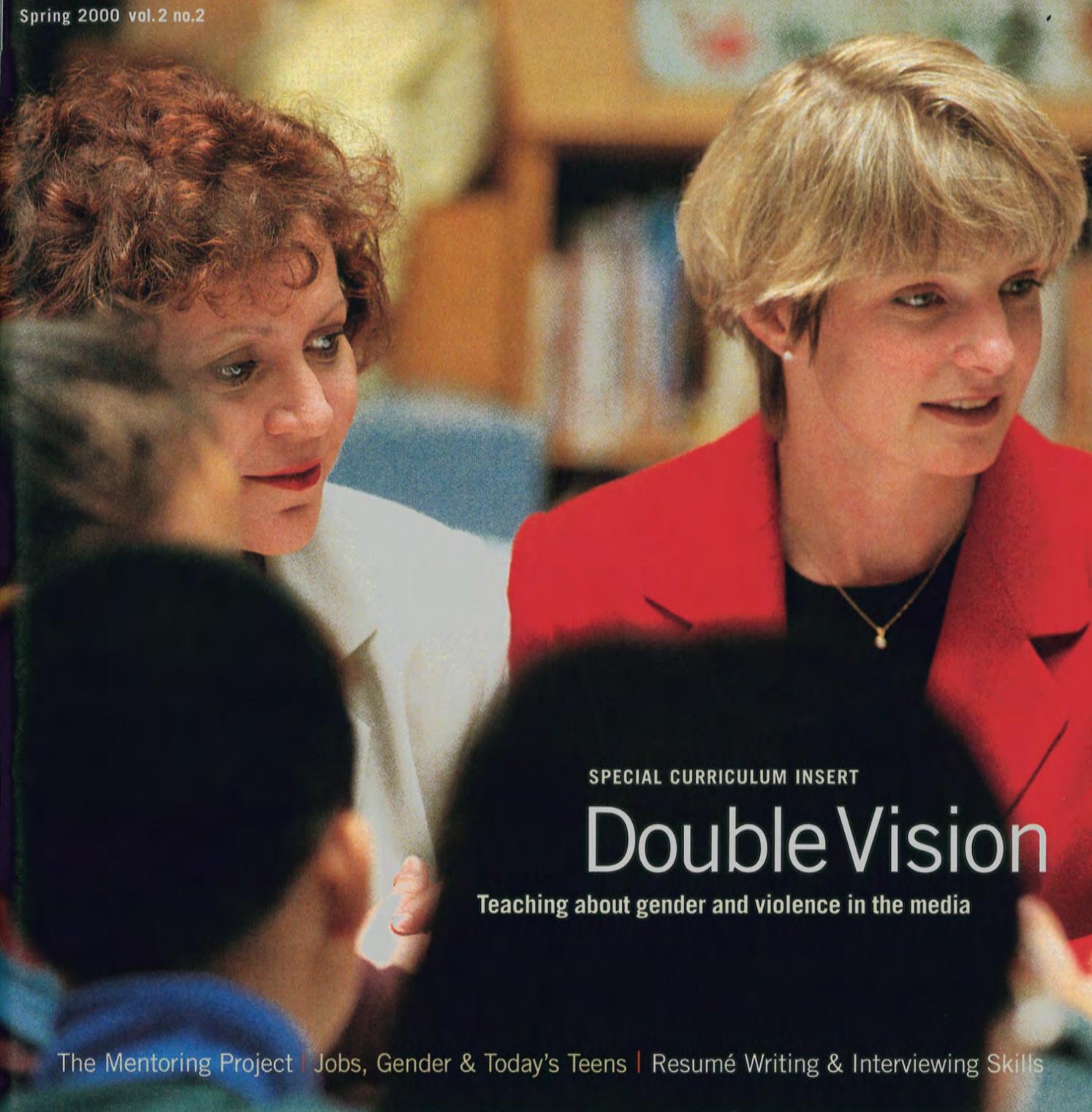


voice

Spring 2000 vol.2 no.2



SPECIAL CURRICULUM INSERT

Double Vision

Teaching about gender and violence in the media

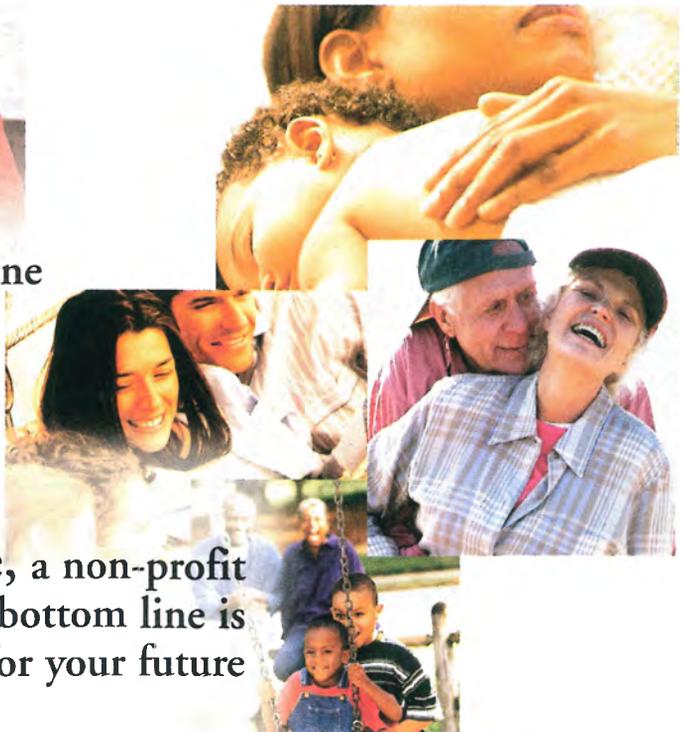
The Mentoring Project | Jobs, Gender & Today's Teens | Resumé Writing & Interviewing Skills

If you have an insurance claim, who do you think will act in your best interest?



An insurance conglomerate
concerned with their bottom line

or



Teachers Life, a non-profit
organization whose bottom line is
caring for your future

With Teachers Life, you're part of a family not a policy number.

Teachers Life is not your average insurance company. You see, we're a member-owned, non-profit organization. So when you insure yourself and your family with Teachers Life, you become a member of our family, not just a policy number.

Each one of our professional and caring customer service associates is committed to handling member claims and inquiries in an expedient and caring manner. When we say "Our bottom line is caring for your future", you can believe it's not just a slogan; it's our policy.

Don't wait until you have a claim to find out who will take care of your needs the best. For peace of mind when purchasing your life and disability insurance, contact us today.



Teachers Life

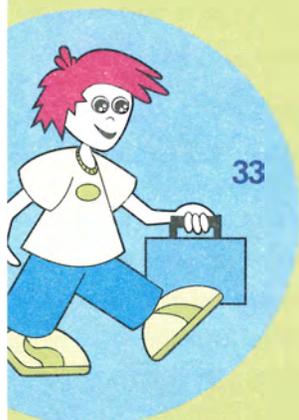
TEACHERS LIFE INSURANCE SOCIETY (FRATERNAL)
916 The East Mall, Suite C, Toronto, Ontario M9B 6K1
Tel. (416) 620-1140 Toll-free: 1-800-668-4229
Website: www.teacherslife.com
Email: insuring@teacherslife.com



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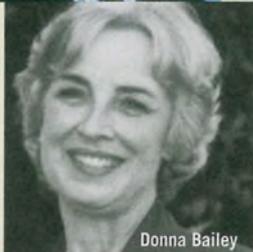
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Contributors



Bob Abrahams



Donna Bailey



Terry Miller and
Laurie Letourneau



Charlotte Morgan

York Region Teacher **Bob Abrahams** decided to find out what today's teenagers think about gender equity and job equity. The results of his investigation show more work needs to be done raising students' awareness of the issues.

Donna Bailey believes some students must be treated differently if we are to redress the basic inequalities that exist in our society. Her involvement in Peel's Black Mentoring Project speaks to that commitment.

Peel teachers **Terry Miller**, Teacher-Librarian, and **Laurie Letourneau**, Acting Vice-Principal, have worked together to renew the mentoring project at Elmcrest Public School.

Charlotte Morgan is the Editor of the ETFO VOICE. Her priority is for members to see themselves and the work they do reflected in the publication. Please keep those articles and comments coming!

Women's Issues Editor **Carol Zavitz** will ensure the publication reflects an appropriate balance of articles. Your submissions, letters and feedback are welcome!

Scott Thornley + Company Inc. is the creative firm responsible for our Fall '99 issue and this, our Spring edition. For another example of their work, visit the Canadian Landmine Foundation website at: www.canadianlandmine.com

On the Cover: left to right – Micheline Joseph, a teacher at Doncrest Public School, Richmond Hill, and Margaret Nimigan, a teacher at Pineland Public School, Burlington, were two of four teachers who taught a pilot project on gender and violence in the media. Two other teachers also undertook the project: Lorea Boogerman, Thames Valley, and Susan Cafley, Renfrew. Cover Photo by Joël Benard. See pages B1-B12.

etfo voice

VOLUME 2, NUMBER 2

ELEMENTARY TEACHERS'
FEDERATION OF ONTARIO

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From the President | REAL SALARY INCREASES



Phyllis Benedict, President, ETFO

One of ETFO's bargaining goals is real salary increases. This goal is fixed firmly in our minds as we approach the upcoming round of negotiations.

A meaningful salary increase does not mean: wait until next time; sign here and take this bonus; accept this percentage applied to the grid on the last day of the contract; agree to a two year agreement with an insignificant increase in the second year.

A real salary increase means: a several percentage point increase on the grid from the first to the last day of the contract; a real salary increase each year of the agreement; salary increases without strips to other parts of the contract or threat to job security.

Many directors, superintendents and board negotiators will say "We wish we could help but the government has not increased our funding." Or "You can have salary increases if you can find the money elsewhere in your agreements."

Our response must be "Sorry, this simply is not good enough. Our members have not had raises for years. This year, they will get one."

ETFO has urged the government to address the funding inequities between the secondary and elementary panels. ETFO has asked repeatedly for elementary dollars to be allocated in an envelope that cannot be siphoned off to other areas. ETFO provincially will be supporting your local negotiators every step of the way through the upcoming round of negotiations. Do your part. Support your local bargaining team. Do not settle for less than you deserve.

Together, we must reverse the trend of the 1990s and negotiate our first real, meaningful salary increases in nearly a decade.

From the General Secretary | ELEMENTARY PANEL DESERVES BETTER



Gene Lewis, General Secretary, ETFO

Teaching has never been an easy profession. It has always taken a great deal of skill and energy. The pay has always been too low and the working conditions too poor. And teachers have always deserved more acknowledgement and appreciation than they get. This is particularly true of elementary teachers.

Historically, the elementary panel has always been undervalued. Today, for example, the foundation grant for an elementary student is \$3,429.00, which is \$665.00 less than the grant for a secondary student. This gap leads to all kinds of inequities – such as larger class sizes in the elementary grades, teachers spending their

own money for necessary classroom supplies, and school fundraising drives. Even the amount of money allocated for teachers' preparation time discriminates against elementary teachers and students. All the research shows that a child's early school experiences are the most important of his or her academic career.

ETFO is lobbying the Minister of Education, and others, urging them to address these inequities. We will not be satisfied until elementary teachers and education workers enjoy the compensation and support we need to do our jobs well. I urge all members to raise these issues with board administration and trustees. It will take all our efforts to ensure elementary education gets the support it needs.

From the editor

This *Voice* is crammed with articles and news from all over the province. One of the highlights is the first part of the Media Watch curriculum. Developed by an ETFO writing team led by Collen Lee, this project was partially funded by the Ontario Women's Directorate. Look for part two in the next *Voice*.

Thank you to those who responded to our last On Location Report. Look for your news on page 5. We look forward to receiving more news in time for the next edition – deadline April 17.

As editor of *Voice* and the staff officer responsible for international assistance, I hear from many members who want to work overseas. If you are interested in a three to six week summer assignment in the developing world in 2001, consider applying to Project Overseas this fall.

If you are interested in a longer term assignment, contact the Canadian Education Exchange Foundation (CEEF), in Barrie. Tel: (705) 739-7596. www.ceef.ca.

CEEF offers exchange teaching opportunities in Australia, New Zealand, Europe, the United States and elsewhere in Canada.

Please don't hesitate to call me at provincial office or email me for more information on anything you read in *Voice*. I'm also always interested in talking over submissions you might have in mind – particularly classroom experience articles and curriculum inserts.

Charlotte Morgan
E-mail: cmorgan@etfo.org

Submissions

Name _____

Position _____

School _____

School Address _____

Postal Code _____ Tel _____

Event Date(s) _____

Event/Award Description _____

Most Significant Result of the Event _____

Quotes from Participants _____

On Location

Stories told

Erike Willaert, a grade 8 teacher at Roselawn Public School, Richmond Hill, had her short story, "Sign of the Dragon," included in "Our Grandmothers, Ourselves: Reflections of Canadian Women" published by Raincoast Books, Vancouver. In this unique collection of creative non-fiction, 19 Canadian women of various cultural, ethnic and economic backgrounds celebrate the memories of their grandmothers.

Help given

A partnership between the Betty Thompson House and ETFO Waterloo Region has seen students and teachers producing kits for homeless children staying at the Safe Haven Center, a temporary refuge for youth. The kits include a knapsack full of toiletries, clothing, snacks and food vouchers. Marsha Greco-Blair, a teacher at Laurelwood Public School, Waterloo, reports Haven staff were delighted ETFO members and their students got involved.

Terri Stubbs and Carol Smith, teachers at Fessenden Public School, Ancaster, report that grade six students collected health kits for Free the Children International. The parents' association sold Christmas ornaments and donated the proceeds to the same organization. "Students and the parent group worked together to make this project a success," say these ETFO members.

Web sites recommended

Rob Davidson, a teacher and ETFO member in Hanover, enjoyed visiting the math sites Trevor Brown recommended in the last VOICE. Rob invites visits to his problem solving website at www.potw.net. Elizabeth Ford, a teacher at Lockview Public School, St. Catharines, recommends www.thehungersite.com, a site run by the United Nations. A visit to this site provides a starving family with enough food for a day – at no cost to the visitor.

Congratulations

R.T. Malowney, Director of Education for the Kawartha Pine Ridge District School Board, wrote: "I would like to take this opportunity to congratulate ETFO on the revised format of the ETFO VOICE... The transcript of the Women in Designated Groups discussion was particularly interesting."

Suzanne Herbert, Deputy Minister of Education, thanked ETFO for sending her our "We're Erasing Prejudice For Good" curriculum kit. "We are impressed by ETFO's dedication in developing and publishing learning resources to educate young people on diversity and the elimination of prejudice. I would encourage you to work with district school boards throughout Ontario and make them aware of your curriculum kit," Herbert said.

Thames Valley TV

ETFO Thames Valley has created six one minute information messages for television. These messages, which are non political in nature, broaden parents' understandings of elementary schools, student learning and teachers' roles. The actors in the six messages are Thames Valley elementary teachers. Topics are: report cards, evaluation, homework, curriculum, school breaks, and communication.

Moving on

Both the Ontario Teachers' Federation (OTF) and the Qualifications Evaluation Council of Ontario (QECO) can now be reached at their new homes, where their separate offices share a floor at: 1300 Yonge Street, 2nd Floor, Toronto, ON M4T 1X3.

OTF's phone and fax:
Phone: (416) 966-3424/
1-800-268-7061.
Fax: (416) 966-5450.
www.otffeo.on.ca.

QECO's phone and fax
Phone: (416) 323-1969/
1-800-385-1030.
Fax: (416) 323-9589.
www.qeco.on.ca

Many members will have fond memories of Federation House, 1260 Bay Street, Toronto, which had housed teacher federation offices since the early 1960s. That building has been sold. The new owners plan to demolish it and use the site for a condominium complex.

Professional Development

Curriculum Connections

Curriculum Connections is an ETFO initiative to publish and sell materials created by our members. Copyright remains with the member, who can also expect to receive modest royalties. Information about the process for submitting to Curriculum Connections and the criteria for selection are outlined on the ETFO website or contact Jan Moxey at ETFO's provincial office.

The first Curriculum Connections publication offered for sale is "Magnets and Charged Materials." This 43-page booklet meets the expectations of the grade 3 Science and Technology: Matter and Materials strand. Written by a classroom teacher, Bill Cowan of Hamilton-Wentworth, the document provides teacher lessons as well as student experiments based on this strand.

Order by phone:
(416) 962-3836/
1-888-838-3836
Order by fax:
(416) 642-2424
or, Shop ETFO on line:
www.etfo.on.ca.

Surveys!

ETFO seeks member input through a variety of methods. Surveying our members' opinions and needs is a key strategy. The surveys we conducted on report cards, curriculum and professional development will help to ensure our programs and services meet your needs. Thank you to everyone who participates.

Working smarter with the curriculum

ETFO seeks input on many issues. The new Ontario Provincial Report Card has presented a tremendous challenge for our members. We're trying to help. In January and February, we conducted a pilot session in Halton involving the review of a print resource and a workshop. Strategies for effective planning, assessment and the connection to the reporting process were part of the training. The feedback from these sessions will be incorporated into a resource soon to be available through Shop ETFO! We also plan to have workshops available next fall through our Presenters On The Road program. Special thanks to Kathy Clarke, President of ETFO Halton, for her support and the support of her members during the pilot project.

Teacher resources

"Musical Movements" by Lynne Hart and Cathy Reid provides valuable information for beginners implementing the Arts Curriculum expectations related to dance. Tips for success, basic dance movements and lesson plans (K-8) are featured. To order "Musical Movements" see the advertisement on page 49.

In honour of the first Braille Day in Canada, February 9, 2000, The Canadian National Institute for the Blind (CNIB) launched a national project to reach all grade 4 students by providing schools with a "described video." "Louise Braille" brings the Braille story to life. The video allows sighted, blind and visually impaired students to learn about braille together. Described videos provide an audible description of what a sighted person sees happening on the screen.

To support this initiative, ETFO sent copies of the video to each of our school stewards in the January mailing. That mailing also included lesson plans to help teachers use the video in their classroom. Ask your school's steward for more information.

World March of Women in the Year 2000



At the World Conference on Women in Beijing in 1995, women from the Fédération des femmes du Québec (FFQ) proposed an ambitious plan to fight poverty and violence against women on an international scale.

These women were building on their experience of organizing the “Bread and Roses” March against Poverty in Québec that same year.

In 1996, women across Canada organized community events on the Bread and Roses (Jobs and Justice) theme, and thousands converged in Ottawa.

On March 8, 2000—the International Women’s Day—the World March of Women in the Year 2000 was launched, demonstrating women’s ongoing determination to change the world.

For eight months, women everywhere will participate in a profound project of international solidarity, building awareness and working for change. In Canada, women’s groups, unions, community groups and social justice organizations are planning events on the themes of poverty and violence. Petitions and support postcards will be circulated to bring our demands to the UN and to our

governments, backed by ten million signatures to:

- eliminate poverty and ensure a fair distribution of wealth between rich and poor, men and women;
- eliminate violence against women and ensure equality between women and men.

On October 15, Canadian marchers will gather in Ottawa, and an international delegation will visit the World Bank and the International Monetary Fund in Washington.

The World March will end on October 17, 2000, the International Day for the Elimination of Poverty, with an international rally at the United Nations in New York City. In Ottawa, Canadian women will stage a mass lobby of MPs. Some of the 2000 good reasons to march:

- Women are half the world’s population.
- We do 2/3 of the world’s work. We earn 1/10th of the world’s income.
- We own less than 1/100th of the world’s wealth.
- There are five million poor people in Canada; 70% are women.

Three out of ten women experience physical or sexual violence at the hands of a current or former partner.

ETFO’s World March of Women workgroup invites members to write and share curriculum units that relate to the themes of the March. Topics may include themes of poverty, violence and globalization as well as equity and other social justice endeavours. We would like to develop lesson plan units for use in September 2000. If you have material that you feel may fit with any of these themes or if you would like further information, please call Sherry Ramrattan Smith at: (416) 962-3836 or 1-888-838-3836 Ext. 2329.

Women are talking and organizing your community right now.

For help finding them, contact your ETFO Local office or the local Labour Council. Contact national organizers by phone: (416) 482-4460; or email: lhari@clc-ctc.ca. For information on the World March internationally, visit the FFQ website: www.ffq.qc.ca



Cable in the Classroom (CITC) provides commercial-free, copyright-cleared, educational television programming free of charge to public schools across Canada.

cable in the classroom

Member programming services and cable companies provide over 360 hours per month of educational programming, plus free cable connection and free monthly cable service.

CITC programs are available to teachers for taping at school or at home. Simply record the CITC programs that interest you, then use the programs to support the curriculum.

Programming is available across a wide range of subject areas for both elementary and secondary students, as well as professional development for teachers.

Officially launched in 1995 by Prime Minister

Jean Chrétien, CITC was developed in response to teachers' requests for access to cable television programs for use in the classroom.

CITC is endorsed by the Canadian Teachers' Federation (CTF) and many other educational associations across Canada.

"Cable in the Classroom is a valuable tool for teachers. It is educationally relevant, commercial-free programming that provides students with broad exposure to a wide variety of viewpoints, values and political orientations," said Jan Eastman, President of CTF 1997-1999.

Choose your channel. The following stations contribute to CITC:

A&E Access BET Bravo! CanalD Canal Famille Canal Vie CBC CNBC CNN
CPAC Discovery Channel® Food Network History Television HGTV
Knowledge Network Life Network MétéoMédia MuchMusic MusiquePlus
Newsworld RDI (Réseau de l'information) RDS (Le Réseau des sports)
Showcase Television Space: The Imagination Station TFO TLC TSN
Treehouse TV TV5 TVO Vision TV The Weather Network WTN YTV

Tune in CITC

Local cable companies provide free cable connection and free monthly cable service to publicly funded schools in their service areas.

Programming services obtain copyright clearance for specific programs and make them available to teachers through CITC.

Many programming services provide lesson plans to support their programming. These can be downloaded through the CITC web site.

Check the programming schedule published in "Cable in the Classroom." This glossy magazine is mailed to all publicly funded schools across Canada. The publication is also available free of charge to individual teachers by subscription. The CITC magazine contains detailed program listings and articles of interest to educators. If you miss the magazine, week-by-week schedules of upcoming CITC programming air each Sunday at 5:45 p.m. (EST) and Monday at 6:45 a.m. (EST) on CPAC and are also posted on the CITC website.

Select, then tape, CITC programs to use in your class. CITC recommends that taping one show (or series) per tape, makes it easier to note the copyright clearance. Most shows are cleared for use up to one year following the date of airing.

Preview the show, segment or series, then decide how to make the best use of it. Whether as a springboard to other class activities, or as the basis of a question-and-answer period directly related to the video, you'll find it's easy to fit the material into your lesson.

Tune in immediately to *Cable In The Classroom*, or, for more information, call: 1-800-244-9049 or visit the CITC web site at www.cableeducation.ca.

Tune out YNN

CITC is quite different from the Youth News Network (YNN), which is a commercial enterprise headed by Ron MacDonald of Athena Educational Partners in Montreal. In fact, ETFO is committed to working with other provincial and national partners to make sure YNN stays out of Canadian schools.

In return for placing televisions, VCRs, satellite dishes and computer equipment in schools, YNN forces students to watch 10 minutes of single-bias news and two and a half minutes of advertisements. While the programming available through CITC is produced by 36 established television networks, YNN programs are produced by Telescene in Québec.

Résumé Writing & Interviewing skills

Wally Moffat

For the first time in years, teachers have many excellent opportunities to move within their systems, to relocate to other jurisdictions, or to pursue positions of added responsibility. One in four teachers will leave the profession by 2003 and nearly half are likely to retire by 2008. Research shows the shortage of teachers will affect all grade and subject areas and all parts of the province. While boards and school administrators are looking forward to being able to hire more new teachers, most systems prefer to blend in a significant number of experienced teachers, whose classroom-management, instructional and interpersonal skills are already well developed.

Be clear and brief with lots of white space to make the information easily accessible.

For those who are considering a change of any kind, it is time to rewrite that résumé, and polish up those interview skills. Many teachers have not needed to update their résumés since their first job search, and have probably not been in an interview since being recruited for a teaching position.

Although there will be a large number of openings, it is important to be well prepared. Whether boards are hiring a few teachers or several hundred, they wish to hire the very best. Popular destinations receive huge numbers of applications and competition is very keen. Most important of all, you want to get the job you want, where you want it. With all that in mind, here are some guidelines for résumés that meet current expectations, and tips for the interview process.

The Résumé

- Make sure your résumé is no more than two pages long. Be clear and brief with lots of white space to make the information easily accessible. Many résumés are initially scanned in a minute or less.
- Start with your level of education. List your degrees, additional qualifications and other certification. Follow this with teaching experience, related and volunteer experience, skills, committees, achievements and personal interests.
- List references, preferably three, at the bottom of page two, then a permission statement to contact them. Have a good range of references, with at least one from an administrator.
- All sections must be in reverse chronological order.
- Use a consistent pattern and structure throughout, with neat margins and similar indentations. Make sure all points begin with action verbs in the same tense.

- Use the biggest type possible—12 point is good if you can. Use similar type faces throughout, boldface your headings and degrees. Do not use graphics or fancy script. Remember that many resumes are faxed or even transmitted electronically.
- Do not include your age, marital or family status. Definitely do not send a photograph.

The Interview

Résumés get interviews, and interviews get jobs. Whether competing with ten other teachers for a position in your own district, or applying to a large system that will hire several hundred people, prepare thoroughly.

- Review your skills and experience relative to the position or positions offered. Put your qualifications in the context of the specific job. Project yourself into the new role.
- Review the board's philosophy, directions and priorities, particularly if applying to a new district. *(continued on page 12)*

Think about the future. In many interviews, you will be asked about future plans and leadership aspirations.

- Practice for the interview with colleagues, friends and mentors. Consider possible questions. Be prepared to discuss current educational issues.
- Consider your style, not just your content. Watch for speech mannerisms. Tape yourself in a mock interview.
- Think about the future. In many interviews, you will be asked about future plans and leadership aspirations.

On interview day, arrive early to be composed and ready. Your physical image and first impressions for the interview team are tied closely together. The first few minutes in the interview are often decisive.
- Dress appropriately. While school dress is more casual and relaxed these days, the interview is a formal setting. Traditional clothing is still the best.
- Be conscious of body language; sit tall with head erect and make good eye contact. Avoid gestures such as pointing or finger-waving.
- Listen carefully and answer the question exactly as it was asked.
- Maintain your focus. Be specific and use concrete examples whenever possible.
- Ask for clarification if necessary and take your time. It is appropriate to pause before responding while you are framing and sequencing your answer.
- Be prepared to respond to a personal question such as “Why should we hire you?” Have your qualities, strengths and skills in order, and don’t be too modest.
- Make cautious use of humour; don’t let your judgment come into question. Don’t let cynicism, prejudice or intolerance creep into your answers. Avoid put downs or negative expressions.
- Avoid “I guess” or “I might” or “perhaps” or “maybe.” Begin every statement in a positive, assertive fashion.

Getting the job you want is not rocket science. It will, however, take time and effort. The time you invest, however, could lead to enormous personal and professional satisfaction and more than repay your efforts.

Wally Moffat is an educational consultant and former teacher, principal and superintendent in Eastern Ontario. He is the author of “Getting The Job You Want,” published in January 2000 by ETFO. This publication is available from Shop ETFO. Cost is \$15.00, including taxes and shipping. For more information, call the ETFO Provincial Office at (416) 962-3836/1-888-838-3836 or Shop ETFO on line at www.etfo.on.ca



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For more information on OTG for your RRSP investment needs, please contact our CLIENT SERVICES DEPARTMENT.



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Everest 2000, a **virtual** field trip



experience a world-class, interactive, telecollaborative education adventure. Expand the confines of the traditional classroom and join Canadians on Mt. Everest - speaking with Canadians at home and at school. Come on-line and be on-mountain with this nation-wide learning adventure.

In May 2000, Canadian Climber and Expedition Leader Byron Smith will stand on the summit of Mt. Everest. He won't be alone. Canadian schoolchildren, their teachers and families will have the opportunity to climb along with Byron on the largest virtual field trip ever conceived. It's an educational odyssey to the top of the world... and a unique experience for children. With the assistance of official Expedition Broadcaster CBC Newsworld and Science Alberta Foundation, a priceless educational experience is available free of charge.

Smith and his Canadian Expedition and Education Team will be trekking and climbing in Nepal from March 15 - June 1, 2000. The Education Team includes scientists and engineers who will be conducting electrical energy and human physiology experiments on-line, on-mountain and in conjunction with visits to Nepalese schools and hospitals.

Join this virtual field trip

Everest 2000 has contracted Science Alberta Foundation to develop a Canada-wide multidisciplinary education program that revolves around a series of on-line projects and themes related to the climb. Students will participate in a virtual field trip to the top of Mt Everest through telecollaborative and

classroom activities. Subject specific activities for geography, science, culture studies, information and communication technology, mathematics, language arts and physical education are integrated around three main themes:

- Goal-setting and Problem Solving
- Energy and the Environment
- Energy and the Human Body

The program has been designed to reflect the Pan-Canadian Framework of Science Outcomes (K-12), ensuring its relevance to education objectives in every grade and in every Canadian province and territory.

Students will enjoy the innovative, interactive, hands-on format of the Everest 2000 Education Program. Teachers will appreciate the easy access to relevant, prepackaged lesson plans and activities. Classrooms from coast-to-coast will have the opportunity to use internet-based technology, to work collaboratively and learn more about the culture and people of Nepal and about the ethnic and geographic diversity of Canada.

Travel with us

Join this exciting adventure. Visit www.newsworld.cbc.ca/everest2000. E-mail info@everest2000.ca. In addition, CBC Newsworld's contribution to Cable in the Classroom, called Newlink, broadcasts Monday to Friday at 4:00 p.m. EDT. While not every Newlink will include an Everest2000 element, television programming to support the expedition will be available for videotaping at home or at school. Starting March 20, Newsworld will carry daily updates on Everest2000.

Homophobia is an active hatred of, dislike of or discomfort with people who are not heterosexual: gay men, lesbians, bisexuals and transgender people.

Challenging Homophobia

Q: Why be concerned?

A: Homophobia can result in many discriminatory practices, including harassment and violence. Some of your colleagues are probably experiencing homophobia every day; and so are some of your students, their parents, members of your family.

Discrimination against people on the basis of their sexual orientation is illegal in Ontario. We all have a responsibility to challenge homophobia.

Help eliminate homophobia

When you hear children using names like “dyke” or “lesbo” or “faggot” or “queer”... Be clear and firm that name-calling is not acceptable and will not be tolerated. Start with an exploration of their understanding of the words being used. Teach what the words mean if they don't know. Use the incident as an opportunity to teach children how hurtful words can be.

When you hear adults making malicious comments or jokes about gay, lesbian, bisexual or transgender people...

It's important to respond. Depending on the situation, privately or publicly tell the person how such comments make you feel. Be clear that they are unacceptable, especially in an educational context. Suggest that you might talk about this sometime if the other person is open to dialogue.

Never laugh along with people making such jokes...

We know what it feels like to be the brunt of someone's joke. When we laugh along with the crowd we condone and reinforce homophobic attitudes and discrimination.

Don't assume everybody is heterosexual...

The constant assumption of heterosexuality renders gay, lesbian, bisexual and transgender people invisible. Use inclusive language: words like “partner” instead of “wife” or “husband” for instance. Be inclusive in the curriculum: use a same-sex couple as an example in a math question. Use examples of famous gay and lesbian people in history.

Resources Organizations

Rainbow Classroom Network.
Ontario Institute for Studies in Education, Toronto.
www.dezines.com/rainbow.
Human Sexuality Program/Triangle Program.
Toronto District School Board.
(416) 397-3755.
steven.solomon@tdsb.on.ca.
Parents and Friends of Lesbians and Gays (PFLAG).
(416) 488-2102. www.pflag.ca.
Equality for Gays and Lesbians Everywhere (EGALE). www.egale.ca.

Documents

Safely Out: A Collaborative Approach to Challenging Homophobia in the Education System.

Produced by T.E.A.C.H. and the Toronto Board of Education. 1997. Available through Equity Studies, Toronto DSB.

Opening Doors, Sexual Identity: The Needs of Lesbian and Gay Students. A Resource for Administrators, Counselors and Teachers. North York Board of Education. 1995. Available from the Toronto DSB, North Region.

Often Invisible: Working with Lesbian, Gay and Bisexual Youth. Resource package. Central Toronto Youth Services, 65 Wellesley Street East, Toronto M4Y 1G7. 1996. \$15.00 plus \$3.00 shipping and handling.

On-line bibliographies: See the Rainbow Classroom Network (above) and The Gay and Lesbian Straight Education Network – www.glstn.org/.

Videos

It's Elementary: Talking About Gay Issues in School. 1996. 80 mins. Debra Chasnoff and Helen Cohen. www.womedia.org
Out: Stories of lesbian and gay youth. 1994. 79 mins. Classroom version 39 min. NFB 1-800-561-7710.
Gay Youth. 1992. 40 mins. Distributor: McNabb & Connolly, Port Credit, ON. (905) 278-0560.

Reproduced from *Challenging Homophobia: A Resource Guide for Teachers* produced by ETFO's Human Rights Committee. A copy of this pamphlet has been sent to every school steward. Additional pamphlets are available from Carol Zavitz at Provincial Office.

What do we mean by 'equity', anyway?

One of the objects of the Elementary Teachers' Federation of Ontario is "to foster a climate of social justice in Ontario and continue a leadership role in such areas as anti-poverty, non-violence and equity" (ETFO Constitution, Article 3.4).

A definition of "equity" was adopted by ETFO's Executive in October, 1999, to help the executive, staff, locals and members transform constitutional language into practice.

ETFO recognizes that we live in a society characterized by individual and systemic discrimination against particular groups.

Within this context ETFO defines equity as fairness achieved through proactive measures which result in equality for all.

This definition acknowledges that discrimination is a fundamental, defining feature of our society, not an incidental phenomenon; it is one of the central organizing principles by which resources and power are allocated.

Discrimination can be consciously and deliberately practiced by individuals; "gay bashing" is one example of what this looks like. Discrimination can also be "systemic", the result of policies or practices that seem neutral but are grounded in the understandings of the dominant group and affect members of other groups adversely. One example of systemic discrimination: height restrictions that exclude most women and members of some racial groups from well-paid jobs they are perfectly capable of doing.

Groups that experience discrimination in Ontario today include women, visible minorities, Aboriginal peoples, people with disabilities, and gay, lesbian, bisexual and transgender people. ETFO's current equity programs focus on these groups, and identify them as "equity-seeking groups."

ETFO sees equity simply as "fairness" which is observable and measurable. We would see fairness in our society if all groups were represented at

each level of influence and income in the same proportion as they are represented in the general population. We don't see this, in ETFO or in any other institution in our society.

We believe that what we do see—power and wealth concentrated in the hands of an elite which is by and large male, white, able-bodied and heterosexual—is the result of the systems we have in place, and that these systems can and should be changed.

We need to be proactive to bring about change on this scale. We also need to acknowledge, accept and accommodate the differences between people and groups, since in an unequal world, treating everyone "the same" perpetuates inequality.

Carol Zavitz, for the ETFO Equity and Women's Services service area.

Ensuring offices and meeting rooms are open to all!

Accessibility in the Workplace

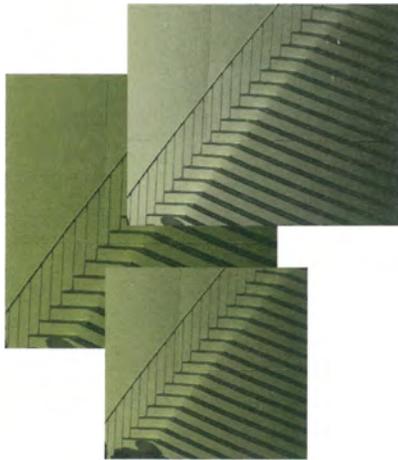
Having a disability means being frequently unable to participate in activities other people take for granted. It also means confronting negative attitudes and reactions, which can be very challenging.

During our daily routines, we often pull into mall or restaurant parking lots and find designated parking spaces which appear to be readily available for wheelchair users. However, accessible parking is only one consideration that accommodates people with physical disabilities. There are many able-bodied people who use these spaces and are seldom confronted by premises' owners for abusing this provision.

In serving the needs of our membership and promoting equity, the Elementary Teachers Federation of Ontario (ETFO) believes that barrier-free offices and meeting rooms enable all members to participate fully in federation activities.

To begin the journey to accessibility, a simple checklist can establish accomplishments and identify needed improvements. Consider the following:

- Is your local office on the ground floor? If not, is there an elevator or a ramp?



- Does your office have designated wheelchair parking available?
- Can a person in a wheelchair enter your office without assistance?
- Are any of the washrooms wheelchair accessible?

- Are there accommodations made for members with hearing or visual disabilities?
- When meetings are held outside the local offices, are accessibility issues addressed? Recently, ETFO's Provincial Executive surveyed locals regarding barrier-free access to buildings. Preliminary results indicate that some locations such as Peel and Upper Canada are fully accessible. According to Upper Canada President Randy Frith, their location is ideal for a number of reasons. Due to its location in a mall, ample parking is provided. Since federal government offices once occupied the building, several steps were taken to make the location accessible. For example, there is an elevator, corridors are very wide and there are user-friendly curbs and railings. Meeting rooms for large groups continue to pose a problem since it is difficult to find a central location with a large room that is also barrier-free.

(continued on page 18)

Accessibility in the Workplace

In York Region, President Pam Gillan reports their office building is equipped to accommodate people with disabilities, but though there are provisions made for accessibility, these are not always obvious. For example, the elevator access is a separate one in a different location than the entrance used by ambulatory individuals.

Some locals are situated in offices that are not fully accessible. However, this concern has been identified and executives are working hard to address the needs. Waterloo, for example, has two office spaces; one on the ground floor and another on the second floor. Local Vice-President Patti Monteith Bering says they maintained the accessible ground floor space knowing the second floor would not accommodate all their members' needs. At a recent executive meeting, a motion was passed "That ETFO Executive meetings be held in an accessible location in the new year." The Waterloo executive is also looking at relocating to a fully accessible building.

Several locals have identified the need for change. The leaders know the issues

and are committed to making their offices and meeting rooms accessible.

Finally, a major step forward took place on November 3, 1999 when Queen's Park MPPs unanimously adopted a Liberal resolution calling for a law to remove barriers to disabled people within two years².

ETFO's Workgroup on Disabilities and Accommodations invites members to describe and share their personal experiences with disability and accommodation issues. We can all benefit from learning about the real life struggles and successes of our colleagues who live with physical and mental disabilities. It is our hope and goal to develop action plans that make our organization, schools and communities more inclusive. Please send your stories to the Workgroup c/o Sherry Ramrattan Smith at ETFO's Provincial Office.

References:

- 1 www.equalopportunity.on.ca
- 2 *Toronto Star: Wednesday, November 24, 1999*

Attention! Keep OCT Fees Current

Recently, a number of ETFO members received letters from their school board and/or the Teachers' Pension Plan Board stating that they were not a member in "good standing" with the Ontario College of Teachers (OCT) for a time period specified in the letter.

Membership standing with the OCT affects a member's eligibility to contribute to the Teachers' Pension Plan (TPP).

You can only contribute to the TPP if you are a member in "good standing" with the OCT or are teaching under a letter of permission from the Ministry of Education. Failure to pay the OCT annual membership fee puts a member not in "good standing" with the OCT.

School boards do an automatic payroll deduction of the OCT membership fee in January for teachers working full time or part time with the Board. School boards, in most cases, do not deduct fees for occasional teachers or teachers on approved leaves of absences. These members are responsible for ensuring their annual fee is submitted to the OCT by April 15.

If a member receives such a letter from the TPP Board or their school board, the member is urged to contact the OCT immediately. The member will be charged a reinstatement fee of \$100.00 plus the \$90.00 annual fee for the year where no fee was received by the College. Failure to pay will result in the member losing pension credit for the time the member was not in good standing.

ETFO does not condone the actions of the OCT in this matter. We are working with OTF and the other affiliates to solve the problem. Each case will be reviewed on its own merits.

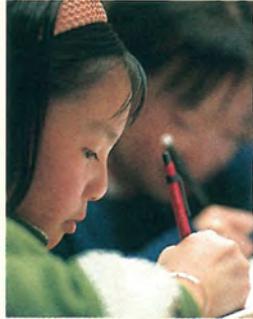
Contact Bill Martin, Executive Assistant, at provincial office.

DoubleVision

Teaching Elementary Children about Gender and Violence in the Media

First of a two part curriculum insert





Introduction. The Elementary Teachers' Federation of Ontario has developed this teaching unit resource for public elementary teachers in Ontario through a partnership with the National Watch on Images of Women in the Media (MediaWatch) Inc., partially funded by a grant from the Ontario Women's Directorate.

Teachers and parents are aware of the adverse effects of televised violence on children's play and behaviour and have worked together to combat its negative effects. Very little attention, however, has focused on the extent to which media messages about gender contribute to a climate where violence against women and children is promoted through the media. Teachers have identified the need for more and better resources to deal with issues such as the lack of positive role models in the media for children, gender stereotypes, healthy body image and equity.

**"You don't have to look skinny, attractive, rich and young to be special. People in the media sometimes don't even look like that in real life."
Adrian, Grade Four**

Ontario Curriculum Expectations

CURRICULUM AREA	FOCUS	FA/SA	GRADE 4	GRADE 5	GRADE 6
Language Arts	Watch It!	FA1	O 4e56	O 5e49	O 6e51
			S 4e66	S 5e61	S 6e61
		FA2	O 4e58	O 5e51	O 6e53
			S 4e69	S 5e63	S 6e63
		SA1	O 4e59	O 5e52	O 6e54
			S 4e69	S 5e63	S 6e65
	Media Messages	FA1	O 4e52	O 5e50	O 6e52
			S 4e63	S 5e60	S 6e54
			S 4e65	S 5e51	S 6e58
		FA2	O 4e52	O 5e52	O 6e52
			S 4e65	S 5e60	S 6e58
		SA1	O 4e58	O 5e51	S 5e63
				O 6e53	S 6e54
		SA1	O 4e2	O 5e2	O 6e2
		SA2	O 4e1	O 5e1	O 6e1
		So What!	FA1	O 4e52	O 5e45
	S 4e65			S 5e60	S 6e57
	FA2		O 4e58	O 5e45	O 6e53
			S 4e66	S 5e63	S 6e63
	SA1 & 2		O 4e59	O 5e52	O 6e54
			S 4e69	S 5e63	S 6e65
	SA3		O 4e2	O 5e1	O 6e2
O 4e10			O 5e10	O 6e10	
Now What?	FA1		O 4e1	O 5e1	O 6e1
			O 4e58	O 5e51	O 6e53
		S 4e65	S 5e56	S 6e57	
	SA1	O 4e2	O 5e2	O 6e2	
	S 4e20	O 5e43	S 6e21		
	S 4e62				
Math	Media Messages	SA2	O 4m101	O 5m109	O 6m106
			O 4m103	S 5m113	O 6m109
			S 4m111	S 5m114	O 6m110
			S 6m114		
	Now What?	FA2	O 4m101	O 5m109	O 6m106
			S 4m108	S 5m113	O 6m110
S 4m109			S 5m120	S 6m114	
Art	Media Messages	SA2	O 4a31	O 5a26	O 6a25
			S 4a43	S 5a38	S 6a38
	So What!	FA1	O 4a33	O 5a28	O 6a27
			S 4a45	S 5a41	S 6a40
Health & Phys. Ed.	So What!	FA2	O 4p4	O 5p4	O 6p4
				S 5p7	S 6p5

O= Overall FA= Formative Assess S= Specific SA= Summative Assess

Sample Letter

An introductory letter should be sent home prior to the commencement of the unit. The following sample may be tailored to meet your community needs:

Date | Dear Parent/Guardian:

Media in its various forms (television, video games, the internet, magazines etc.) has become a powerful influence on children. Parents and teachers are concerned about the impact of the media on children throughout the impressionable stages of their development, particularly violence, gender inequities, stereotyping, racism and ageism. In response, the Elementary Teachers Federation of Ontario, in co-operation with MediaWatch and the Ontario Women's Directorate, has developed a unit to address these issues.

Double Vision is a unit that is consistent with policies established by the Ontario Ministry of Education and Training and supports the new Ontario Curriculum Grades 1-8. It is designed so that students may develop media literacy skills, a better understanding of different forms of media, and take positive action to implement critical viewing skills.

Students will:

- develop media literacy skills which will enable them to critically analyze advertising campaigns and programs that condone and/or promote violence against women and children;
- make educated decisions about media consumption;
- internalize positive role models as portrayed in the media.

The program consists of a series of lessons to be delivered over the next several weeks. There will be in-class activities, and a homework component in which students will use different forms of media as a vehicle for learning and discussion. The unit will culminate in a Community Session to take place on the afternoon/morning/evening of _____.

Parents/Guardians and other members of the community are invited to share students' insights and learning about the media, which plays such an important role in their lives. In preparation for this session we ask that you participate in the viewing of media with your children.

The goal of Double Vision is to encourage students to become discerning viewers and make thoughtful decisions about the media to which they are exposed. Should you have any questions regarding this unit, please contact your child's teacher.

We look forward to seeing you at the Community Information Session.

Sincerely, Name, Title

Overview of the Unit

This teaching unit resource, directed at boys and girls in the junior division, addresses the issue of gender, violence and the media. It is easily adaptable to the intermediate division as well. The resource is designed as an intensive unit for the classroom composed of a series of topics that include: a Focus, Pre-Activities, an Activity, Reflection and Closure, and Assessment and Evaluation. Each focused topic also provides for the integration of learning activities throughout the year through “The Next Step” as well as the “Community Connection” that culminates the work of the unit through a Community Information Session.

Through the overall unit objectives students will:

- develop media literacy skills which will enable them to critically analyze advertising campaigns and programs that condone and/or promote violence against women and children;
- make educated decisions about media consumption;
- learn to internalize positive role models as portrayed in the media.

This unit is being published in two parts. This first part includes material needed to

begin the program and to prepare for the community information session. The second part, which will be published in the next issue of *Voice*, will include the remaining lesson plans as well as evaluation forms and resources.

Integration within the Ontario Curriculum

The Ministry of Education and Training document, *Ontario Curriculum for Grades 1-8, Language*, specifically refers to the need for media literacy to be developed as early as grade one: “In particular, skills related to high-technology media (such as film, television, and the Internet) are important because of the pervasive influence of these media in our lives and society”. (p.39)

Elementary teachers are faced with a lack of resources to help them integrate units on gender and violence in the media into the Ontario Curriculum. This resource meets the Ontario Curriculum Overall and Specific Expectations. For Assessment and Evaluation of students for reporting purposes, teachers should refer to the Levels of Achievements

found in each subject area of the Ontario Curriculum.

By ensuring that this teaching unit resource meets the requirements of the Ontario Curriculum, this important issue can be addressed within the classroom as an intensive core unit, as well as throughout the school year as an integral part of the curriculum. In this way educators may begin to develop awareness of such issues within our schools and within our communities.

Evaluation

An important aspect of this unit is the evaluation component of the unit by educators upon its completion. Educators are requested to complete the unit evaluation postcard in the next issue of *Voice*, and return it to ETFO for future supplementary revisions or information for later projects on this important topic.

Consultation Team:

Margaret Archibald, Suzanne Charron, David DePoe, Susan Leppington, Darlene Taggart, Debbie Wells

Writing Team:

Inta Aldridge, Patricia Hektor, Linda Millar, Project Leader: Colleen Lee, ETFO Executive Assistant

Watch it!



WHAT YOU NEED

- 1 Chart paper, markers
- 2 Samples of a variety of media
- 3 Scavenger Hunt question worksheet
- 4 Survey worksheet
- 5 Chart graph paper
- 6 Peer Group Evaluation for Formative Assessment 1
- 7 Scavenger Hunt Checklist for Formative Assessment 2
- 8 Criteria Checklist for Summative Assessment 1
- 9 Bulletin board for "Media Watch!" activity
- 10 Various art materials and samples of media for "Media Snapshots!" activity

FOCUS

To find out what students know about media and how it influences people.

TIME FRAME

At least two, 40 minute periods.

PRE-ACTIVITIES

- Students brainstorm a class web on "What is Media?" (e.g. television, radio, movies, music, video games, print, art, photography).
- Web is posted in the classroom.
- Students work in groups to complete a scavenger hunt (questions may include): What type of media are you using? Look for evidence of bullying and fairness; healthy and unhealthy activities; fear, sadness, loneliness, respect, happiness. Who has the power or control and who does not? Choose an example of your media sample, e.g. advertisement, cartoon, article, and describe its purpose.
- Each group uses their scavenger hunt worksheets and samples of the media to report to the whole class.

- Discussion with the class might include: What are the types of media? What did you see and how do you know? How does this influence our behaviour (e.g. do we dress, communicate, eat a certain way)?

Make sure to include in the latter question a discussion which points out that traditionally, girls and women are frequently portrayed in the media as weak, victims, non-aggressive, compliant, needy, polite, pretty, thin, helpful, good, nurturing, less competitive, not in leadership and decision making roles, someone else's wife/girlfriend.

Boys and men are often portrayed as strong, violent, aggressive, intelligent, heroic, athletic, confident, successful, assertive, competitive, risk-takers, questioning, proud of their accomplishments, in leadership and decision-making roles. The elderly, the disabled, and racial and cultural groups are sometimes portrayed as not powerful, influential or wealthy.

ACTIVITY

- Survey Says! Students respond to a survey about their leisure time activities in this data management activity. Use computers if possible.

The following is a sample survey:

1) Check how much time you spend on the following every day:

Media Genre	None	> than 1 hour	2 hours	> 2 hours
TV				
Internet				
Games				
Music				
Other				

2) When watching television do you:

- | | Yes | No |
|------------------|--------------------------|--------------------------|
| • Watch alone? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Ask Questions? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Ever feel: | | |
| Uncomfortable? | <input type="checkbox"/> | <input type="checkbox"/> |
| Sad? | <input type="checkbox"/> | <input type="checkbox"/> |
| Happy? | <input type="checkbox"/> | <input type="checkbox"/> |
| Frightened? | <input type="checkbox"/> | <input type="checkbox"/> |

Using the data, students transfer the information to a “class chart” and graph the results. Discuss the results with the students.

REFLECTION AND CLOSURE

- Students complete open-ended statements on a worksheet by using the Think, Pair, Share activity. Students think of each statement individually, brainstorm further with a partner and share with the whole group. Statements may include:
 - One thing I learned about the media is _____.
 - One thing about the media that I would like to know about is _____.
 - As a result of what we learned today, one thing I intend to do is _____.

THE NEXT STEP

- Integrated activities to reinforce this learning focus throughout the year.
- Media Watch! (Language) – Set up a “Media Watch” bulletin board with samples of a variety of media. Encourage students to take responsibility to bring in and share additional materials that reflect their learning throughout this unit and throughout the year.
 - Media Snapshots! (Art) – Students create collages (group or individual) to demonstrate examples of what they see in the media.
 - Media Rap (Music, Language) – Students work in groups to create a “rap” or “song” which demonstrates their understanding of the term “media”.

COMMUNITY CONNECTION

- Students present their data survey results from the Activity to an audience (other classes, the school or at the Community Information Session).

ASSESSMENT AND EVALUATION

Formative Assessment 1

Create a Peer Group Student Evaluation form which students complete after the scavenger hunt group activity to determine if students have: invited other group members to contribute to group discussion and work; asked questions to clarify points; negotiated successfully to find a basis for agreement; selected a recorder; time-keeper, encourager, clarifier, etc.

Formative Assessment 2

Create a Scavenger Hunt Checklist using the questions outlined in the pre-activity discussion for individual student assessment.

Summative Assessment 1

Create a Criteria Checklist to assess the students’ whole group discussion of the survey results. Check if the students have: determined the amount of time spent watching the television, analyzed, expressed a viewpoint, as to whether or not the amount of time was appropriate, identified questions they ask themselves about the media, analyzed the media content for identification of ways in which the media made them feel.

Media Messages



WHAT YOU NEED

- 1 Criteria for commercial presentations (use discussion questions in Pre-Activity)
- 2 Instructions chart for jigsaw activity and dictionaries
- 3 Criteria Cards for Group Work (Use questions in Activity)
- 4 Samples of art for "Picture Perfect" activity
- 5 Various art materials for "Moving Message" activity
- 6 Chart paper and samples of print ads and television commercials for "What's Happening?" activity
- 7 Peer group Checklist – for Formative Assessment 1
- 8 Anecdotal Self Reflection Sheet for Formative Assessment 2
- 9 "Fill in the Blank Quiz" for Summative Assessment 1
- 10 Rubric to assess thank you letter for Summative Assessment 2(a)
- 11 Peer Assessment Rating Scale for Summative Assessment 2(b)
- 12 Anecdotal Audience Assessment Form – Summative Assessment 2(c)
- 13 Class designed rubric for Summative Assessment 2(d)

FOCUS

To help students understand messages in the media, and to encourage them to become "critical viewers".

TIME FRAME

Due to the comprehensive nature of this topic, several periods may be required to complete the activities.

PRE-ACTIVITIES

In groups, students select, prepare and present their favourite commercials.

The class discusses the following after each presentation:

- What is the product?
- What do you think the message is? (to sell, to inform)
- Who are the main characters? (gender, age, race, economic status, etc.)
- Who is the target group? (the group the commercial is aimed at)
- What is the approach? (humour, drama, role reversal, music, etc.)
- What do you like about it?
- What do you dislike about it?
- Did it "work" for you? Explain.

ACTIVITY

Note: Due to the abstract nature of the "jigsaw" activity, you may wish to present the concepts in an alternative format, for example, teacher-directed activities.

- Students participate in a co-operative learning "jigsaw" to explore issues in the media. Steps are as follows:
 - 1) Students form a "home group" (preferably 5 per group) and number themselves 1-5.
 - 2) All "like" numbers regroup to form "expert" groups where they explore and discuss one of the following issues.
 - 3) After each "expert" group has completed their assigned work, students take their reports back to their "home" group to report and share (2 minutes per person).

Group 1 - Stereotyping

- a) What is it? Why is it used? (students use several resources to determine definition)
- b) What kinds of stereotyping are there? (gender, age, racial, cultural, socio-economic, disability)
- c) How does the media use it to convey a message? (It teaches us to identify with certain characters and ideas, i.e. villains wear black, are male; princesses wear dresses and carry wands; teenagers hang out at malls in groups and can't be trusted)
- d) What are some examples your group suggested?

Group 2 - Media Intentions

- a) What does “intention” mean?
(Look up in dictionary and copy in your own words.)
- b) What are the motives for media?
(to inform through newscasts, documentaries, magazine articles, etc., to sell a product through advertisements, print billboards, etc., to sell an idea through political broadcast, charity telethons, etc., to entertain through sitcoms, soaps, comic books, video games, etc.)
- c) Who pays for the media?
(companies who promote products, taxpayers through public television (TV), everybody does every time we buy something advertised in the media. We are paying for the production costs, music, videos, actors, sets, costumes, etc.)

Group 3 - Violence in the Media

- a) There are certain messages that the media teaches us. (good wins over evil, men are strong, intelligent and usually heroes, violence is “OK” in sports, violence is an option for solving problems)
- b) What types of violence do we see in the media? (yelling, put-downs, name-calling, dumping, fighting, pushing, shoving, intimidation, blood, gore, explosions, crashes, etc., video games – killing to get to the next step, music – words are offensive, women are portrayed as “victims”)

Group 4 - Characters in the Media

- a) What do they look like? (thin, attractive, successful, healthy, white, youthful, older men are seen as “distinguished”, older women are often replaceable)
- b) What does that tell you about how the media thinks we “should” look? (thin is best, trendy clothes, make-up and hairstyle “make” the person, people look successful and wealthy, people should be physically active, young people have flawless skin, perfect hair)
- c) As a result of this, what do media personalities do to their bodies to “fit” this role? (plastic surgery, such as, facelifts, liposuction, etc., eating disorders such as anorexia and bulimia.)

Group 5 - Content in the Media

- a) What are we watching between 4 and 10 p.m.? (soap operas, cartoons, news, documentaries, sitcoms, talk shows, sports)
- b) Give an example of each type of program (genre) you watch.
- c) Discuss whether you think these programs are appropriate for your age level. Why or why not? Does the program contain: violence, “real life” situations, offensive language or behaviour, “romantic” relationships?
- d) Think about other forms of media (magazines, music videos, radio programs, billboards, video games, etc.) Ask yourself the same questions as in (b).

REFLECTION AND CLOSURE

- Debrief as a large group by asking: Which of the topics do you think was the most important one for children your age to discuss? What role do you think your parents could play in helping you to understand the media and its messages?

THE NEXT STEP

Integrated activities to reinforce this learning focus throughout the year.

- Picture Perfect (Art). Visit an art museum/gallery or bring in samples of art and apply principles of critical viewing.
- A Moving Message (Language/Art) Create a bumper sticker that encourages responsible viewing habits (e.g. “Do You Know What Your Kids are Viewing?”, “It’s 9 o’clock – Do You Know What Your Kids are Listening To?”)
- The “Real Thing” (Drama). Present the commercial prepared in the lesson at the Community Information Session.
- What’s Happening? (Math). View several ads (print and television). Make a chart to tally the following:
 - target audiences
 - number of violent acts
 - forms of biasShare and discuss what they learned from the experience. Present at the Community Information Session.

COMMUNITY CONNECTION

Contact the local police department to find out statistics on community violence, violence by gender, etc.

ASSESSMENT AND EVALUATION

As these combined lessons address many expectations, assessments and evaluations for the Follow-up Activities have also been included.

Formative Assessment 1

Prepare a Peer Group Checklist, to assess the following criteria:

Did the presenter:

- Use effective openings and closings by asking questions and summarizing key points?
- Present the information in a focused and organized manner?
- Follow the directions as explained by the teacher?
- Speak clearly when making presentations?
- Provide opportunities to discuss questionable strategies?

Formative Assessment 2

Create an Anecdotal Self Reflection Sheet for individuals to complete at the end of the jigsaw portion of the lesson. Open ended questions may include:

- One thing I learned about presenting information to a group is _____.
- One thing I need to improve on when I present to others is _____.
- One thing that I liked about this activity was _____.

Summative Assessment 1

Design a "Fill in the Blank Quiz", for students to complete at the end of the lessons, to test their knowledge of the content.

Questions may include:

- Two kinds of stereotyping used by the media are:_____.
- Two purposes for media advertising are:_____.
- Two examples of media violence we see are:_____.
- Two words to describe the appearance of the characters in most media productions are:_____.
- Two genres (types of programs) we watch are:_____.

Summative Assessment 2

(The Next Step)

- a) Picture Perfect (Art) – After visiting the art museum, prepare a thank you letter to your guide, including the following information:
 - What was the purpose of the trip?
 - What did you learn about various forms of art?
 - What critical viewing tips for art appreciation have you learned?
 - Create a rubric to assess the Levels of achievement for the above.
- b) A Moving Message (Language/ Art). Create a Peer Assessment Rating Scale to assess the bumper stickers according to the following criteria:

On a scale of 1-4 (using Ministry of Education Levels of Achievement), rate the following:

- Clarity of the message
 - Visual Appeal
 - Impact on the audience
- c) The Real Thing (Drama). Invite the audience from the Community Information Session to comment on the effectiveness of the presentations, in anecdotal form.
 - d) What's Happening? (Math). Develop a Class Rubric for a Teacher, Peer and Self Assessment to identify the Levels of Achievement and performance indicators to assess the graphs according to the following:
 - organization
 - clarity
 - interpretations

Note: the remaining lesson plans, evaluation forms and resources will be published in the next edition of the ETFO Voice. What follows is the Community Session outlined for future planning.



Preparing for the Community Session

TEACHER'S ROLE

- Inform School Council of the session and request their support for and role in the session.
- Organize speakers for panel discussion (community services officers, local media personality, social services, trustees, MPs, MPPs, prevention specialists). Be sure to provide in advance an overview of the unit and the expectations for their participation in the panel discussion.
- Verify date, location.
- Organize student presentations.
- Prepare agenda.
- Order refreshments.

STUDENTS' ROLE

- Create invitations for parents, guests.
- Prepare and present information.
- Decorate the facility.
- Prepare thank-you notes.

SCHOOL COUNCIL ROLE

- Promote community session.
- Supply refreshments.
- Take an active role in the presentation.

TIPS FOR SUCCESS

- Inform administration to get support.
- Send the unit notification letter home prior to the commencement of the unit and encourage on-going family participation.
- Consider asking community service groups, organizations, etc. to provide a meeting

place other than the school (e.g. Lion's Clubs, Optimists, Community Centre Co-ordinators, Community Library).

- Advertise the event in the local paper, radio, stores, community centre, etc.
- Encourage the design and use of overheads by all presenters (including students).
- Use of student presenters as facilitators, panel moderator, introductions, thank yous.
- Include the School Council from the beginning.
- Decorate the facility with students' work from the unit.
- Invite local media for coverage of the event.
- Suggestion: Teachers may want to review the evaluation comments prior to sharing them with the students.

Community Information Session

DRAFT AGENDA

	Timeline
(approximately 1 hour)	
1) Welcome (student, parent council representative or school administration)	5 min.
2) Overview of the Unit and Community Session	2 min.
(i) Introduction: We have been studying the impact of media on viewers. Students have prepared presentations which reflect their learning. As a result of this, we have created an "Action Plan" to share with you tonight.	
(ii) Outline the objectives on an overhead: Through the overall unit objectives students have: • developed media literacy skills which have enabled them to critically analyze advertising campaigns and programs that condone and/or promote violence against women and children; • learned how to make educated decisions about media consumption; • learned to internalize positive role models as portrayed in the media.	3 min.
3) Student Presentations:	20 min.
(i) Results of data survey from "Watch It!" and "Media Messages"	
(ii) Media messages and commercials from "Media Messages"	
(iii) "One minute reflections" from "So What!"	
(iv) "Dear Sibling" letters or "Positive Role Model" ads from "Now What?"	
4) Panel Discussion (Invited Guests): Five minute presentations on suggested topics:	20 min.
(i) Impact of violence in the media	
(ii) A parent's point of view	
(iii) A student's point of view	
(iv) Positive community action that addresses "What can we do?"	
(v) Responsible advertising	
(vi) Responsible entertainment	
5) Closure:	10 min.
(i) Questions for the panel	
(ii) Student presentation of Action Plan which includes critical viewing skills and presentation of Responsibility Award from "Now What?"	
(iii) Reflection and Evaluation Sheet (to be completed by all)	
(iv) Thank You	
6) Refreshments	

What do today's teenagers think about gender equity and job equity?

Jobs, Gender and Today's Teenagers

Bob Abrahams



Here are some hoary old myths:

- High school and university education should not be wasted on girls.
- Women should not be expected to enter the fields of science, medicine, law, or engineering.
- Women do not deserve equal pay with men because women are usually supplementary wage earners.
- Women usually become pregnant and leave. It's a waste of time and money to train them.
- A woman cannot be expected to do a man's job.
- A lot of men would not work for a female boss.
- A lot of unemployment among men is due to women in the labour force.

These ideas are no longer politically, economically and/or socially correct. Today,

we support equal opportunity and equal pay for work of equal value. We oppose discriminatory hiring. Yet, what do today's teenagers think about gender equity and job equity? I decided to investigate. I asked a group of Grade 8 students and two groups of Grade 7 students for their thoughts on these issues.

Some of the results of this admittedly unscientific poll were shocking, particularly after all we have tried to teach our students about gender equity and non-discrimination.

Personality characteristics

More girls than boys said being: ambitious, kind, passive, timid, assertive, sensitive, boastful, tough, gentle, loving, rational, (continued on page 34)

Boys were more likely to say that being an engineer, forest ranger, mechanic, pilot, and surgeon were male occupations.

and emotional were "gender free" characteristics. In one class, a minority of the girls classified these as "gender relevant" characteristics. A majority of the girls ascribed qualities such as passivity, dependence and aggressiveness predominantly to women.

Boys were more gender specific. They were apt to ascribe adjectives such as: boastful, strong, daring, forceful and dominant to men. Boys were more apt than girls to ascribe characteristics such as: loving, aggressive, submissive, kind, passive, forceful, dominant, and tactile to women. On the other hand, girls were more likely than boys to say that assertiveness, changeableness, dependency, and sensitivity were male characteristics. Students who responded that these personal characteristics were neither predominantly feminine nor masculine, were girls.

When it came to classifying various occupations as being either masculine, feminine or gender neutral, in one of the three classes more boys than girls classified these occupations as gender neutral. In the other two classes, the majority of gender neutral respondents were girls.

For example, boys were more likely to say that being an engineer, forest ranger, mechanic, pilot, and surgeon were male occupations. In two of the classes, a majority of girls agreed with the boys. Boys were more likely to classify interior decorator, pre-school teacher, social worker, librarian, hair stylist, nurse, and veterinarian as female occupations.

Girls were more likely to classify all those occupations as gender neutral. However, if a student indicated that forest ranger and surgeon could be feminine occupations, that student would be female. In addition, if a student were to describe veterinarian, interior

decorator, social worker, and surgeon as predominantly male occupations, that student would be female.

From the small number of students surveyed, I concluded that more young girls than boys have accepted the idea that "you can be anything you want to be." Boys are more likely than girls to classify various personality characteristics and occupations as being gender specific. Girls were much more likely than boys to say, and to believe, that personality characteristics and various occupations can be classified as belonging to, or open to, both sexes.

As we enter the new millennium, we are approaching a more aware and accepting society, but we still have a way to go.

Bob Abrahams teaches grades 7 and 8 at W. J. Watson Public School, Keswick.

Child Abuse: Duty to Report

Q: How do the recent changes to the Child and Family Services Act affect me as a member of ETFO and my Duty to Report Suspected Abuse?

A: The responsibility to report to the Children's Aid Society (CAS) regarding students who are suffering abuse or at risk of suffering abuse based upon reasonable grounds, applies to every person who performs professional or official duties with respect to children. This includes teachers, school principals, social workers, operators or employees of a day nursery, youth recreation workers and service providers who perform duties with children. The Act applies to all members of ETFO.

The amendments include changes in the following areas:

Neglect

The definition of a child in need of protection has been expanded to include suspected neglect as reasonable grounds for a member to suspect that a child may be in need of protection and that a report should be made to the CAS. The legislation requires reporting a "pattern of neglect in caring for, providing for, supervising or protecting the child." These terms remain undefined and it will likely be a matter for the individual judgement of the member to determine what constitutes a "pattern of neglect."

Risk

The definition of a child in need of protection has also been expanded to include if a child is at risk of suffering physical abuse or harm due to neglect by the person having charge of the child.

Duty to report directly

A member must personally make the report to the CAS not through the school principal or vice-principal.

Ongoing duty to report

There is also an ongoing duty to report additional suspicions. Each additional situation involving "reasonable grounds to suspect" must be reported even if a previous report has been made with respect to the same child.

Failure to report can result in a conviction subject to a fine of up to \$1,000. Members of ETFO should be familiar with Board policies and protocol regarding suspected child abuse. These policies must be consistent with the legislated changes to the Child and Family Services Act.

A member has a duty to report if they have reasonable grounds to suspect:

- that a child (16 years or less) has suffered physical harm caused by the person having charge of the child resulting from improper supervision, care, protection or neglect;
- that there is a risk that a child is likely to suffer physical harm inflicted by the person having charge of the child that might be caused by improper supervision, care, protection or neglect;

- that the child has been sexually molested or exploited or might be at risk of this;
- that a child requires medical treatment to alleviate physical harm and the person having charge of the child does not consent to the treatment;
- that a child has suffered emotional harm demonstrated by serious anxiety, depression, withdrawal, self-destructive or aggressive behaviour and delayed development;
- that a child has suffered emotional harm and the parent or person having charge of the child refuses to consent to treatment;
- that there is a risk of emotional harm;
- that a child has been abandoned;
- that a child has killed or seriously injured another person or has damaged someone else's property and the person having charge of the child does not seek services or treatment; and
- that the above actions are the result of inadequate supervision of the child or were encouraged by the person having charge of the child.

ETFO Stewards and Local Presidents have already received the complete wording of the changes to the Child and Family Services Act Sections 37 and 72.

For further advice and assistance contact Professional Relations Services (PRS) 1-888-838-3836 or 416-962-3836.

Joining a committee is one of the many ways you can make your voice heard and help to build our new federation

Celebrating ETFO's Standing Committees

The Elementary Teachers' Federation of Ontario (ETFO) has 19 Standing Committees, all of whom are seeking active, committed participants. Joining a committee is one of the many ways you can make your voice heard, help to build our new federation, and have an enjoyable experience working with other ETFO members in an area that interests you.

Committees seeking applicants are:

- Aboriginal Education
- Annual Meeting
- Anti-Racist Education
- Awards
- Collective Bargaining
- Curriculum/Professional Development
- Early Years
- Education Support Personnel
- Gender Equity
- Human Rights
- International Assistance
- Occasional Teacher
- Occupational Health and Safety Committee
- Pension

- Political Action
- Positions of Added Responsibility
- Professional Relations
- Status of Women
- Teacher Education/ Faculty Liaison

Applications for Standing Committees are reviewed by the Selection Committee for Standing Committees, which then recommends committee members to the Executive for approval. The Selection Committee is chaired by ETFO Vice-President Emily Noble. The Selection Committee is elected at ETFO's Representative Council. Membership is open to Representative Council delegates only.

Generally, all the Standing Committees have five members and an assigned staff officer. All committees also have an Executive member with whom to liaise. Committees meet twice a year in Toronto and hold one teleconference. All expenses related to participation on committees

are paid by provincial office. For more information on ETFO Standing Committees, contact Emily Noble, Vice President, or Sharon O'Halloran, Executive Assistant, at Provincial Office.

ETFO also appoints representatives to Standing Committees of the Ontario Teachers' Federation (OTF).

OTF Committees seeking members are:

- Curriculum Forum
- International Assistance
- Ontario Teachers' Insurance Plan (OTIP)
- Pension Adjudication
- Qualifications Evaluation Council of Ontario (QECO)
- TVOntario Awards

Contact Susan Swackhammer, ETFO's First Vice-President, for more information on OTF Committees.

Applications for both ETFO and OTF committees were included in ETFO's February mailing to School Stewards. Completed applications were due at the provincial office by April 6.



The International Assistance Committee recommends candidates for CTF's Project Overseas and develops other international initiatives.



The Human Rights Committee displays ETFO's "We're Erasing Prejudice For Good" curriculum.



The Occupational Health and Safety Committee works to ensure workplace safety.



The Gender Equity Committee promotes action on gender issues in federation and the larger community.



The Early Years Committee assists the development of ETFO's new early years resource document.



The Status of Women Committee ensures women's issues are kept in the forefront.



The Political Action Committee reviews ETFO's "Take Action!" Materials.

Cross Panel Collaboration **the**
**Mentoring
Project**

by Donna Bailey, Claudette Johnson,
and Laurie Letourneau

Photo (right) Claudette Johnson.
Story photos by Brian Pickell



Eight years ago, the Peel Board of Education approved the Black Mentoring Project as a proactive step toward addressing cultural diversity and assisting with the development of literacy among high-risk students.

Twice a month, or more, teachers, administrative and support staff at Elmcrest Public School meet to discuss how to meet the needs of students at the school. These team meetings, called In School Review Committee meetings (ISRCs) always end with the same concerns. How can a school, which has identified 45% of its population as requiring modifications to a regular classroom program, meet the diverse needs of all those students, given the resources and staffing at their disposal? It's undoubtedly the same question on the minds of many administrators across the province. With funding formulas that provide staffing based on the number of students, rather than on the degree of needs with a school, some boards and schools are unfortunately at a disadvantage. At the same time, the unforgiving and fast paced demands of our reformed education system make extra support for our most vulnerable students even more important.

With this in mind, In School Support teachers Laurie Letourneau and Terry Miller, in collaboration with the school principal, Debra Powell, began to look at creative ideas to address challenges, and one of the ideas that took flight was that of recruiting local secondary school students to mentor elementary students. They didn't have far to look for their model. The school had partnered previously with Clarkson Secondary School on a mentoring project, which had, eight years ago, taken a proactive step toward addressing the cultural diversity and assisting with the development of literacy among high-risk students. At that time, the Black Mentoring Project paired elementary students of Caribbean backgrounds with similar high school students. The project, initiated by Donna Bailey,

at that time the Cross Cultural Literacy Consultant with the Peel Board, and Claudette Johnson, a guidance teacher at Clarkson Secondary School, had the following social, cultural and academic goals:

- to supplement the classroom literacy and social experiences;
- to make the curriculum relevant and meaningful; and
- to teach the students about their own history through literature.

The first two goals of the Black Mentoring Project were directly in line with the aims and objectives of the current Elmcrest-Clarkson Mentoring Partnership, and the desire to address the diverse needs of Elmcrest students was the same. Today, with a new direction to the mentoring idea, Elmcrest students from a variety of backgrounds are being mentored by secondary students from Clarkson.

Small beginnings

Jamaican-born Kevin was the first elementary student to participate. A grade 3 student, Kevin came to Canada in 1990. Over the next two years, he began to fight in the schoolyard and gradually withdrew from classroom activities. His teacher expressed concerns about his academic progress, his behaviour and some unsettling changes at home. There were fears Kevin would not cope with Grade 4.

In June, 1992, at an In School Review Committee (ISRC), Bailey suggested contacting Clarkson Secondary School to ask for a black student who would be willing to spend time with Kevin during the summer. Dwight, a Grade 12 student at Clarkson, was selected to work with Kevin on issues of identity, *(continued on page 40)*

the Mentoring Project

“Treating everyone equally does not mean treating everyone in the same way... we need to treat some students differently if we are to redress the basic inequality which is part of the education and social system.” **ENID LEE, LETTERS TO MARCIA**

Cross Cultural Communications Centre, Toronto, 1985

self-concept, and on his need to develop more positive adaptations to the school system.

Dwight had come to Canada from Jamaica when he was in Grade 7. He was already committed to summer school and band practice, but volunteered to spend time over the summer with Kevin. Meeting at the Public Library twice weekly, Kevin and Dwight wrote journals and combined listening and talking with reading, playing cards, and listening to rap music. In September, Kevin returned to school with an improved sense of self-confidence, self-control and a greater willingness to take risks and engage in meaningful activities.

The project expands

The success of this mentorship prompted Bailey and Johnson to expand the program. That winter, two of Dwight's peers assisted two younger black students.

In the summer of 1994, the Black Mentoring Program was expanded again. With the help of a grant from the Ministry of Education and Training, three Caribbean-background high school students were hired to work on a daily basis with 12 black elementary students for a five-week period.

That Fall, 20 Afro-Canadian secondary students already meeting regularly after school to discuss issues affecting their lives inside and outside of school, were invited to participate in the Black Mentoring Project. When they heard three of their peers talk about their involvement in the summer mentoring program, they were interested.

Elementary resource teachers Jim Giles and Adam Peer, provided valuable training and ongoing support for the high school students. Their Field Office also supplied books, materials, and funded two excursions. Paul Lamont, Peel's Co-ordinator of Computer Services, supplied a computer and software.

This time, younger students from Clarkson's four elementary feeder schools were matched with older students who met with them once a week after school to serve as positive role models. Teachers provided training and support at the high school and the student mentors helped each other during after school workshops. Training sessions centred on reading strategies, conflict resolution, group skills, and computer skills. A black history library was made available to the mentors to foster a more positive attitude towards reading and literature in their young charges.

“We knew equity issues were crucial to the lives and success of the students.

Continued training and support were necessary for staff and students, so that the knowledge and attitudes we communicated better reflected the students we taught, and better reflected our changing communities,” said Bailey.

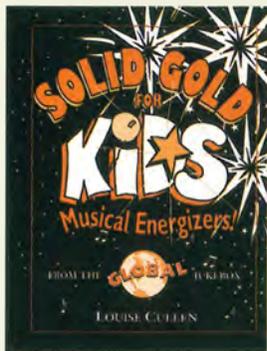
In July 1995, two adults coordinated the Summer Black Mentoring Project. Under a further grant from the Ontario Ministry of Education and Training, classroom space and computer lab access were provided for four black high school students who were hired for five weeks to work with 21 black elementary students to address literacy and social/personal skills. Black history became an important element in the program. The climax was a dramatic presentation about black history, given by the students to their parents.

Both elementary and secondary teachers as well as the students who participated in the program and their parents agreed the Black Mentoring Project was a huge success and made a positive contribution to both “at risk” children and their mentors.

“Claudette's work in creating a structure and affirming the experiences of the high school students was and is an invaluable (continued on page 42)



Solid Gold for Kids: Musical Energizers from the Global Jukebox



Louise Cullen

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To complete the picture, "Solid Gold for Kids" was written by Louise Cullen, a consultant with the Toronto District School Board and a course director/lecturer at the University of Toronto and York University. As one of ETFO's Presenters on the Road, Louise is highly acclaimed for her workshop designed to help classroom teachers deliver music across the curriculum.

Bill Nimigon is the Central Coordinating Principal, Elementary Curriculum and Instruction, Toronto District School Board.

the Mentoring Project

"Culture influences learning. The way learners respond to curricular input is shaped by the cultural environment (cultural norms and values) from which the individuals have come... We are not all the same; neither across nor within cultural lines."

Patricia Davidman, *Education Update, ASCD, Vol 37, No 3, March 1995*

dimension of the project's success," says Bailey. "This dimension, which is invisible to the outside observer, provides the scaffolding in which the energy of the project flourishes."

In spite of this, some teachers and parents believed the program favoured black students, and was thus "not fair".

The current mentoring partnership

In 1999-2000, 18 secondary school students have volunteered their time to make one or two weekly visits to mentor at Elmcrest. These students became mentors after Johnson and Clarkson's vice-principal drew up a list of candidates in October. Originally, the plan was for Elmcrest to take advantage of the new Ministry requirement that secondary school students complete 40 hours of community service. Letourneau met with Johnson to draw up a list of candidates. Then Letourneau and Miller interviewed the candidates to determine their degree of commitment to the program and the children at the school. Interestingly, while the idea of secondary school students completing community service credits in elementary schools remains sound, the students who enlisted in the program were predominantly grade 12 and OAC students who did not have to fulfill that requirement. They volunteered willingly.

"It's a win-win situation all round," says Miller. "The secondary students gain valuable employment related skills and the younger students benefit from their friendship and leadership. And, of course, it's terrific to see just how great our teenage and young adult kids can be."

Every week, the younger students look forward to the visits from their big buddies. The mentors arrive, check agendas and reading records and spend time with their buddies just getting to know them better, participating in gym and recess activities with them, and sitting down to eat lunch with them in their classrooms. One



of the mentors made a surprise weekend visit to his buddy's hockey game. Another has inspired eight grade five students to create personal web sites on topics of study by teaching them HTML and having them teach one another. At holiday time, all of the older buddies came to bring greetings.

These committed mentors provide positive role modeling for Elmcrest students. They have made a special mark in the lives of many children and have helped to fill in some of the gaps by supporting the role of teachers and parents who are challenged to meet the needs of their children in these increasingly stressful times.

Says Bailey, "Today, the unforgiving and fast-paced demands of our 'reformed' education system make extra support for our most vulnerable students even more important. The mentoring project, through all its evolutionary phases, continues to make a difference."

Claudette Johnson is a Guidance Teacher at Clarkson Secondary School, Mississauga.

Donna Bailey is an ESL/ESD and Support Teacher at Middlebury Public School, Mississauga. Laurie Letourneau is Acting Vice-Principal of Elmcrest Public School, Mississauga.

The authors are grateful to Joanne Twist, Program (Guidance) Coordinator, Peel District School Board, for her support in identifying and applying for the Jobs Ontario Youth Summer Grants, which made the summer programs possible.

Putting the Cards on the Table

Though it is now over two years since the ill-named "Education Quality Improvement Act" came into effect, round one of bargaining under the new rules is not yet complete for ETFO members. Five occasional teacher locals – Lakehead, Thames Valley, Avon Maitland, Trillium Lakelands and Upper Grand are still without settlements. Of these, Thames Valley is currently in provincial takeover.

Nevertheless, bargaining for the next round is already very much in the air and underway.

Rumours abound – rumours of pending legislation, of the content of upcoming funding announcements, of master plans for bargaining by government and by school boards. At the ETFO provincial office, a certain amount of rumour-monitoring is the unavoidable corollary to this rumour-mongering. Far more important, however, has been the formulating of ETFO's own provincial strategy for the coming set of negotiations.

There should be no illusions

about the challenges which the next round poses. The funding crisis for the system is real. Neither, however, should there be any mystery about what is required in negotiations at »the local level, nor about the contractual gains which are both desired –and deserved— by ETFO's 70,000 hard-working members.

The last round left us, despite the funding crunch and despite the chaos of amalgamation and Bill 160, with solid collective agreements *(continued on page 44)*

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Putting the Cards on the Table

upon which to build in the coming years. The ETFO strategy is, quite simply, to do just that. Anything less would be a betrayal of the thousands of members whose dedication and sacrifices have brought ETFO, collectively, to this point.

Notice periods for opening negotiations now vary considerably from collective agreement to collective agreement. In some Locals, notice to bargain has already been served. In others, this will occur over the next three months. All locals, however, are being advised to "stay the

course" and stay on track with preparations for bargaining.

Regardless of their negotiations with other bargaining units, school boards need to be put on early notice that ETFO members have their own issues in bargaining. ETFO will neither lower its expectations, nor accept leftovers. Employers must be made to understand that contract strips will not be entertained, that ETFO Locals will not roll over and play dead. Salary increases will be tabled, as will improvements in working conditions and rights issues.

Over time, and board by board, bargaining patterns will emerge. Will the settlements be identical? No – circumstances of individual boards vary widely. Nevertheless, establishing strong settlements early on in the process is key. It wasn't easy last time and it won't be now. It may take the full weight which the collective bargaining mechanism is capable of bringing to bear. But if this is necessary, so be it. We haven't come this far over these difficult three years just to abandon our commitment, and our ideals.

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A nuisance pest, a toxic problem

Head lice are often considered a simple nuisance problem. Teachers, staff, children and parents at an elementary school in northwestern Ontario beg to differ.

A head lice epidemic lasting the entire 1998-99 school year became a community health issue and impeded the education process. Toxic pesticides found in many treatment shampoos along with the stress and anxiety that mounted throughout the ordeal were just two of the concerns raised by those affected.

Rosanne Iland, a member of ETFO, and the Algoma District School Board Joint Health and Safety Committee, was first infested with head lice in early September. "Being environmentally conscious, I was, and remain, well aware of the health risks associated with pesticides used in standard treatment shampoos." Still, hoping this was a one-time incident, she proceeded to treat her hair. Not long after, she became reinfested.

Frustrated and increasingly concerned for her health and that of others, she shared her experiences with co-workers and obtained concrete toxicity information from the Workers Health and Safety Centre. Additional information about safer treatment methods including pesticide-free shampoo was later obtained from the Workers Centre. After breaking the silence, others were quick to admit their experiences and concerns.

Head lice is not uncommon

in school settings. Close contact amongst children and staff provide ample opportunity for the transfer of these wingless parasites from infested hair to a new unsuspecting host. School staff and administrators knew that, to curtail the ongoing infestation, they would need parents to understand their role in stopping this epidemic.

On numerous occasions in the fall of 1998, letters were sent home informing parents of the lice problem, along with some basic information about lice and nits and various methods for treatment and effective removal. The problem persisted however.

Along with Principal Christine Thomson, Iland and other staff increased efforts to educate parents through additional written materials and face-to-face discussions. "An important part of this process was to help parents get beyond the embarrassment and stigma associated with head lice," says Iland. "Beyond this, we needed them to commit to effectively treating their children before they returned to school."

Over time, stress and anxiety became a problem for many including the students. Children were shown educational videos to help them understand the head lice issue and, more importantly, to reassure them they were not to blame for the epidemic.

The frustration of parents and staff also became more and more obvious. "Missed class

time, the costs of treatment shampoo, ongoing exposure to pesticides, and the overall impact the situation was having on their home life were just a few of their concerns," explained Elizabeth Deakende Groot, an ETFO member teaching at the school. "The whole ordeal became quite a nightmare for us all...it just wouldn't end."

Efforts continued to help control the spread of head lice. Primary students were asked to place jackets, sweaters and other outdoor clothing in clear plastic bags upon arriving at school. Headphones were eventually removed from the computer lab. A public health nurse and nursing students were brought in to help check students for head lice. More detailed instructions were sent home outlining steps to mechanically remove nits and lice. When done with meticulous care, it can be very effective and obviously non-toxic.

The school finally issued a no-nit policy. Among many other aspects of this policy, students would not be readmitted to school or even allowed to board school buses until they were lice and nit-free. The ongoing campaign to educate parents and the introduction of this policy seemed to pay off near the end of the school year. The crisis subsided.

With the 1999-2000 school year well under way, only a few cases *(continued on page 46)*

OTF Report



Barbara Sargent, President of OTF and ETFO's OTF Table Officer

In January, 1999, OTF brought all the local presidents of the Affiliates together to talk about OTF's Strategic Framework. The goal of that framework is to build support for excellent publicly funded elementary and secondary education in Ontario and to position ourselves as stewards of quality and accountability.

Three of the Affiliates of OTF have agreed to work in solidarity on "2000 and Beyond" – the name we have given to actions that support the framework. We are cooperating for the common good of Ontario's publicly-funded education system and to enhance the collective strength of the Affiliates in cooperation with OTF.

On February 4, 2000, we brought together the local presidents of AEFO, ETFO and OECTA to discuss the next steps and to preview the

"Great Expectations" campaign that ran through February and into March.

As President of OTF, I have just returned from a two-week media blitz of the province. Along with Lise Routhier-Boudreau, President of AEFO, Phyllis Benedict, President of ETFO, and Jim Smith, President of OECTA, we have visited media in communities across Ontario. We have been reinforcing the messages of the billboard, transit shelter, poster, brochure and political lobbying campaign: Everyone has a role in improving publicly funded education. If parents, teachers, communities and the government play their parts, we can improve our schools.

We are also asking our members to support this campaign. Speak positively about publicly funded education whenever and wherever you can. Check the brochures for more ways you can help.

We hope this campaign will bear fruit. We believe it has a chance. We know we have great teachers. We have great expectations for the publicly-funded system. We must do everything we can to ensure we have the government support we need for the great results we know are possible.

A nuisance pest

have been reported by parents. In each case, parents have reported the incident and children were returned to school lice and nit-free. "Still, the experience of last year remains embedded in my mind," explains Iland. "I believe we, along with parents, are in a better position to help control the spread of head lice."

Editor's Note: In conducting their research on safe removal of head lice the Workers Centre found that one of the simplest recommended methods originated in common household products.

Pediatrician Moshe Ipp of Toronto's Sick Children's Hospital prescribes a 50:50 solution of mineral oil and vinegar. Massage it into the hair, cover for one hour with a shower cap and then shampoo out with regular shampoo. This treatment can be repeated as often as needed. The vinegar detaches the nits from the hair shaft while the oil suffocates any live lice and makes for easy and smooth combing out of any detached nits and dead lice. Dr. Ipp claims 100 per cent success using this process. "It has been a lifesaver for our parents who are beside themselves after unsuccessfully using repeated courses of potentially toxic therapeutic shampoos," says Dr. Ipp.

Later this Spring the Workers Centre will produce a hazard bulletin on safe lice removal. Meantime, if you have a question on this issue or any other call 1-888-869-7950 and ask to speak to a training service representative or visit their web site at www.whsc.on.ca.

Reprinted with permission from "At The Source" Fall 1999 edition, published by the Workers Health and Safety Centre, Toronto. www.whsc.on.ca

Calendar of Events

March 31 - April 1 TORONTO

The Kindergarten Years Conference.

Contact: Jim McMahon or Nancy Wannamaker, ETFO
Tel: (416) 962-3836/
1-888-838-3836
email: jmcMahon@etfo.org
nwannamaker@etfo.org

March 30, 31, April 1 TORONTO
Languages – Ticket to the 21st Century!

Contact: Evy Millan or Lisa Moore
Tel: (705) 748-6644 (Evy)
Tel: (905) 681-2143 (Lisa)
e-mail: omIta@idirect.com

April 12-14 TORONTO

Educational Staff Development Council of Ontario – “Making Change Happen” – Success Starts with You.

Toronto Colony Hotel
Contact: Karen Lutz
(416) 396-2158
email: kflutz@interlog.com

April 19-20 NIAGARA FALLS

Grade 5: The Curriculum Challenge Conference

Contact: Jim McMahon, ETFO
Tel: (416) 962-3836/
1-888-838-3836
email: jmcMahon@etfo.org

April 28-29 TORONTO

Financial Management for Women.

Contact: Jennifer Mitchell, ETFO
Tel: (416) 962-3836/
1-888-838-3836
email: jmitchell@etfo.org

April 28-29 MARKHAM

Primary Learning Conference - “Catch the Rainbow 2000”.

Contact: Sharon Hamilton
Fax: (905) 478-1536
Website: www.inforamp.net/~wrichter/

April 29 TORONTO

The Design & Technology Teachers of Ontario Conference 2000

Contact: Rick Kirkpatrick
Tel: (519) 673-1080
email: rickkirk@enoreo.on.ca

April 30-May 2 P.E.I.

Capsle 2000

Tel: (905) 873-7414
Fax: (905) 873-0662
email: capsle@aztec-net.com
Jim Blanchard, Chairperson
Tel: (905) 569-4157

May 4-6 COLLINGWOOD

Curriculum 2000 – Beyond Horizons

Contact: <http://mariposa.scasb.on>

May 4 – 6 TORONTO

ECOO 2000 Conference

Contact: Chris Forsythe
Tel: (905) 773-3981
Fax: (905) 773-6963
Website: www.ecoo.org

May 6, 7 WATERLOO

Ontario Society for Environmental Education Conference 2000.

Contact: Carolyn Pearce
Tel: (519) 743-1234
email: carolyn_pearce@wrdsb.edu.on.ca

May 10 - 13 OTTAWA

The Art of Mathematics Assessment-Reform-Technology 27th Annual OAME Conference

University of Ottawa
Contact: <http://oame2000.magma.ca>

May 11, 12 TORONTO

EQUITY IN THE CLASSROOM.

York University
Contact: Marlene Richman
Registration \$125
Tel: (416) 736-2100, ext. 40204
Fax: (416) 736-5416
email: mrichman@yorku.ca

May 17-20 P.E.I.

CCA Conference 2000:

Looking Back – Thinking Forward, A Bridge to the Third Millennium.

Contact: Daphne Campbell
Tel: (902) 368-1177
Fax: (902) 894-7887
campbed3@colonelgray.edu.pe.ca

May 26-27 HAMILTON

“Educating Today for Equity Tomorrow” – A Conference for Concerned Educators

Contact: Kelly Hayes, ETFO
Hamilton-Wentworth
Tel: (905) 318-2773
Fax: (905) 318-2550
e-Mail: hwetl-pr@interlynx.net

June 1-2 BARRIE

Science Coordinators & Consultants Assoc. of Ont. Spring Conference

Contact: Lisa Mylchreest,
Vice Chair SCCAO
Tel: (905)890-1010 ext. 2552.

June 10-13 VANCOUVER

Interaction 2000 – Pulling Together The Network – Interaction for Conflict Resolution

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email: pyoung@nicr.ca
www.nicr.ca/i2000.

July 15 -22 NEW BRUNSWICK

Huntsman Marine Science Centre Summer Institutes

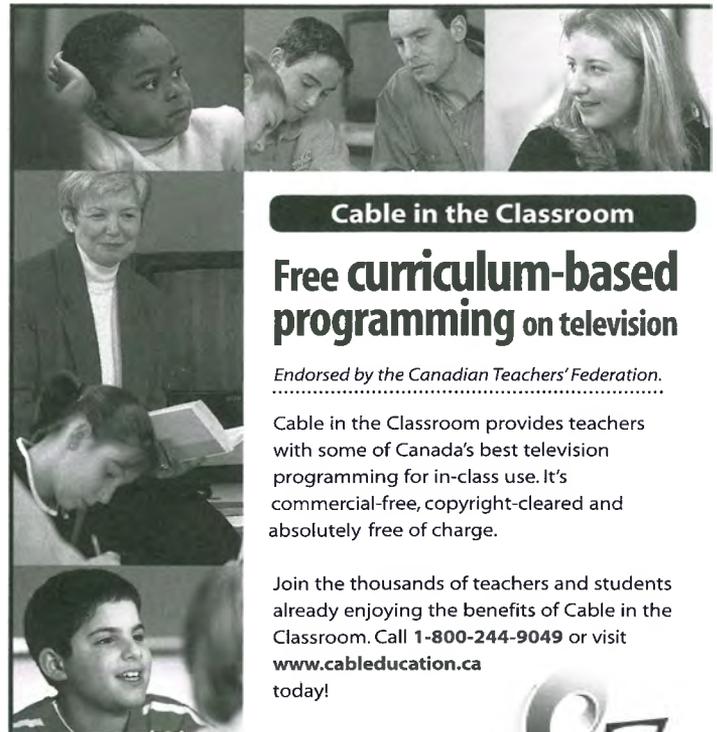
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Fax: (506) 529-1212
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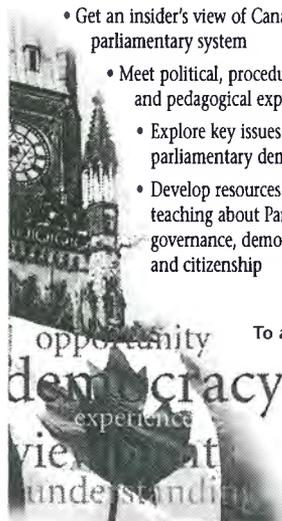
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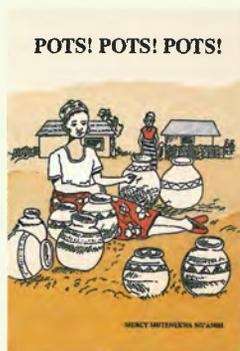
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PRIMARY SPECIALISTS TORONTO NORMAL SCHOOL 1950.

50th reunion luncheon - Thursday, May 25, 2000. Contact: Joan Staples Cox (416) 488-9190 or Marion Sharp Venables (416) 447-5012.

This publication accepts classified advertising at \$1.50 per word for ETFO members; \$2.00 for non-members. Minimum charge: \$20.00 plus GST; maximum 60 words. For information call (416) 962-3836 or 1-888-838-3836.

International Assistance



African Book Development Project

At its meeting in January, ETFO's Executive decided to join the Canadian Teachers' Federation (CTF) in supporting a small but important program in Africa.

Begun in 1996, the Book Development Project is a cooperative effort between CTF and the Pan African Teachers' Centre (PATC). The purpose of the project is to develop appealing, authentic and affordable supplementary storybooks for African students.

Canadian and African workshop leaders work collaboratively designing training sessions for emergent teacher/writers from around the continent. Teachers from both francophone and anglophone countries have been represented in the workshops. To date, approximately 128 teachers (97 women and 31 men) have been trained as writers. This

results in uniquely African stories that tell about people, places and events that make sense to African students. These stories are then illustrated and published as small books.

The books are produced on a printing press located at the PATC office in Lomé, the capital of Togo; Education International's (EI) Regional Office for Africa is also located in Lomé. The press was a gift to PATC from CTF. To date, 16,570 books have been published and enjoyed by students from Swaziland to Ghana.

After the workshop, the teachers return to their respective countries as resource people and are encouraged to use their improved skills to in-service their colleagues.

The CTF Trust Fund continues to support the Book Development Project. However, the Project needs more money: popular books need reprinting; new manuscripts need to be illustrated and prepared for publication; new writers need to be trained and supported in the creative process. It cost approximately \$1.00 to produce a book. The Buck A Book program has been designed to invite financial support from groups and individuals.

Please Help

You can contribute to the Book Development Project by sending a cheque or money

order to: CTF Trust Fund (BDP), 110 Argyle Avenue, Ottawa, ON K2P 1B4. For contributions of \$10.00 or more, the CTF Trust Fund, as a registered Canadian charity, will provide an official receipt for income tax purposes. Send as many bucks as you can!

CTF will track all monies received from ETFO members to enable us to see how much we raise. CTF has also told ETFO that all the money it collects from ETFO members for this project will go directly to printing the books.

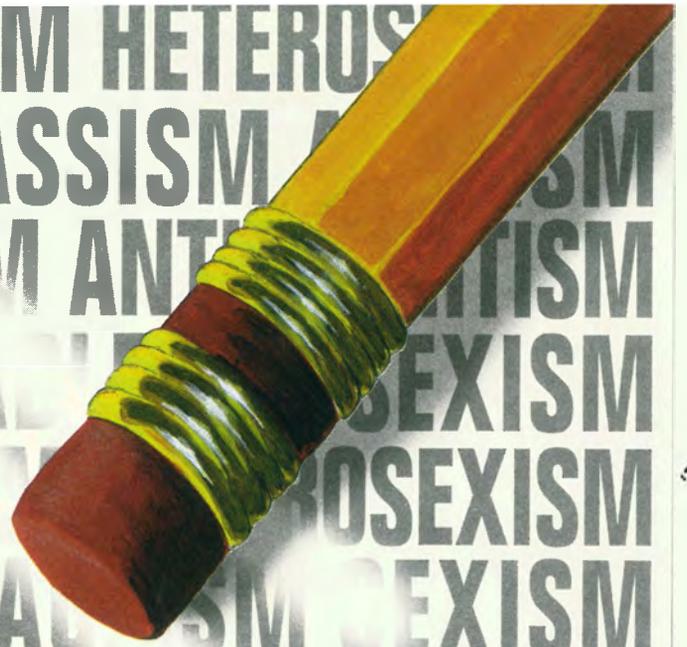
Buck A Book is supported also by ETFO's International Assistance Committee as a small way we can all make a big difference.

Project Overseas

Five ETFO members have been selected to participate in Project Overseas this summer. They are: Carla Leigh Abrams, Simcoe (Ghana); Katherine Bennett, Peel (Ghana); Peggy Cumming, Ottawa-Carleton (Team Leader - St. Vincent); Paul Farrell, York Region (Team Leader - Guyana); Elizabeth Ford - Niagara (Malawi). Application forms for Project Overseas 2001 will be available from provincial office by October 2000. Deadline for applications will be mid November 2000.

For more information on the Buck A Book program, or on Project Overseas, please contact Charlotte Morgan at Provincial Office.

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