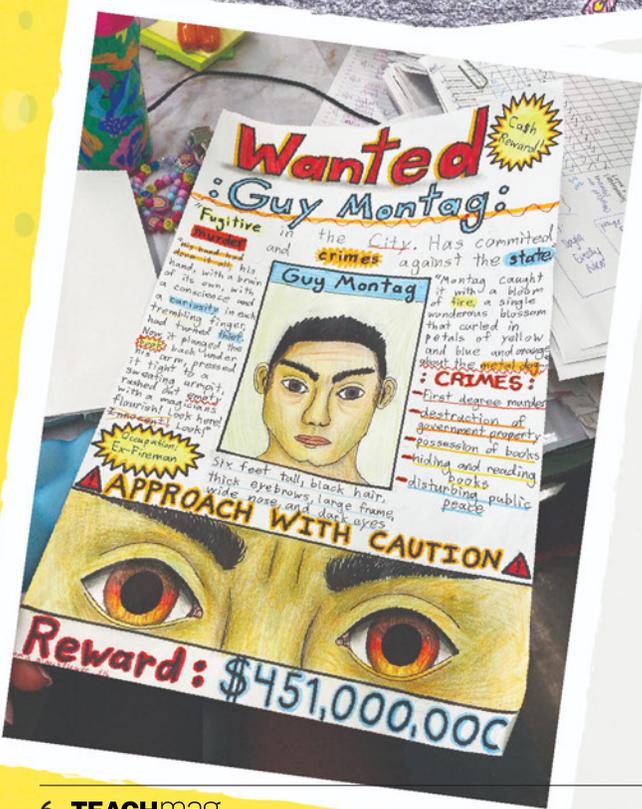
When I tell students that *Fahrenheit 451* is often on banned books lists, this piques their interest even further, especially once we begin researching other banned novels.

### MAKING IT MEMORABLE

The key to teaching this novel, aside from bringing in current events and getting students to take sides and form opinions, is to make sure that you as the teacher are able to fully understand it.

There are plenty of resources out there that can help break the book down for you and your students, such as the TED-Ed video “[Why should you read ‘Fahrenheit 451’?](#)” and summary videos from [Schooling Online](#), along with a wealth of free and cost-friendly materials available on [Teachers Pay Teachers](#). *Fahrenheit 451* may not be an easy read, but it will quickly earn a memorable spot once students find a way to connect with its dystopian themes.

A good pre-reading activity is to learn about the author, Ray Bradbury, by watching this [interview](#) and having students fill in a questionnaire or take notes on his reasons for writing the novel. Afterwards, check for understanding by asking a question like: Did Bradbury predict the future? To get to know Bradbury even further, students can also read “All Summer in a Day” and “The Veldt,” two of his short



stories that delve deeper into the themes of censorship and conformity.

Another great activity is to encourage students to draw some of the scenes in *Fahrenheit 451* and bring the story to life as they read. There is a ton of figurative language in the novel that can paint a vivid picture for students. For example, the high-stakes scene where Montag breaks free from his warped society and finds himself on the run is the perfect time to pause and make wanted posters.

Alternatively, the initial description of the Mechanical Hound offers plenty of material for students to work with: “Light flickered on bits of ruby glass and on sensitive capillary hairs in the nylon-brushed nostrils of the creature that quivered gently, gently, gently, its eight legs spidered under it on rubber-padded paws.”

Readers can readily envision the terrifying beast that slept but did not sleep, the half alive terrifying monster that plagues Montag throughout the novel. Yet each student pictures the Mechanical Hound differently, which is what makes drawing it so interesting.

At the end of the novel, I also like to have students draw their own cover art for the book, complete with a summary on the back.



Bradbury spent \$9.80 writing *Fahrenheit 451* on a rented typewriter in 1953, and his novel is still relevant today because of its strong message. We must all ask ourselves the same life-changing question that Clarisse asks Montag after they first meet: “Are you happy?”

Are we happy with the fast-paced era of overstimulation that we live in? Are we happy with tuning out our surroundings, getting our computers to do all our work for us, no longer needing to think? Is that what we want for our students? For ourselves?

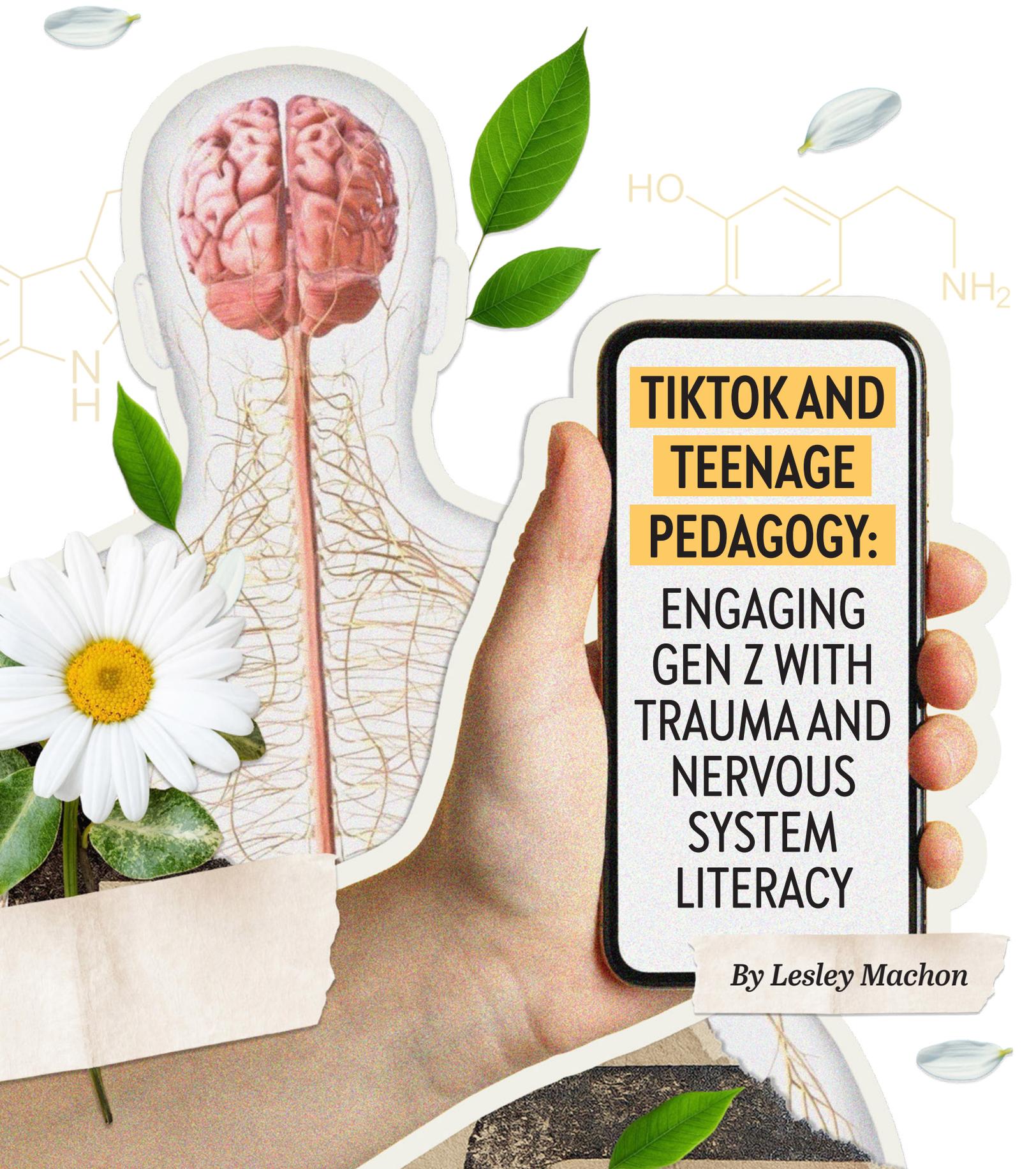
In the end, *Fahrenheit 451* reminds us why independent thought matters. Bradbury’s novel urges us to pause and reflect on our daily choices, resisting the pull of passive conformity. It calls us to stay awake to the world around us, to value the power of ideas, and to choose a life guided by awareness rather than convenience—just as Montag rises from the ashes of a controlled world, determined to think, to feel, and to live deliberately.



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**GLENNA SILK** is a middle school English teacher who enjoys helping students discover a love of reading. She lives in New England with her many pets and when she is not reading, she’s outside experiencing the four seasons.

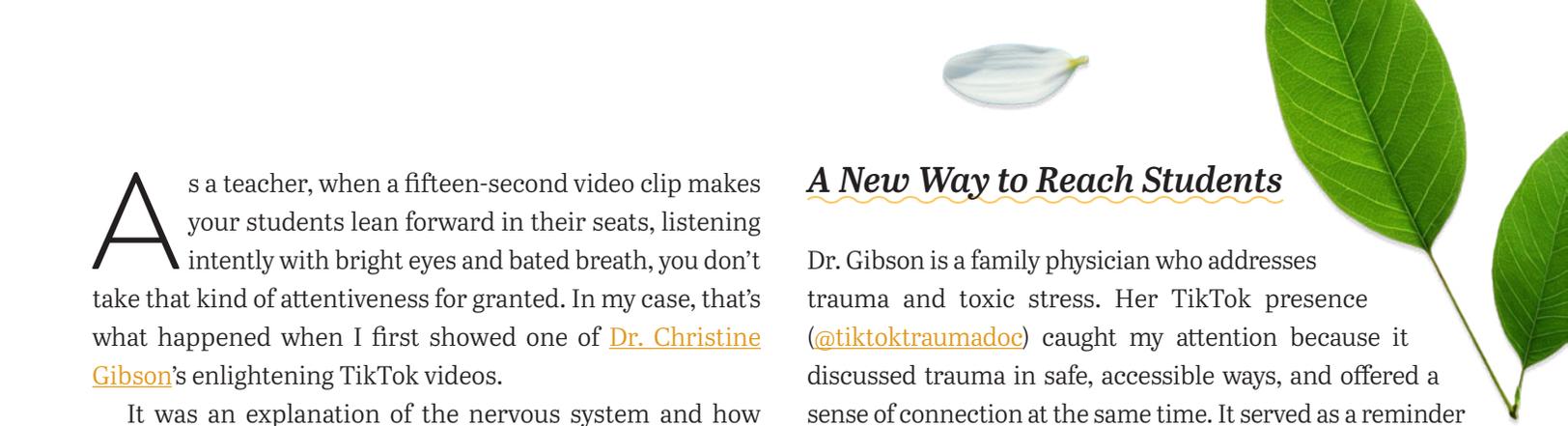




**TIKTOK AND  
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*By Lesley Machon*



As a teacher, when a fifteen-second video clip makes your students lean forward in their seats, listening intently with bright eyes and bated breath, you don't take that kind of attentiveness for granted. In my case, that's what happened when I first showed one of [Dr. Christine Gibson](#)'s enlightening TikTok videos.

It was an explanation of the nervous system and how somatic techniques can help us attend to our well-being. Easy to understand and digest, without inaccessible jargon, Dr. Gibson's content cut through the social media clutter to reach my students, meeting them where they were in the vernacular of a generation accustomed to screens.

### Engaging with Trauma

When I first began teaching a psychology elective course two years ago, my goal was to cultivate a learning environment that invited students into meaningful engagement with all kinds of personal challenges—from mental health diagnoses and neurodivergence to traumatic experiences and everyday stress. I wanted my classroom to be a space my students could, however briefly, put down all the heaviness they carry with them every day.

Aside from my work in education, I've also spent the last several years training and serving as an interfaith chaplain in hospitals, hospices, and addiction centers across my city. I sit with youth and adults in their most tender hours, in the blue glow of ICU monitors, in twilight rooms where their breath becomes laboured. Together, we wade into the quiet that follows confession, hurt, and grief.

I am no stranger to unresolved trauma, caused by anything from environmental catastrophe to personal loss, and how it can transform into a series of sleepless nights, hands that won't stop moving, or a winter fog of the mind that hangs heavy, enduring. I've seen the same thing in my classroom, have watched students become disengaged and disconnected from themselves, from each other, and from the world around them; so many carrying pain that felt illegible to the systems meant to support them.

Although I have witnessed and felt, at the deepest level, how our inner worlds and outer crises are braided together, I didn't yet know how to work that knowledge into my classroom in a way that would be meaningful to my students.

Then, I came across Dr. Christine Gibson's content on TikTok.

### A New Way to Reach Students

Dr. Gibson is a family physician who addresses trauma and toxic stress. Her TikTok presence ([@tiktoktraumadoc](#)) caught my attention because it discussed trauma in safe, accessible ways, and offered a sense of connection at the same time. It served as a reminder that all of us are struggling and that we can learn new ways to express this struggle.

The first thing that came to my mind after watching a few of Dr. Gibson's videos was, *I should show this to my students*. Not only did her content embody a sense of psychological safety, it also offered practical skills in a way that kids could relate to. Her framework honoured the intelligence of young people, rather than talking down to them, and it offered a language with which to make sense of and connect to their nervous systems.

These days, the reality is that plenty of young people are learning about mental health online. It's astonishing how many of them use TikTok for online searches. A UBC [qualitative study](#) uncovered that kids find TikTok easy to access, that it gives a sense of connection (and validation) and provides skills to cope with their challenges.

If this was the material my students related to, why not incorporate it into my teaching?

The initial positive reaction from my students after I showed them one of Dr. Gibson's videos told me I was on the right track. So I took things one step further and tried designing a few lessons based on her book *The Modern Trauma Toolkit*. It provided just what I needed.

Those lessons were met with such enthusiasm from my students that I pulled apart my entire curriculum (activities, lesson plans, and all) and recreated it. Since then, I've had students showing up at lunch, after school, and even waiting outside my door before class begins. Their eagerness speaks to the success of this new approach, and I look forward to continuing on this path.

### The River of Life

We started with water. The "River of Life" project, which came from the opening chapter of Dr. Gibson's book, invited students to trace their life journeys—or those of an ancestor, character, or another figure whom they felt safe to explore.

Students gathered objects from nature to represent obstacles, turning points, supports, and joys, while also naming the larger forces that influenced their lives, such as racism, poverty, culture, or care. As they mapped obstacles and supports by placing their chosen physical objects along hand-drawn river maps, students recognized that these items were not necessarily aberrations, but rather the very realities that enhanced the drama of the landscape.

Alongside Dr. Gibson's book, students read eco-focused authors [Sophie Strand](#) and [Bayo Akomolafe](#) and reflected on how water moves. Seeping, soaking, overflowing. Irrigating, evaporating, sustaining. Following ancient basins, carving new terrain.

With water as our guide, we realized ways that our stories and emotions, like rivers, change course and shape-shift as they flow through space and time. At the heart of this project was a pedagogy of social ecology and land-based learning: we discovered our own interconnectedness and found parallels between ourselves and the natural world.

## Nervous System Science

In another lesson, students focused on the physical vessels of their bodies. They learned from Dr. Gibson about the vagus nerve, and built pipe cleaner models that tracked its path from the brainstem through the face, chest, and gut. They used their models to explain how the vagus nerve shapes facial expression, tone of voice, digestion, and stress responses.

These dazzling vagus nerves, adorned with names like "Taylor Shift: In Her Regulated Era," caught the attention of curious peers, who wandered into the room to learn about mental health from their psychology student classmates.

Students then constructed polyvagal ladders out of dowels, binding the rungs with colourful tape. Each rung represented a different nervous system state—from calm and connected (ventral vagal), to activated and anxious (sympathetic), to shut down and frozen (dorsal vagal).

Next, students tied six envelopes to their ladders, each one containing a different type of strategy for moving back toward



regulation: a somatic practice, a calming thought, a creative outlet, a relationship, a land-based support, a symbolic or ancestral reminder. These ladders were both personal and practical. Students chose strategies from Dr. Gibson’s work as well as from their own cultures and lived experience.

Building on these projects, we turned to Dr. Gibson’s chapter on the *Diagnostic and Statistical Manual of Mental Disorders* (DSM). Students came to see that this cornerstone of psychiatric classification was shaped as much by social power and exclusion as by scientific evidence.

Instead of dwelling on critique, however, they created. Each student chose a diagnosis and transformed its clinical, even disparaging, descriptions into poetry.

One student reframed Attention-Deficit/Hyperactivity Disorder (ADHD). Where the DSM spoke of being “inconsistent with developmental level, and failing to match the criteria,” her poem imagined infinite possibility. She envisioned utopian futures, limitless ways to get there, and the birth of new stars.

Another student reframed depression, taking words like “melancholic,” “irritable,” and “impairment” and shaping them into a rhythm of darkness and return: “Even the moon, after disappearing, reawakens as a sliver of her old self.”

After that, we got our hands dirty. We considered trauma through the lens of soil, thinking about how soil’s networks are layered, full of restless microbes and dormant bulbs waiting for spring, ever-engaged in a continuous process of death and decay, composting and nourishing new life. We talked about how the plant and animal life that emerges from the soil can only come after winter’s layer of frost has thawed or fallen leaves have turned to mulch.

Just like the soil, we too are an extended, complex system of rhythmic life and decay, firing synapses, nerves sending signals to one another, memories and emotions all tangled together. As with the soil, in order to heal we must start by facing and composting our experiences, breaking them down so that we might grow and transform.

### Work That Matters

When nervous-system science and trauma literacy are taught in accessible ways, students gain confidence in understanding themselves and others. They discover a shared vocabulary for states, practice concrete strategies, and apply their learning beyond the classroom. They relate to stress in radically different ways, and from there, can make meaningful sense of themselves and their experiences.

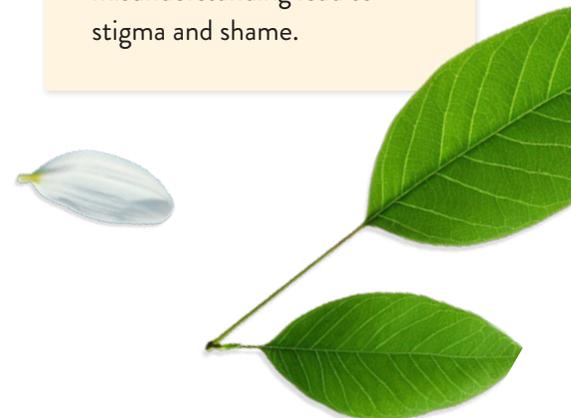
Teaching students the basics of their nervous systems is like handing them an owner’s manual for their own body and mind. By learning to regulate their own systems, they build the inner resources that support them in facing the onslaught of outer challenges with agency and hope. They also begin to see their adaptations not as failures but as intelligent responses, evidence of their survival, their resilience.

My student Zahra wrote in her reflective feedback that my course had moved her to pursue psychology at university:



#### ADVICE FROM DR. GIBSON

Discussing mental health topics with adolescents can be complex and depends on your dynamic with them. I always say we need to move at the “speed of trust.” So, it may be helpful to begin with general topics and themes to see how they respond—careful of either flooding (feeling overwhelmed) or freezing (feeling dissociated). I make sure not to ask for any personal disclosures in a public space, but to let them know that I’m open to these conversations at any time. Sometimes the most helpful ways to discuss it is to give them language—naming their emotions, describing the processes, or validating their experiences—because confusion and misunderstanding lead to stigma and shame.



“The projects we worked on and the topics we explored, through Dr. Gibson’s book, helped me see how psychology can impact real lives, from understanding different mental illnesses to learning how people think, feel, and respond in various situations. Being part of that collaborative classroom community inspired me to continue studying psychology in university so I can keep exploring how the field can make a meaningful difference in people’s lives.”

As a teacher, seeing your students find personal, life-orienting resonance with what we do in the classroom is all you can ask for. It is an honour to bring Dr. Gibson’s extensive knowledge to my students, and it is a rare joy to see them put these lessons into practice with astute care, gentleness, and empathy.

## Working Together

During this experience, I was actually able to connect with Dr. Gibson directly. After I reached out by email, she invited me to meet with her when she returned from speaking internationally. Over tea and a homemade haskap square at her kitchen table, we brainstormed and began creating a variety of classroom activities based around Dr. Gibson’s work—a collaboration that has continued ever since.

She has been extraordinarily generous with her research, time, and expertise, always in service of making this knowledge accessible to young people who need it most. Thanks to her, my classroom is becoming the sanctuary I have always wanted it to be.



If you’re a teacher feeling the weight of what your students carry, if you’re watching them disengage and wondering how to reach them, this is an invitation. Start with water and where it wants to go. Try a variation of the Japanese art of Kintsugi, repairing broken pottery and filling the cracks in with gold. Write a poem that takes the language of pathology and gives students the chance to reclaim their experiences by finding a new self-representational language.

Let them get soil underneath their fingernails as they learn about composting, breaking down, and enduring. Notice when they lean forward, breath held and attentive, because that’s what hope looks like.



LESLEY MACHON loves literature and the humanities and is passionate about bringing stories and ideas to life for students. She also serves her community as an interfaith chaplain at several hospitals and hospices. At the intersection of education and spiritual care, Lesley is deeply committed to helping people explore meaning and mine the depth of the human experience.



Free classroom activities by Dr. Gibson and Lesley Machon can be found [here](#).

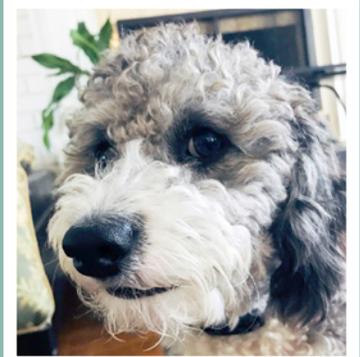
## MEET THE LATEST TEACHER'S PET!

If you'd like your furry or feathered friend to be featured, visit our website and check the [submission guidelines](#).



**Fernie** | 6y | Goldendoodle  
Location: British Columbia, Canada  
Parent: Yra B.

*Playful, Insistent, Devoted*

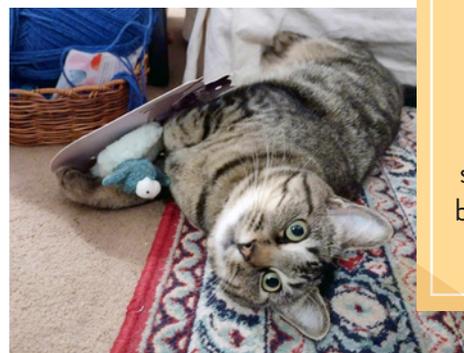


**Rosie** | 3y | Aussiedoodle  
Location: British Columbia, Canada  
Parent: Michelle D.

*Loyal, Energetic, Obedient*

### YOUR CAT ATE MY HOMEWORK

When trying to mark student work, Raspberry will attack Jay's pen, and sometimes Jay has to give back assignments with bite marks in them!



**Raspberry** | 3y | Tabby Shorthair  
Location: British Columbia, Canada  
Parent: Jay R.

*Cuddly, Playful, Soft*



# The benefits of using an insurance broker

**When shopping for insurance, it's a good idea to compare your options to ensure you're getting the best coverage at the best rate. That's where an insurance broker can help.**

Insurance brokers shop the market and work on your behalf to help you find the right coverage to suit your needs. An insurance broker also acts as your advocate with politicians, provincial regulators, and insurance companies. Read on to learn about the key benefits of using an insurance broker.

## **Save on your insurance rates**

A broker works with several insurance partners in order to find the best deal on insurance coverage that's right for you. They will assess your personal needs and make impartial recommendations that serve your interests – not the interests of the insurance providers. Additionally, since your insurance brokerage will have relationships with several insurance partners, they can negotiate competitive group rates and add applicable discounts.

## **Get advice from an experienced professional**

It is your insurance broker's job to provide you with personalized support so that they can advise you on the coverage options that are best suited to your particular needs. Unlike an insurance agent whose recommendations and experiences are limited to their own company's products, a broker works with a range of products and services from multiple insurance partners. This provides your broker with a larger knowledgebase of product options and member experiences to draw from when advising you.

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## **Protect yourself from dishonest conduct**

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A broker's primary responsibility is to serve your insurance needs. They will ensure that you have the coverage you need at the best possible rate. They will work with you to answer your questions, make honest recommendations, be your advocate, and to always put your interests first.

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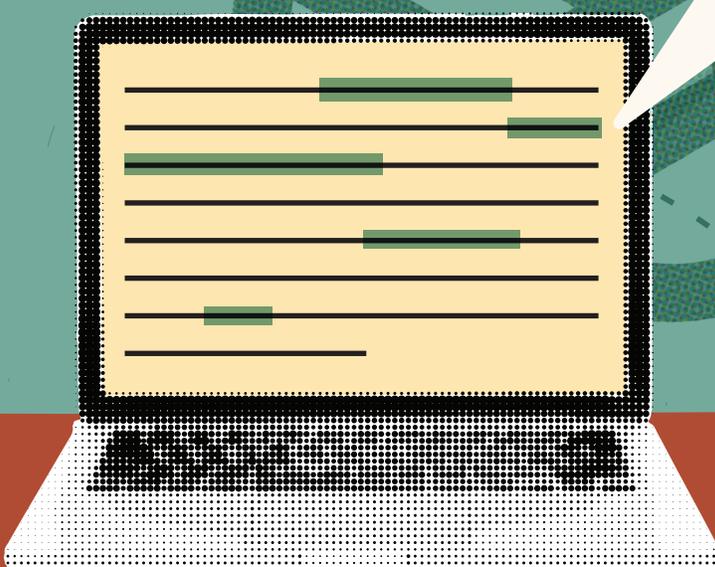
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# RE-SEEING REVISION:

## Using ChatGPT as a Partner, Not a Shortcut

By Kitty Llerandi



Middle school students often approach writing with little motivation, viewing it as a tedious assignment rather than a meaningful activity that gives them choice and ownership. In the many years I spent working as an elementary teacher, no assignment was met with more objections than one that involved writing.

However, as time went on, I began to realize that it wasn't necessarily writing itself that my students were resistant to, but rather, the way it had been taught to them—through worksheets, uninspiring prompts, and rigid formulas that reduced creativity to a connect-the-dots exercise.

To this day, all too often, students are given few chances for genuine self-expression, experimentation with language, or writing beyond the purpose of earning a grade.

### REVISION: THE HEART OF WRITING

Writing is a recursive, multi-stage journey, with revision at its heart. As Roald Dahl observed, “Good writing is essentially rewriting.” Yet most young writers don't truly understand what revision means, largely because it has not been modeled for them.

Instead of viewing revision as an opportunity to clarify and strengthen their ideas, they often confuse it with editing—fixing grammar and conventions—rather than re-wording their work to make it clearer, stronger, and more engaging.

Many middle schoolers also don't realize that writing is never a "one and done" task, or that being asked to revise is not criticism, but in fact an essential step in the writing process.

## HOW CHATGPT CAN HELP

This is where ChatGPT comes in. When introduced as a revision partner rather than a shortcut, it can be a valuable classroom tool, encouraging students to think more deeply, expand their ideas, and strengthen the clarity and organization of their writing.

Teachers can model effective use during the writing process, set clear expectations for responsible application of AI, and scaffold students toward greater independence as they learn to take ownership of revision.

With strong modeling and classroom norms in place, ChatGPT can help students understand what true revision looks like, while also giving them the opportunity to practice re-seeing their writing through an author's lens, build a toolbox of revision strategies, and grow in both engagement and confidence as writers.

## STARTING WITH CHATGPT

In my current role as a literacy consultant for schools in the greater Chicago area, I often model best instructional practices in literacy to teams of teachers by conducting a lesson with one of their classes while they watch. One such lesson involves showing how to have ChatGPT revise a class member's piece of writing. During my post-lesson debriefs with teachers, the reaction I invariably receive from them is one of amazement: "I never thought of doing that with ChatGPT!"

Here I want to share an extended version of that lesson plan, designed for introducing middle school students to using ChatGPT to help them revise their writing. The focus is on clarity, detail, and organization, rather than just grammar and spelling.

## MIDDLE SCHOOL LESSON PLAN: USING CHATGPT AS A REVISION PARTNER FOR NARRATIVE WRITING

### 1 INTRODUCTION

- On a piece of chart paper, make two columns, one entitled "Revising" and the other "Editing."
- Ask students what it means to revise their writing. Most will say "fix spelling" or "correct punctuation." Record their responses on the chart.
- Explain the difference between editing and revising; add these explanations to the chart.
  - To help build understanding, show two before-and-after photos of a kitchen: one that has been cleaned and one that has been remodeled.
  - Have students discuss the differences and how they correspond to writing.

### 2 TEACHER MODELING: REVISION WITH CHATGPT

- Display a short sample paragraph and say to the class, "Let's see how ChatGPT can help me revise this first draft."
- Show students how to paste the paragraph into ChatGPT, giving the grade level along with a specific revision question: "I'm a seventh-grade student. What details could I add to make this clearer for my reader?"
- Point out how ChatGPT responds, providing questions and suggestions instead of rewriting the paragraph.
- Read through ChatGPT's suggestions, thinking aloud how you may decide to use each piece of feedback for revising your paragraph.
  - Make sure to stress this point: "ChatGPT gives ideas, but the writer chooses what works best."
  - Make a revision to your paragraph using one of ChatGPT's suggestions.
  - Compare the original and revised version. Discuss.

### 3 GUIDED PRACTICE

#### **Part A: Prepare**

- Put students in groups of 3 or 4.
- Students open and reread their drafts, highlighting a paragraph or small section that they think is boring, confusing, or unfinished.
- Each group selects a section from one draft to revise together using ChatGPT.
- Share possible prompts for them to use on a handout or chart paper, such as:
  - “Can you give me ideas to make this part more exciting/detailed?”
  - “How can I make the beginning more interesting?”
  - “What details can I add to make my meaning clearer?”
  - “Can you suggest sensory details to bring this scene to life?”
  - “How can I make my dialogue sound more natural?”
  - “Does this make sense to you? What could I fix?”
- In their groups, students decide which prompt to use.

#### **Part B: Input into ChatGPT**

- Students copy and paste the chosen draft section into ChatGPT. Then they type in a phrase indicating their age, followed by the selected prompt.
- Students pick one ChatGPT suggestion they like and revise the chosen draft together.

#### **Part C: Reflect with a Graphic Organizer**

- Student groups fill out the following graphic organizer together:

PART OF MY NARRATIVE	WHAT I ASKED CHATGPT	BEST SUGGESTION CHATGPT GAVE ME	HOW I REVISED MY WRITING
The beginning	What details can I add to make this clearer?	Add a sound or action to draw the reader in.	I added the sound of thunder to start my narrative.

- Collect these as a formative assessment.

#### 4 WHOLE-CLASS REFLECTION



- Reflect as a class on the experience of using ChatGPT as a revision partner.
- Remind students of these points:
  - **You are the writer.** ChatGPT gives suggestions, but you decide what fits your piece.
  - **Use one idea at a time.** Try out a change, then re-read your writing.
  - **Revision=growth.** Changing your work doesn't mean it was bad—it means you're making it better!
- Tell students that they will have the opportunity to use ChatGPT as a revision partner independently tomorrow.

#### GUARDRAILS TO PUT IN PLACE

- Meet with students in small groups or pairs to supervise and guide the use of ChatGPT.
- Keep interactions specific, short, and targeted.
- Monitor a ChatGPT station that students can use individually (and briefly) to receive revision suggestions.
- Require students to explain *why* they kept or rejected a suggestion.
- Encourage reflection through exit tickets or revision logs.
- Establish classroom norms: respect, critical thinking, and academic honesty.
- Prevent over-reliance on AI: ChatGPT as helper, not ghostwriter. Frame ChatGPT as a tool to support writing, not as a replacement for thinking.
- Never let students input personal information (names, addresses, birthdays). Keep content that goes into ChatGPT generic and anonymous. Students can always add personal details into their own drafts.

#### GET FAMILY AND ADMINISTRATOR BUY-IN

Before using ChatGPT or any AI tools in the classroom:

- Inform school leaders and align with district policies.
- Send a parent letter explaining how ChatGPT will be used safely and responsibly in your classroom.

Using ChatGPT thoughtfully and in specific ways reinforces the importance of revision. When used as a partner with middle school writers, ChatGPT can personalize instruction, boost motivation, spark creativity, and provide targeted feedback.

Because ChatGPT is asked to offer suggestions rather than finished work, students are encouraged to think metacognitively about their writing and consider the choices they can make as writers. In this way, ChatGPT can help strengthen student writing while still preserving and amplifying student voice.

Ultimately, and with teacher guidance, ChatGPT supports students in seeing revision not as a chore, but as a pathway to clearer, stronger, and more authentic writing.



**KITTY LLERANDI** has over two decades of classroom teaching experience in Chicago-area schools and, since retiring, now works as a literacy consultant in various elementary and middle schools. She enjoys partnering with teachers of all grade levels to work on building best practices in literacy instruction, classroom management techniques, and innovative uses of technology, cultivating joyful, collaborative classrooms that empower students to be active participants in their learning journeys.



# AS A BUSY TEACHER, I ACTUALLY LIKE MEETINGS. HERE'S WHY

BY KAREN  
WILFRID



	MON 16	TUE 17	WED 18	THU 19	FRI 20
8 AM		FACULTY MEETING 8:00-9:00 AM	DEPT. MEETING 8:00-8:30 AM	BUDGET MEETING 8:00-8:30 AM	
9 AM	DEPT. MEETING 9:00-9:30 AM				
10 AM					
11 AM					
12 PM	BUDGET MEE 12:00-12:30				
1 PM	IEP MEETING 1:00-3:00 P				
2 PM					
3 PM		COLLAB. MEE 3:00-3:45 P			

**M**onday morning, I open the weekly calendar that our school secretary sends out, and I see this: 8AM - MANDATORY TRAINING FOR NEW PHONE SYSTEM. I barely contain a squeal of delight.

I love meetings. As a teacher, I have the opportunity to attend many different types of meetings in a given week: faculty meetings, department meetings, cluster meetings, grade-level meetings, IEP meetings, 504 meetings, collaboration meetings, insubordination meetings. (Only that last one is made up.)

Whatever the meeting, I walk there with a sense of purpose. I carry my laptop, a pen just in case, and my thermos of tea. I feel like a Person Doing Her Job.

My experience with meetings began young. When I was growing up, my parents, both Protestant pastors, often returned to church for one evening obligation or another. Council meeting, budget meeting, stewardship meeting, preschool board meeting—not that my brother and I knew the difference. “Dad and I have meetings tonight” meant a frozen pizza dinner at five and, if we were lucky, the “nice” babysitter who brought with her all the supplies for making sock puppets. (The “mean” babysitter yelled at us for dancing around in our pajamas after lights-out.)

I thought everyone’s parents had meetings like this. As a matter of fact, my parents’ *literal* meeting—the first time they met—took place at an ecumenical gathering of pastors in the town of Plymouth. “It was at a meeting” was the beginning of their love story. I’ve never heard it told any other way.

Discovering my own love of meetings coincided, unsurprisingly, with my first employment, which was as a counselor at a summer arts camp. While the other counselors grumbled at our mandatory post-lunch sessions with the director, I eagerly arrived at the lounge and plopped down on a deflated couch. (My future husband one day plopped onto the same couch; maybe the romantic potential of meetings is something hereditary.)

I liked these meetings; we got *information*. We found out *what was going on*. And the best thing of all about these meetings: I didn't have to run them. I wasn't cajoling artsy teens to kick a ball, or managing the latest dorm crisis when a mouse ran across the common room floor. At a meeting, the heavy mantle of leadership was briefly lifted from my shoulders. Someone else was in charge.

I thought my appreciation for meetings might fade along with the glow of first-time employment, but, if anything, the opposite has been true. In my thirteen years as a middle school English teacher, I have come to love my meeting time even more fiercely.

"What do you do while we have electives?" a student will occasionally ask me when they realize that I continue to exist even when they are not in the room. When I say that I have a meeting, they usually squirm and respond, "Oh. Sorry."

"Don't be," I tell them. What could be more fun than geeking out with your fellow English teachers about punctuation? Or more gratifying than hammering out the details of an upcoming field trip? Or more thrilling than the battle to claim the best color (teal) for your team's Field Day T-shirt?

Don't get me wrong; some meetings are hard. Telling a parent that their child is struggling to make friends. Learning that a colleague's position is being eliminated. Examining datasets which show that, despite your efforts, the same marginalized groups in your school continue to struggle. The content of meetings can be sobering; the camaraderie of them helps.

During the early months of the COVID shutdown, my English department colleagues and I met every Friday afternoon on Zoom. While my memories of teaching during that surreal time are (mercifully) dim, what I do remember is the comfort and normalcy of seeing my teacher friends in neat boxes on my screen as we collaborated on remote-friendly activities and created meticulously color-coded and hyperlinked Google Slides that, most likely, only three students actually looked at. We knew we were going overboard, but we did it anyway. Those meetings gave us purpose. They gave us each other.

For all that I enjoy the company of my colleagues, I can't say that I am a saint, or even exemplary, at the meetings I attend these days. Sometimes, in the midst of a data presentation or school improvement plan, I'm thinking about the photocopies I have to make, or prepping internally for the phone call that awaits me next period. I'm only human, after all. But this is the beauty of the meeting: I can think about whatever I want.

I can be the person attentively taking notes, or the person who politely, discreetly, zones out. I can make eye contact with a colleague across the room in a meaningful glance that simply says: *Yikes*. I can decide if I want to add something when the person running the meeting asks, "Does anyone have something to add?"

In a day that is 95 percent *active*, in a meeting, I finally have the chance to be *passive*.

"Passive" these days usually comes as part of a negative phrase. "Passive aggressive." "Passive learner."

I was great at being a passive learner. I listened to everything I was taught, and I remembered it. What I hated were the classes where we had to *apply* things. I loved calculus, but I hated engineering; loved chemistry, hated labs. I would much rather do the math for a chemical equation than break out the beakers.

Meetings bring out my passive side, and I am totally okay with that.

Sometimes at a meeting, an administrator will have the great idea to get us moving around the room with an "ice breaker," or have us read an article and then do a "turn and talk." I do not like these meetings. I did not come to a meeting for a "turn and talk." I came to a meeting for a "sit and listen." When else in my day do I get to do that, and simply that?

A day as a teacher is filled with unpredictability, split-second decisions, and a *go-go-go* mentality that begins as soon as students set foot in the building. There is always more to do, and always pressure to do it better. It's challenging, rewarding, and, at times, exhausting. In a day like that, a meeting is a brief respite—a fifty-five-minute oasis in which I am not the one responsible for everything.

So when I am at that phone training, even though it is very unlikely that I, a classroom teacher, will ever need to put someone on hold or patch in an outside call, I am content. I sit up front. I take notes. I am exactly where I'm supposed to be.



**KAREN WILFRID** is a writer and seventh-grade English teacher based in Newton, MA. When she's not in a meeting, Karen enjoys walking in nature, playing with her cats, and teaching seventh graders the finer points of comma usage. She can be found online at [www.karenwilfrid.com](http://www.karenwilfrid.com).

# STUDENT WELL-BEING: Self-Image and Identity

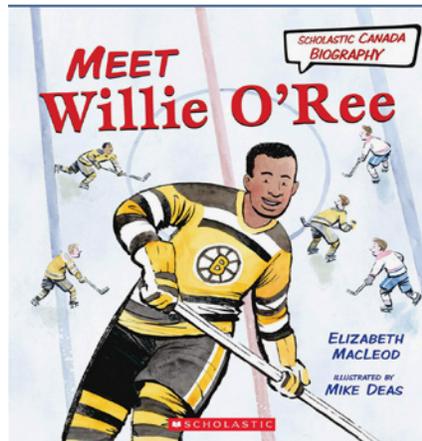
By Rabia Khokhar

**GRADE LEVEL:**  
JUNIOR (4-6)

**THEME:**  
STUDENT WELL-BEING

**SUB-THEME:**  
SELF-IMAGE, IDENTITY

 **FEATURED BOOK**



*Meet Willie O'Ree (Scholastic Canada Biography)*  
by Elizabeth MacLeod, illustrated by Mike Deas  
(Scholastic Canada, 2020)

 **LEARNING FOCUS**

Hockey is a popular sport and has become associated with the Canadian identity and culture. Oftentimes, white male hockey players are centred in this sport while players of other identities (like race and gender) are rarely represented. In this lesson, students will learn about the experiences of racialized hockey players like Willie O'Ree and explore the initiatives being created to ensure this sport is inclusive for all Canadians.

 **LEARNING EXPERIENCE**

## MINDS ON PROVOCATION

Start the lesson by having a conversation with students. Ask the following questions:

- What is a sport you love playing or watching?
- Are there players in the sport that you look up to as role models?
- Which sport do you think is the most popular in Canada?
- Why do you think this is Canada's most popular sport?

Tell students that one of the sports Canada is most known for is hockey. Show students the cover of the book, *Meet Willie O'Ree*. Prompt them to look carefully at the cover by asking the following scaffolded questions:

- What and who do you notice and see?
- What are some of the identities of the main character? Identity is all of the things that make us who we are. (Focus on race and gender.)
- Do you think someone's identity can impact their experiences in a sport? How?
- What do you think the book will teach us?

Tell students that although hockey is a sport that is played by people of all identities, Indigenous and racialized people have faced and continue to face discrimination, racism, and unfairness.

### READ, PLAN, AND PRACTICE

After the initial introduction, read the story aloud. Stop reading at appropriate points to draw students' attention to key ideas by posing probing questions and encouraging discussion. Reinforce how Willie O'Ree's racial identity was the reason he experienced racism.

#### **During Reading:**

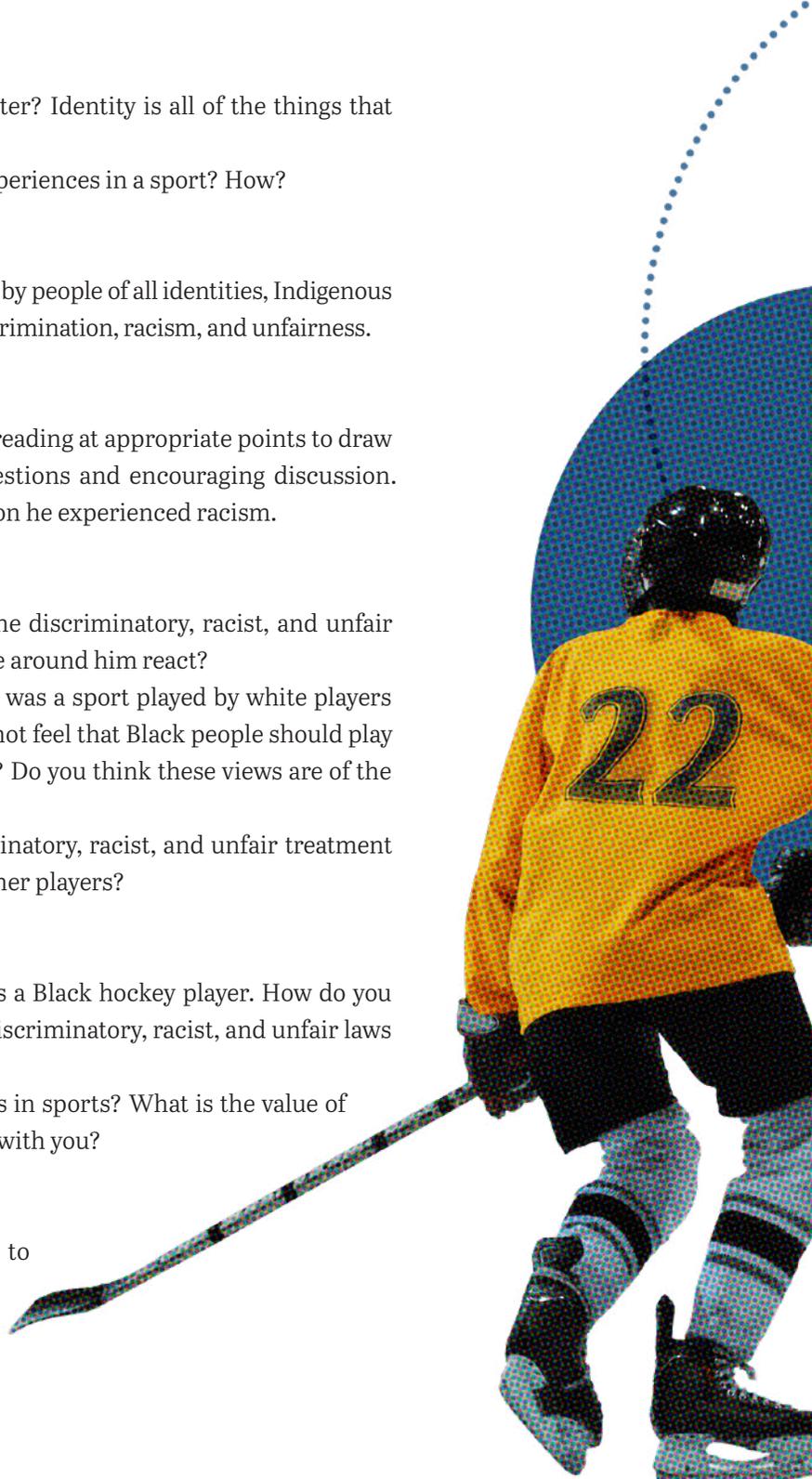
- Page 6-7: How does young Willie O'Ree challenge the discriminatory, racist, and unfair laws and rules in his community? How do the people around him react?
- Page 12-13: What does the following mean? "Hockey was a sport played by white players for mostly white audiences. Some white people did not feel that Black people should play hockey." Why do you think people have these views? Do you think these views are of the past or still said by people in the present?
- Page 20-21: What are some examples of the discriminatory, racist, and unfair treatment Willie O'Ree experienced from fans, coaches, and other players?

#### **After Reading:**

- Willie O'Ree went through a lot of discrimination as a Black hockey player. How do you think this affected him? Why should we challenge discriminatory, racist, and unfair laws and work to create inclusive spaces?
- Why is it a good thing to have people of all identities in sports? What is the value of having a hero/role model that may share an identity with you?

### MAKE, TINKER, AND MODIFY

Students can be provided with the following choices to deepen their understanding of the key ideas. They can choose an activity based on their interests and abilities.



### Letter Writing: What do you think?

Words are powerful and can have a big impact on young people interested in hockey. Write a letter to the NHL, Willie O'Ree, or a local hockey association with your ideas on how to create an inclusive hockey community.

### Research and Create: Hockey Banner

Research hockey players of diverse identities such as P.K. Subban, Carey Price, and Hayley Wickenheiser. Create a banner to share with your school community that includes visuals and interesting information related to their hockey careers, challenges, and accomplishments.

Inquiry Focus Question: How has this hockey player contributed to building a more inclusive hockey community?

### Research and Innovate

Harnarayan Singh is the co-host of an innovative program that seeks to unite and make hockey accessible for all Canadians. *Hockey Night in Canada: Punjabi Edition* is a program that broadcasts hockey games in the Punjabi language. How does this initiative show that hockey is really for all Canadians? Research some other initiatives and programs that are creating accessibility for all Canadians. Suggest your own innovative idea that will contribute to building an inclusive hockey society.



### REFLECT AND CONNECT

First in small groups and then as a whole class discuss these questions: What obstacles and challenges have racialized and/or female hockey players had to go through? How can we build a more inclusive hockey community?

Individually have students brainstorm questions they still have about discrimination in hockey and other sports.



### ADAPTATIONS FOR THIS LESSON

This lesson could lead into a school-wide focus on student health and well-being.

The junior class could partner with a primary class and share their learning from this lesson in an age-appropriate way.



### MORE RESOURCES

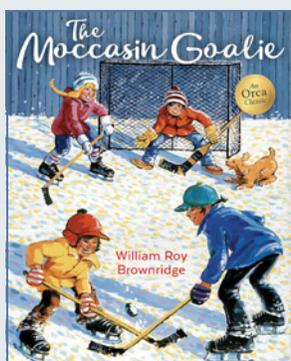
- *Breaking the Ice: The True Story of the First Woman to Play in the National Hockey League* by Angie Bullaro, illustrated by C.F. Payne (Simon and Schuster, 2020)
- *Willie: The Game-Changing Story of the NHL's First Black Player* by Willie O'Ree and Michael McKinley (Viking, 2020)

- *Carey Price: How a First Nations Kid Became a Superstar Goaltender* by Catherine Rondina (James Lorimer and Company, 2018)
- [“Twin Indigenous hockey players look to inspire others with NCAA Division 1 scholarship opportunity”](#) (650 CKOM)
- [“History on ice: How Michael Nicholson became a hockey trailblazer”](#) (The Brock News) – An interesting article about the first Black captain of a Canadian university hockey team

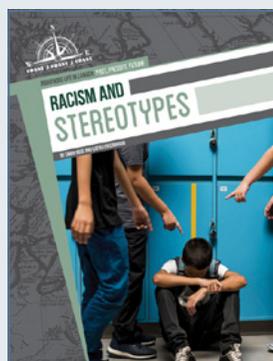


RABIA KHOKHAR is an elementary teacher, PhD student, and Teacher-Educator in Toronto. She is passionate about social justice education and representation in children’s literature.

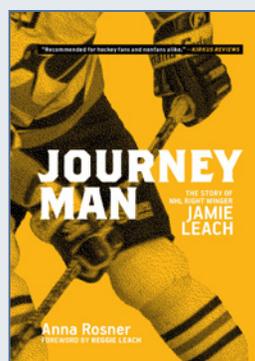
### ADDITIONAL CANADIAN BOOKS TO SUPPORT THIS SUB-THEME



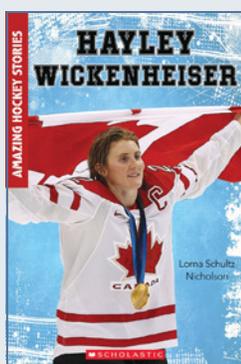
*The Moccasin Goalie* by William Roy Brownridge (Orca Book Publishers, 2016)



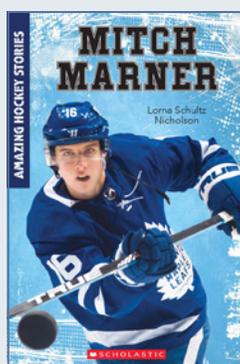
*Indigenous Life in Canada: Past, Present, Future: Racism and Stereotypes* by Simon Rose and Kathleen Corrigan (Beech Street Books, 2021)



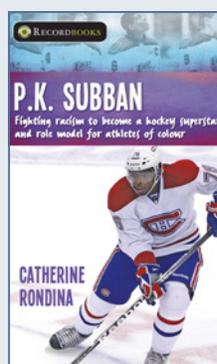
*Journeyman: The Story of NHL Right-Winger Jamie Leach* by Anna Rosner (Yellow Dog, 2020)



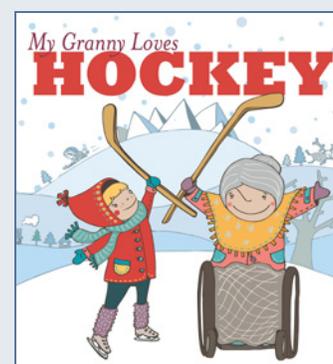
*Amazing Hockey Stories: Hayley Wickenheiser* by Lorna Schultz Nicholson, illustrated by D.A. Bishop (Scholastic Canada, 2018)



*Amazing Hockey Stories: Mitch Marner* by Lorna Schultz Nicholson, illustrated by D.A. Bishop (Scholastic Canada, 2020)



*P.K. Subban: Fighting racism to become a hockey superstar and role model for athletes of colour* by Catherine Rondina (Lorimer, 2020)



*My Granny Loves Hockey* by Lori Weber, illustrated by Eliska Liska (Simply Read Books, 2014)

# 10 ESSENTIAL CLIMATE ACTION BOOKS FOR KIDS

BY KELSEY MCCALLUM

**D**id you know that over 65% of [Canadian](#) and [American](#) students report feeling anxious about climate change and 75% of youth [worldwide](#) are frightened for the future?

[Eco-anxiety](#) is real, and kids are feeling it. That's why hope matters. When students see authentic, tangible examples of people taking action—young activists, scientists, and communities creating solutions and fighting against environmental injustice—the climate crisis stops feeling overwhelming and starts feeling solvable.

These 10 books help educate students about the science of climate change, while also introducing them to everyday people all over the world who are working towards a more sustainable planet—and inspiring them to do the same.

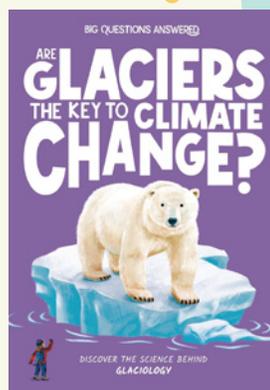
For teachers who are looking to do their own reading about climate change, be sure to check out our TEACHER'S CORNER segment, featuring recommended books from members of the TEACH team.

## ARE GLACIERS THE KEY TO CLIMATE CHANGE? DISCOVER THE SCIENCE BEHIND GLACIOLOGY

BY OLIVIA WATSON, ILLUSTRATED BY DANIEL LIMON

**Beetle Books (October 2025) | Grade Level: K-3**

This non-fiction text offers young readers an easy introduction to glaciers and the people who study them. It explores questions like: How do glaciers change the shape of Earth? What can they tell us about our planet's past, present, and future? And many more. The book includes back matter with glacier facts, as well as QR codes that link to downloadable teacher resources.

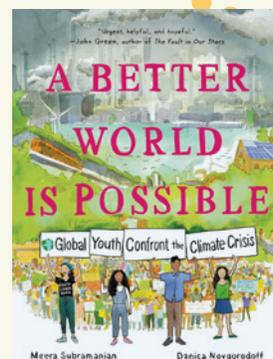


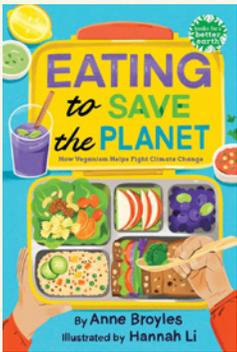
## A BETTER WORLD IS POSSIBLE: GLOBAL YOUTH CONFRONT THE CLIMATE CRISIS

BY MEERA SUBRAMANIAN AND DANICA NOVGORODOFF

**First Second (March 2026) | Grade Level: 9-12**

Environmental journalist Meera Subramanian and best-selling illustrator Danica Novgorodoff have teamed up to create this graphic novel guide to climate change, and what today's young people are doing about it. Through the stories of four youth activists, readers will learn about the science of our changing planet and what solutions are possible when we all come together to fight for a better world.





## EATING TO SAVE THE PLANET: HOW VEGANISM HELPS FIGHT CLIMATE CHANGE

BY ANNE BROYLES, ILLUSTRATED BY HANNAH LI

**Holiday House (August 2025) | Grade Level: 3-7**

*Eating to Save the Planet* presents an accessible entry to plant-based diets for middle-grade readers. Its chapters delve into the environmental impact of eating meat and what terms like “vegan” and “plant-based” actually mean, while also encouraging kids to think about where their food comes from, why that matters, and small steps they can take to make a difference. Back matter includes nutritional information and a list of additional resources. A [Teacher’s Guide](#) is available as well.

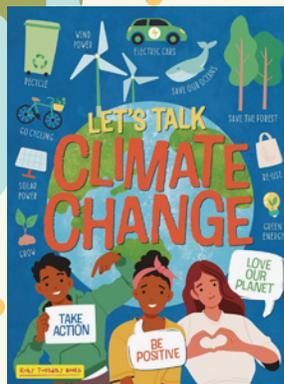


## FOOTPRINT: EUNICE NEWTON FOOTE AT THE DAWN OF CLIMATE SCIENCE AND WOMEN’S RIGHTS

BY LINDSAY H. METCALF

**Charlesbridge Teen (February 2026) | Grade Level: 7-12**

This historical YA novel-in-verse showcases the extraordinary discoveries of Eunice Newton Foote, the first woman to point to carbon dioxide as the cause of climate change—what’s now known as the “greenhouse effect.” When she initially shared her findings in 1865, they were largely ignored. In fact, the discovery of the greenhouse effect is often attributed to John Tyndall, who published his own research paper three years later. But today, Foote is finally getting the credit she deserves, as seen in this empowering story perfect for teens interested in STEM, women’s rights, and the history of the climate crisis.

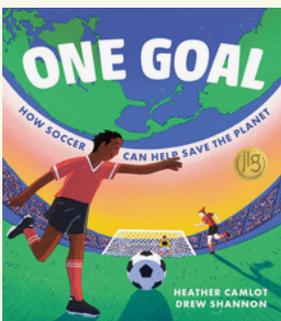


## LET’S TALK CLIMATE CHANGE: TAKE ACTION, BE POSITIVE, LOVE OUR PLANET

BY RUTH OWEN

**Ruby Tuesday Books (February 2026) | Grade Level: 2-5**

In an era where there’s plenty of “doom and gloom” commentary related to the climate crisis, *Let’s Talk Climate Change* presents an open and honest narrative framed around optimism. After all, the best counter to the eco-anxiety that so many kids are experiencing is to help them understand the science of climate change, as well as what each of us can do to take action.



## ONE GOAL: HOW SOCCER CAN HELP SAVE THE PLANET

BY HEATHER CAMLOT, ILLUSTRATED BY DREW SHANNON

**Groundwood Books (April 2026) | Grade Level: 4-7**

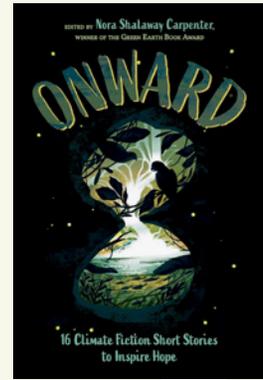
Publishing just a few months before the 2026 World Cup, *One Goal* looks at what soccer players, clubs, and fans around the world are doing to build a greener future. Whether by using soccer fields to collect and clean rainwater, making seats from recycled fish nets, or biking to and from games, there are plenty of ways that soccer can chart a path forward for sustainability in sports.

## ONWARD: 16 CLIMATE FICTION SHORT STORIES TO INSPIRE HOPE

EDITED BY NORA SHALAWAY CARPENTER

Charlesbridge (February 2026) | Grade Level: 7-12

This YA anthology gathers the work of sixteen diverse authors who explore possible futures of an Earth shaped by climate change. Told through prose, poetry, and personal essays, and across a wide variety of genres—including fantasy, science fiction, and thriller—each story offers compelling characters fighting for their future as they navigate a changing world. The book also includes a section on ways to support mental health and manage eco-anxiety. Be sure to check out the accompanying [climate action resources page](#), as well as the [Discussion Guide](#).



## OUR HOME, OUR ONLY HOME

BY MARION DANE BAUER, ILLUSTRATED BY SOPHIE DIAO

Candlewick Press (March 2026) | Grade Level: K-2

*Our Home* is a rallying cry for current and future generations to reconnect with our planet. Marion Dane Bauer presents a poetic timeline of humanity, from the ice age to the industrial age, while also outlining our responsibility for the climate crisis. Although her poetry calls forth the seriousness of the climate emergency, it also shares ways we can all take action to protect our one and only home.



## WHAT A WASTE: 9 WAYS TO FIGHT CLIMATE CHANGE

BY KAREN TAM WU, ILLUSTRATED BY BITHI SUTRADHAR

Orca Book Publishers (August 2025) | Grade Level: 4-6

In this middle-grade STEM book, readers will learn about revolutionary ways that people around the world are reusing and repurposing garbage. From turning food scraps into fuel, to converting old clothes into reusable fabric, to making a new kind of plastic from seaweed, there are plenty of creative projects that are using garbage to help save the planet.

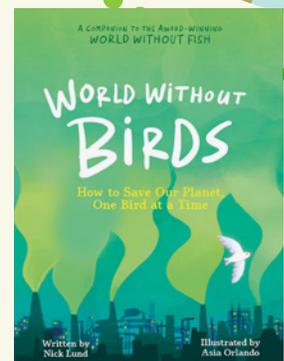


## WORLD WITHOUT BIRDS: HOW TO SAVE OUR PLANET, ONE BIRD AT A TIME

BY NICK LUND, ILLUSTRATED BY ASIA ORLANDO

Workman Kids (March 2026) | Grade Level: 5-12

Written by Nick Lund of the [National Audubon Society](#), this book shares the true story of birds—their beauty and uniqueness, the important roles they play in nature, and the challenges to their survival. Through a combination of climate change, habitat loss, and invasive species, birds are disappearing at an unprecedented rate. *World Without Birds* offers an in-depth exploration of these factors contributing to their loss, what our planet would look like without birds, and, ultimately, what we can do to protect them.



# TEACHer's Corner

## WHAT IF WE GET IT RIGHT? VISIONS OF CLIMATE FUTURES

BY AYANA ELIZABETH JOHNSON

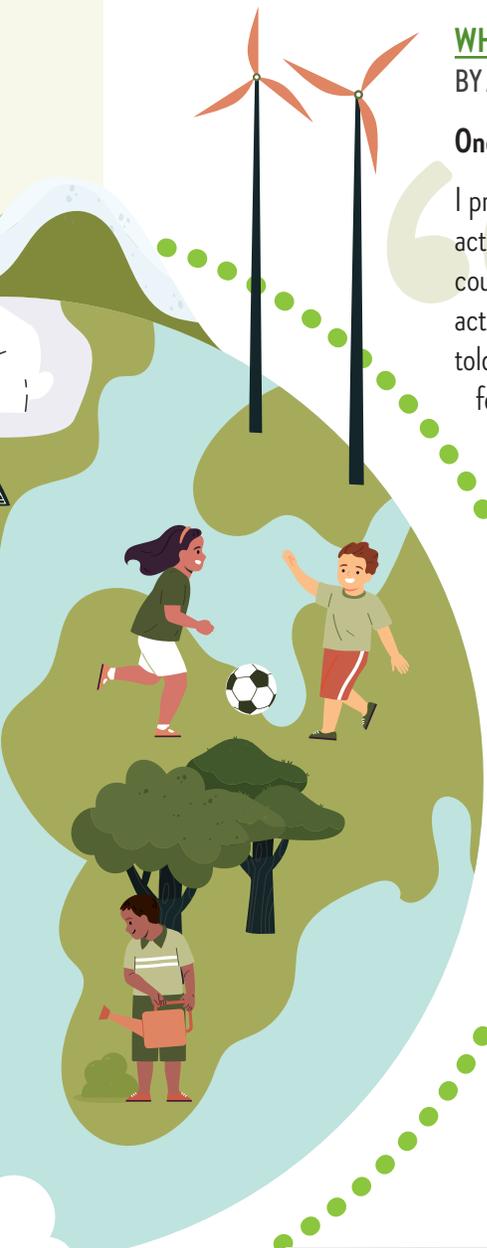
One World (September 2024)

I prefer to read climate books that aren't all doom and gloom, but that actually address possible solutions and look at what a better future could hold for us. In *What If We Get It Right?*, author and climate activist Dr. Ayana Elizabeth Johnson delivers exactly that. The book is told through a curated collection of essays, poems, and interviews, and features climate activists, reporters, changemakers, and a whole host

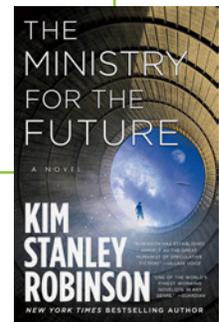
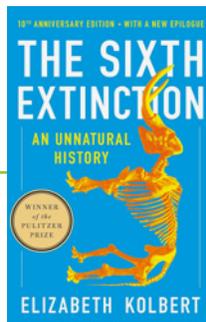
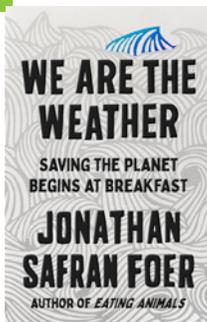
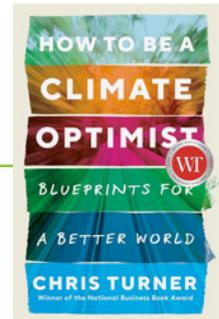
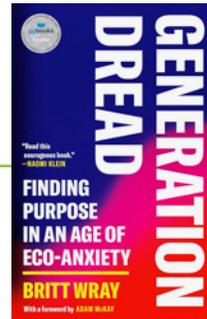
of other guests who are involved in the climate movement in one way or another—such as Leah Penniman, co-founder of [Soul Fire Farm](#); Paola Antonelli, curator at the [Museum of Modern Art](#); and Bill McKibben, the co-founder of [350.org](#).

I'd highly recommend listening to the audiobook, which includes the actual recorded audio from each interview. If you're looking for more climate-positive content, Dr. Johnson also has an ongoing [podcast](#) that serves as a continuation of the book.

—Kelsey McCallum, Associate Editor at *TEACH Magazine*



### OTHER IMPACTFUL BOOKS ON CLIMATE CHANGE:



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# RIDING THROUGH HISTORY

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