

voice

Summer 2002 vol. 4 no. 4

Early Explorers of the

Timeline

ETF0
ON TV

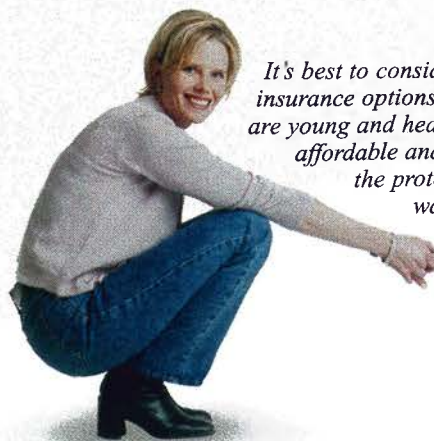
The Performing Folk Arts
and the Elementary School
Curriculum

Global Education

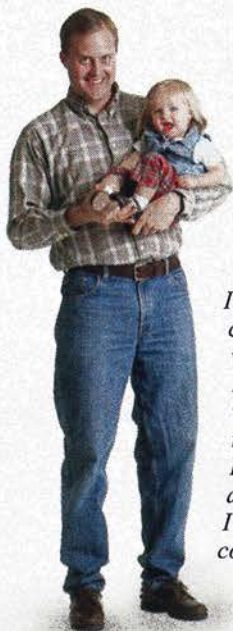




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Photo: JOËL BÉNARD

voice

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FROM THE PRESIDENT

New Minister Could Show Immediate Goodwill



Phyllis Benedict,
President, ETFO

As I write this, in less than 48 hours we will meet with the new Minister of Education, Elizabeth Witmer. Hailed as the builder of bridges, Witmer must come with the tools to do the job.

Mere talk of support and understanding will not improve education. From the perspective of elementary teachers and education workers, the issues have not changed. We have not seen one single item addressed in a substantive manner.

We are accused of only wanting changes that cost money – money that apparently is not available. And while calculations indicate that at least \$2 billion has been cut

from education, this government can still find millions when parental or board pressure is turned up. So why are there no sincere attempts to address issues that would cost little or nothing?

« A move to two reporting periods would provide teachers with a more reasonable block of time to prepare and deliver the curriculum and for students to grasp the concepts presented. This no-cost item would improve instruction, learning and reporting to parents.

Reviewing the curriculum and identifying core expectations in each subject area would ensure that students receive a solid foundation at each grade level and assist with instruction and learning in combined grades.

Implementing ETFO's position on teacher accountability would

cost less than the requirements of the recertification legislation. Our position respects the professionalism of teachers and would result in the best learning opportunities for students.

Eliminating the tax credit for private schools would save money. This money could then be used to address issues such as class size, curriculum resources, healthy buildings, funding for preparation time and reducing the funding gap between the elementary and secondary panels.

While ETFO has always offered solutions and worked to improve public education, we are not prepared to do so at the expense of our members. Minister Witmer's first test is to act in ways that truly improve public education. Let's hope that she is a Level 4!

FROM THE GENERAL SECRETARY

ETFO Will Continue To Press For Major Change



Gene Lewis,
General Secretary,
ETFO

The OTF Executive met with the new Minister of Education, Elizabeth Witmer, shortly after her appointment, as we have done with her Tory predecessors. She seemed both interested and sincere. However, Witmer's predecessors had seemed amiable too; they just could not or would not act to reverse the punitive Tory agenda for Ontario's public schools.

Elementary students, schools and teachers have been particularly punished. Will this Minister be different? New ministers generally have

positive things to say. However, in recent times, they have failed to support young children or those who work with them. If Witmer really wants to support education, she would

- eliminate the \$751 gap in funding between an elementary student and a secondary student.
- recognize that an average class size of 24.5 for elementary and 21 for secondary doesn't make sense.
- fund elementary preparation time at 200 minutes, not the 137 minutes set out in the funding formula.
- understand that grade 7 and 8 students deserve the right to remain in an elementary school until they graduate.

- appreciate that, for decades, elementary teachers have been forced to do more with less and act to correct the situation.

Please tape this list to the doors of your refrigerators. When the election is called and candidates come seeking support, ask them about these critical issues. The Tory actions have been ruinous; soothing words alone cannot undo the damage that has been done. However, whatever government we elect must act to meet the needs of young children and support the work of elementary teachers and education workers.

FROM THE EDITOR

This *Voice* includes a new puzzle and trivia section. I hope you have fun with it and will solve the mathematical problem on page 38. ETFO sweatshirts will be sent to the first five correct answers drawn from those received by August 8.

The two-page spread of reviews appears with thanks to those who responded to the request for reviewers in the Winter 2001 issue. All the materials profiled here have been field-tested by your colleagues.

In 2001–2002, more than 1,300 members participated in ETFO's Operation World Teacher. This project involved members filling shoeboxes with school supplies. These boxes were then shipped to Ghana (English) or Senegal (French). The project was a partnership between ETFO provincially and locally, school boards, individual members and CODE. Both ETFO and CODE have approved Operation World Teacher for 2002–2003. Members looking to extend the ways in which they incorporate global education into the curriculum will find two particularly interesting features in this issue: "The Performing Folk Arts and the Elementary Curriculum" (about Mariposa in the Schools) and "Global Education: Activities for the Junior Division."



Charlotte Morgan
cmorgan@etfo.org

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ation Report

Dudley George Benefit

On March 1, the Elementary Teachers of Toronto (ETT) hosted a benefit night for Dudley George. Thousands packed U of T's Convocation Hall and were treated to a wonderful night of entertainment and commentary. The \$47,000 raised will help pay the substantial costs the George family has incurred in pressing for a provincial inquiry into Dudley's shooting death at the hands of an OPP Officer. All told, ETT has now raised close to \$70,000 for this cause.

Young Women Supported

On April 25, ETT and the Toronto DSB hosted 200 grade 7 and 8 girls at a conference for young women. Twenty-five schools sent representatives. ETT and the TDSB planned the conference to enable students to discuss issues of gender, race/ ethnicity, class and sexual orientation. ETT is also providing funding for teachers to continue the work of the conference by co-ordinating support groups for young women in their schools.

On May 4, ETFO Thames Valley hosted a New Directions Careers' Conference for grade 7 and 8 girls. Over 460 registrants heard the keynote address from Hon. Madam Justice Kathleen E. McGowan, Ontario's first female Crown Attorney. Three workshops discussed 37 different occupations, including carpenter, fire fighter, airline pilot, television news anchor and pharmacist. Popular choices were archeologist, journalist, dentist, nutritionist and veterinarian.

Funds Raised for Crisis Centre

ETFO Waterloo has raised over \$7,000 for Haven House, Cambridge. This crisis centre recently added 19 new beds and amalgamated with Anselma House in Kitchener to offer a regional service. Some of the money raised locally went to furnish the new bedrooms at Haven House. ETFO provincially donated an additional \$2,500.

OTF Forum

ETFO Upper Canada hosted an OTF Forum in Cornwall. The event was held in co-operation with the local OECTA affiliate and the Eastern Ontario Training Board. This partnership ensured a very diverse group of participants, some of whom had not been in a publicly funded school in many years.

Thames Valley TV

ETFO Thames Valley has developed a series of seven television spots that address a broad range of issues affected by the government's tax cuts - including class size, water quality and special education. These aired on the New PL the week after the Tory leadership convention and will probably air again as we move closer to the provincial election.

New Teacher Event

Throughout the school year and in partnership with the Niagara DSB, ETFO Niagara hosted an eight-session program for 157 new teachers that included professional development and social events. The program was developed and delivered by Brad Kuhn. "The networking

opportunities this provided our new teachers were invaluable," reports local president Sharon Aloian.

Bus Signs in Barrie

Barrie buses are carrying ETFO's message to the public. The signs were developed by ETFO Simcoe County and focus on the damaging effects of funding cuts to education.

ETFO Simcoe County has also purchased additional airtime on the New VR for ETFO's provincial television campaign.

Occasional Teacher PD

Occasional teachers who are ETFO members in Hamilton-Wentworth enjoyed their first day of professional development provided by the HWDSB. The event resulted from a new clause in the local collective agreement that specifies one full day be allocated for occasional teacher professional development on a regular board PD day. The board paid for the venue and the presenters, as well as half a day's pay for each participant. The other half-day's pay came from the local's PD levy. Workshops included comment building, rubrics, art, drama and music, special education and IT.

Operation World Teacher

ETFO's Operation World Teacher, also known as the Shoebox Campaign, was initiated in 2001 to celebrate World Teacher Day. The project was a partnership between CODE and ETFO at the provincial and local levels, as well as school boards and ETFO members. You might choose to use this campaign

and the global education activities outlined in this Voice to complement a unit on global education.

Across Ontario, 1,387 shoeboxes were created and are being shipped to Ghana and Senegal. This campaign will run again this fall. CODE has asked that all shoeboxes be ready for pick-up at ETFO local offices by the end of November. Details on how to participate in the campaign will be sent to ETFO stewards in September.

Breast Cancer Awareness

The corporate sponsors of this site use the number of daily visits to donate a mammogram in exchange for advertising. The site also houses the "Hunger Site" and the "Rainforest Site." <http://www.thebreastcancersite.com>

Dolphin School Website

Kelly Smith's grade 7 and 8 students are sharing their writing via the internet. www.web-stories.net was born when students inspired by Stephen King's On Writing created an on-line publishing house for 12 to 15 year olds. Teenagers from around the world are now able to read stories from Dolphin's young authors and submit their own. The site offers a journal of information and new stories, a Top 10 List as selected by readers, an archive cataloguing all available works and a screen soliciting feedback and new stories. The growth of the web site was assisted by a grant from the federal government's Grassroots program.

Congratulations ETFO Award Winners!

Each year, ETFO sponsors a number of awards and honours. Congratulations to this year's recipients. The winners of ETFO's scholarships and bursaries will be announced in the fall issue of *Voice*.

Anti-Bias Curriculum Development Award

Shakil Choudhury, Toronto

ETFO Local Website of the Year Award

Rian McLaughlin, Hamilton-Wentworth OT

Honorary Life Membership Award

Wanda Bailey, Hamilton-Wentworth

Kerry Donnelly, Toronto

Dale Ford, Niagara

Randy Frith, Upper Canada

Sandra Gaskell, Durham

Ronald George Merrett, Greater Essex

Humanitarian Award for an ETFO Member

Dave Patterson, Hastings & Prince Edward

Humanitarian Award for a

Non - ETFO Member

Lillian Berg Educational Advocates,

Keewatin-Patricia

Local Leadership Award

Larry Miyata, Toronto

Multi-Media Award

Sebastian Hergott, Toronto

Multi-Media Award – Women's Program

Leonora Costa, Greater Essex

Newsletter Editor's Award

John-Mark Cockram, Simcoe County

(multi-sheet category)

Dave Krook, Upper Grand (single sheet category)

Occasional Teacher of the Year Award

Susan Gibbons, Waterloo OT

Outstanding Role Model for Women

Award – Women's Program

Tracy Armstrong, Upper Grand

Women Working in Social Activism

on Behalf of Women and Children

Award – Women's Program

Bev Lefrançois, Halton

Writer's Award

William Cowan, Hamilton-Wentworth

Steven Hammel, Halton District

Writer's Award – Women's Program

Kim Lewis, Toronto

Barbara Szataski and Cecilia Taaffe, Ottawa-Carleton

For more information on ETFO awards, scholarships and bursaries, ask your steward for a copy of ETFO's *Reference Book*, contact your local president, or call Shauna Petrie at provincial office.

Open House www.etfo.ca

We know that **84 per cent** of ETFO members have access to the internet at home. You are all invited to visit us at www.etfo.ca. ETFO's website has been revised and updated. It is now fully searchable and includes a

site map. Help us make ETFO's website even better by completing the online survey, telling us what you think and suggesting changes and additions you would like made to the site.

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ETFO Voice is pleased to provide "PD Notes," a column written by the ETFO Professional Development Services Staff. It introduces issues, new programs and publications.



Making a
Difference
in the
Professional
Lives of
Our Members



PD NOTES

New Kindergarten Resource

ETFO has released the third resource in our kindergarten trilogy.

Observation – A Focus on Evaluation, Planning and Growth for the Kindergarten Learner, was developed to assist beginning teachers and to update experienced teachers on the latest research and effective strategies in this area. Specifically, this resource provides an overview of the research upon which detailed systematic observation skills are based. The knowledge and skills addressed in this document will help kindergarten teachers to become more efficient and effective observers of each child's accomplishments and needs.

This highly useful resource was written by Marion Vaclavik, Peel, who has taught for over 30 years, and Dr. Aimee Wolanski, who has recently completed her doctorate on observation and children in kindergarten. Both writers were members of the ETFO Early Years Committee, a group of dedicated professionals who suggested that such a resource be developed.

Throughout the development of this pedagogical resource, the committee and writers have been guided and supported by Nancy Wannamaker, a member of ETFO's PD Executive Staff.

The new resource will become one of three documents that will be used as textbook materials in ETFO's new, one session, Kindergarten Additional Qualification Course, once the Ontario College of Teachers approves it.

ETFO and STAO

Watch for the Science Teachers' Association of Ontario's (STAO) Conference Planner in your school this September. In partnership with STAO, ETFO is sponsoring six dynamic workshops of high interest to elementary educators. This provincial conference will take place November 8–10, 2002, at the Regal Constellation Hotel in Toronto. The focus will be on assessment of student learning. The conference promises to be a wonderful professional development experience. Contact Jan Moxey for additional information.

New Social Studies Resource

ETFO will release a new curriculum resource for grade 3 teachers called **Firsts – Aboriginal Peoples to Pioneers** in the new school year. This resource honours the historical place of aboriginal societies as being the first peoples in this land. This rich resource seeks to dispel the myth of the "Little House on the Prairie."

Leadership

The Leadership From the Roots Up training session was held May 1–3 in Toronto. This dynamic provincial training course was designed for teachers in their first five years of teaching to prepare them for leadership opportunities within their schools, ETFO Locals and district school boards. One hundred members attended sessions on topics that addressed the characteristics, qualities, values and beliefs of effective leaders, the knowledge and skill base required of today's leaders, and strategies for effectively managing and organizing as a leader. Participants were very pleased with this learning opportunity. *Watch for it next spring!*



CLAUDE MONGEON, H-W DSB

Members of the Hamilton-Wentworth Kindergarten Association assisted with the very successful regional Kinder Konferenz held in Stoney Creek on April 27.

ETFO's Principal's Qualifications Program (PQP)

This new leadership opportunity is dedicated to expanding the leadership expertise of ETFO members and other educators in Ontario, whether or not they are interested in school administration. Developed by practising school administrators, the program models the best principles of adult learning and focuses on improving student learning.

This professional development program provides educators with the knowledge and skills they will require to become effective leaders in any endeavour they wish to undertake, professionally or in their

personal lives. Participants completing Part I and Part II will have their certification noted on their Ontario College of Teachers Certificate of Qualifications.

The ETFO PQP is not registered for recertification.

ETFO Principal's Qualifications Programs are being delivered as follows:

LIMESTONE DSB: KINGSTON

June 14 (evening) and June 15. July 8-12. July 15-19.

BLUEWATER DSB: MEAFORD

August 6-9 and August 12-16.

HALTON DSB: OAKVILLE

Saturdays: September 28, October 26, November 23, January 11.
Tuesday evenings: October 1, 8 and 29. November 5 and 26. December 3 and 10. January 14 and 21.

YORK REGION DSB

Date and location to be announced.

Contact Colleen Lee at the provincial office for assistance with this program.

COLLEEN LEE, WENDY MATTHEWS, JIM MCMAHON, JENNIFER MITCHELL, JAN MOXEY, NANCY WANAMAKER, SHERRY RAMRATTAN SMITH and DIANA TOMLINSON, co-ordinator, working to make a difference in the professional lives of our members.



Participants at "Leadership From The Roots Up."



Participants at "Leadership From The Roots Up."

Bridging Theory and Practice

ETFO CREDIT COURSES

Over the years, more than 31,000 Ontario educators have enrolled in ETFO's practical credit courses, completing them for either professional growth or academic credit. Now, the federation is offering 11 of these outstanding courses that are designed to bridge theory and practice and to ease the stress of teaching.

Each 45-hour course involves 36 hours of class sessions and nine hours of action assignments completed in the participants' classrooms. In the summer, the courses consist of 45 hours of class sessions.

Although there are a number of local variations, class sessions are usually three hours, one evening a week, for 12 weeks. Summer session classes are held during the week.

Courses are held locally and are delivered by professional development instructors who are members of the Ontario Teachers' Federation (OTF).

All members of OTF are welcome to register. In addition, teachers in training, administrative officials, trustees and interested laypersons are eligible to enroll. Class registration is limited to 24 participants.

Enroll in these highly effective courses

Project TEACH – Teacher Effectiveness and Classroom Handling covers a variety of skills and strategies to help you manage your classroom and create an environment that increases teaching time and improves student co-operation.

PRIDE – Professional Refinements in Developing Effectiveness hones teachers' classroom management skills and shows how to motivate positive behaviour.

Teaching Through Learning Channels explores the process of increasing students' academic

success through the identification and use of learning channels. Develop strategies to meet the needs of all students, including those "at-risk."

IDEAS dramatically identifies brain-based ways students of all ages think and learn. Experience first-hand a wide variety of activities demonstrating patterns used by the brain.

Keys to Motivation shows how to create a motivating environment for all students; how to foster the use of student grouping strategies; and how to apply encouragement and leadership to enhance student motivation.

Achieving Student Outcomes Through

Cooperative Learning will show you how to work with groups of students and teach them to combine mastery of the subject matter with the development of life-long interpersonal skills.

Teaching the Skills of the 21st Century provides a forum for educators to share a vision of how curriculum should be developed and taught. It also introduces facilitation skills that ensure success and enrichment for both student and teacher.

Meaningful Activities to Generate Interesting Classrooms trains educators to develop classroom relevance for students through activities, games and simulations.

Purposeful Learning Through Multiple Intelligences informs educators about Howard Gardner's research on multiple intelligences and shows how to integrate the eight intelligences into the curriculum.

Discovering the Power of Live Event Learning provides an overview of ways to design a direct experience and a variety of activities that model the power of live event learning.

For more information on credit courses in your area, visit www.etfo.ca, click on professional development, courses and workshops, or call **MELANIE MCCLELLAND** at provincial office.

Cloyce Weaver and staff of Glen Street Public School, Oshawa. Most of the school's staff participated in ETFO's new STAR course which was offered after school over 12 consecutive Tuesdays this spring.



NEW CREDIT COURSE!

STAR – Successful Teaching for Acceptance of Responsibility engages students in becoming responsible for their school and life experience. Participants acquire skills and techniques that encourage students to make good decisions and become empowered.

New ETFO Credit Course

Successful Teaching for Acceptance of Responsibility

If only I could just teach! How many times have we said that? It seems we receive ever increasing numbers of children who have behavioural problems. How do we see the child and not the behaviour? How do we help the child to make better choices? ETFO's credit course STAR – Successful Teaching for Acceptance of Responsibility does just that.

Many districts have schools that, for a variety of reasons, have higher numbers of students who fail to recognize that their behaviour is based on the choices they make every day. Add this to an ever increasing number of new, inexperienced teachers and the situation in these schools becomes critical.

The seed for this venture in the Durham District School Board was initiated at a meeting of the Durham DSB administrators, curriculum

department and community agencies involved with their identified ACE (Achievement Centred Environments) schools.

At this meeting, administrators shared their concerns about the difficulties inexperienced new teachers face in their classrooms every day. ETFO's Local president, Bill Butcher, was also involved in these discussions and was ready to add extra support for the ACE schools. It was agreed that, particularly today, new teachers should be mentored through adequate in-service support.

ETFO Durham decided to help both new and experienced teachers by sponsoring the ETFO STAR course. The local provided \$200 for each teacher from its professional development fund. The teacher's home school supplied an additional \$55 for each teacher involved. Some teachers chose to top this up to receive the 0.5 university credit through Drake University in Iowa. What a partnership! School administration, local ETFO and course instructors working together to support the needs of their teachers.

Initially, two sites in Durham provided STAR training – Gertrude Colpus Public School and Glengrove Public School. A total of 45 teachers and one educational assistant

participated in the program. The program will be repeated at two more of the ACE schools, Glen Street Public School and Queen Elizabeth Public School.

The principals of the initial two site schools were delighted with results. Fifteen staff were trained at each site. Sessions became learning environments, with coaching embedded in the learning. Classrooms became "labs" in responsibility training. Staff developed a common language with students around behavioural issues. School halls rang with the same kind of teacher talk. "Choose, pick and decide." "That's too bad. You have a problem. Have you thought of anything to help solve your problem?" Students were reminded that both the positive and the negative choices they made had consequences. Teachers modelled and taught a consistent method of problem solving. Staff developed the skills to remain calm and effective in helping students to solve problems through acceptance of responsibility. Empowerment for teachers. Empowerment for students. Mutual respect. That's what STAR is all about.

'Choose, Pick and Decide' are becoming common words in my class and in our hallways so that other teachers are picking it up. The kids are starting to get it!"

"This course (STAR) has become a life changing experience."

BRIAN WILSON and CLOYCE WEAVER instruct ETFO's newest credit course STAR – Successful Teaching for Acceptance of Responsibility.

G.H.E.T.T.O.

Anybody who works in an inner-city school has likely heard students mock one another by referring to others as "Ghetto." They use this as a derogatory term that implies poor quality or of limited means. I wanted to challenge my combined grade 7 and 8 students' perception of this word and push them to think deeply about the power of language.

I began by posting a sign that asked "Are you G.H.E.T.T.O.?" The students were infuriated! I capitalized on their fury and began teaching the history of the term. We then wrote acrostic poetry using the word. Their work was outstanding. Poems ranged from "Giving Help Especially to Those Oppressed to Getting Higher Education to Teach Others, to Great Heroes Emerge Through Tough Obstacles."

Coincidentally, a week later, an article about a new line of ghetto doll toys appeared in *The Toronto Star*. The product line was modelled after the Cabbage Patch dolls, except the ghetto dolls were from inner-city communities. They were sold in packages that had them standing next to garbage cans. Each doll had a

story about how they endured horrendous problems, including major drug addiction and incarcerated parents. These dolls were supposed to be representative, but in fact they simply perpetuated negative stereotypes.

Students went to the toy manufacturer's website www.ghettokidshood.com and read the very unrealistic stories that accompanied each doll. The whole class brainstormed more realistic issues. Then, students separated into groups to work on the issue they had chosen to develop further.

Their assignment included the following components:

- Create a new ghetto doll.
- Develop a story to accompany the doll.
- Create a Problem-Solving Guide (PSG) to include with the doll. The PSG had to have at least two authentic approaches to solving the problem.
- Develop a skit to accompany a class presentation on the group's doll.



Ainsworth Morgan and students at Nelson Mandela Park Public School, Toronto.

BRIAN PICKELL

Dolls

BY AINSWORTH MORGAN
AND BARBARA SCHWARTZ

The image of the dolls took on a new dimension. Young people were helping young people. The "ghetto" image was no longer central. Instead, the issues the doll confronts became the focus. In developing this part of the assignment, we envisioned parents in a toy store buying the doll because it addressed a particular issue they wanted to discuss with their own child. For example, rather than purchasing a generic "ghetto" doll, they could now choose a "smoking" doll. Other issues the groups worked on included skipping school, gangs, playing with matches, rape, self-esteem, being yourself, stealing, bullying, suicide, how to approach your parents, domestic violence and peer pressure.

This shift in focus helped alleviate the emphasis on stereotypical ideas. Instead, the emphasis moved to helping pre-adolescents explore and define their identities. It also helped them to find ways to deal with some of the real challenges they were experiencing.

While the students were finishing their presentations, *The Toronto Star* published a second feature about the ghetto dolls. As a class, we decided to write to Teddi Toys in Chicago, and to the newspaper. We invited our school's music teacher, Lance Anderson, to share his knowledge of writing formal letters and his experience in getting these letters published.

Moir Brummell, a York University student teacher who was doing her practicum in our school, outlined detailed lesson plans and taught a unit based on Irwin's First Steps Writing Developmental Continuum. Finally, our letters were mailed.

To our surprise, both organizations responded. The editor of *The Star's* Letters to the Editor section, Gabriel Gonda, said that too much time had elapsed between *The Star's* publishing the articles on the ghetto dolls and receiving our letters. The issue was no longer timely. However, he offered to visit our class on his day off and talk with students about being a journalist.

The students enjoyed this visit enormously. Gabriel told them how newspapers work and, more importantly, validated the students' work and their opinions in a very genuine way. After the visit, each student wrote Gabriel a thank-you letter. Gabriel also helped by giving our letters to the editor of *The Star's* "Life" section. That contact led to another journalist coming to our class and writing a feature about our work.



Barbara Schwartz brainstorms with students.

Teddi Toys committed to responding to every student, and to visiting the school in May when company representatives would be in Toronto. The company may well manufacture a new line of dolls, using some of the new definitions for "ghetto" we have created.

The project continues to evolve. The students are 100 per cent invested in it. It is beginning to change their perceptions of themselves. However, the project would not have been as successful if certain partnerships had not been in place.

The Toronto District School Board has designated Nelson Mandela Park Public School as a Later Literacy School. This designation gives us additional resources. We are also a partner school with York University's Faculty of Education. In developing the unit, I worked closely with Barbara Schwartz, our school's literacy co-ordinator. As well, our principal, Carter Logan, and our vice-principal, Marcia Pate, supported us at every stage. Schools such as ours thrive when such a positive infrastructure exists.

AINSWORTH MORGAN teaches a combined grade 7 and 8 at Nelson Mandela Park Public School, Toronto. **BARBARA SCHWARTZ** is the literacy co-ordinator at Nelson Mandela Park Public School.

Curriculum Connections

The G.H.E.T.T.O. Dolls project met many of the overall expectations outlined in the *Ontario Curriculum Grades 1 to 8: Language*. Specifically, Grade 7 Writing, Grade 7 Reading, and Grade 7 Oral and Visual Communication.



Retell, Relate, Reflect

The conclusion of the unit on formal letter writing involved students in the process of Retelling, Relating and Reflecting. Here's how two students responded to that exercise.

Susan

Retell

The letters our class wrote to the ghetto dolls company or *The Toronto Star* were about how we felt about the ghetto dolls. Previously, our class had done acronyms and a project on making our own ghetto dolls. I personally think that the ghetto dolls were a great idea, but it did need some improvement. And that's what I wrote about – how the company could improve its doll.

For example, I thought that the company misused the word "Ghetto" by the way it showed it in their dolls. An example is the way they dress (not all ghetto people dress like that!) and where they were shown to live (garbage homes!).

Writing the letters to the company or to *The Toronto Star* was a short, but yet long, process. First we wrote our ideas, then we wrote a first draft, then a second draft, and at last a final draft. It took us a couple of days, but we knew it would be done as soon as everything was written and typed. For me it was boring, but I wanted to get my point across so I tried to get my ideas down as soon as possible.

Relate

When I was younger in grade 3, our class wrote a response to a book and then some letters were published in the newspaper. The author saw what we had done and came to our school. The author's name was Phoebe Gilman, one of Canada's best-selling children's authors.

Reflect

From the time letters were sent, until Mr. Preze read my letter, I wondered if he would take my letter into consideration. Would he make more dolls using my, or the class's, ideas? Overall, it was interesting to learn what *The Toronto Star* thought about our letters.

Mitchell

Retell

At first I didn't like the writing process because it took too long, but then I realized that if we had rushed through it, it wouldn't have been as good. By taking our time, we all produced good letters.

Instead of doing nothing about the dolls, we tried to voice our opinions and we were successful. I learned how to write a letter properly.

My favourite part of writing the letter was the final copy. I got to see results for all my hard effort. I saw how well I had done so I was proud. My letter described how I felt about the ghetto dolls.

Relate

The letter I wrote made me think of all the times I see something on television or read something in the newspaper I don't like and don't know what to do about it. Now when that happens I know I can write a letter voicing my opinion. The newspapers are always saying negative things about the community I live in and I thought all I could do was accept it. Now I know that isn't true. I understand that the newspapers may not publish my letters, but at least they will read them and understand my point of view.

Reflect

I wonder when the next time will be that I will see a newspaper article or news on television that I will want to write about. I will use my new knowledge when I feel it is necessary and when I feel it is appropriate.

If our class hadn't taken part in the lesson we wouldn't have had the opportunity to learn about writing a proper letter. We wouldn't have been able to express our feelings on the article.

REFERENCE

First Steps Writing Developmental Continuum. Irwin Publishing. Toronto.

www.ghettokidshood.com. Click on the characters to read the stereotypical stories of ghetto life that partially inspired this unit. These stories have been changed from the less acceptable ones that originally appeared on the website, thanks to the efforts of staff and students at Nelson Mandela Park Public School.

Recertification

"We have the government's attention! But we need to do more."

ETFO members have always done professional development, the professional development we know meets our needs and the needs of the children in our classroom. That's why we cannot support the government's recertification plan. Mandatory professional development tied to our certification keeps us on permanent probation and does nothing to ensure that the PD we take supports our teaching or our students' learning.

Since the government first announced its recertification plan we have been saying yes to accountability, no to recertification.

Our efforts are paying off. We have the government's attention! But we need to do more.

The actions that you and thousands of other ETFO members have taken are having an impact. The Ottawa-Carleton District School Board has agreed not to offer any Professional Learning Programs (PLP) courses this summer. The Bluewater District School Board has agreed not to forward any courses to the College for approval. These

decisions were a direct result of ETFO pressure. The Upper Grand District School Board endorsed the ETFO accountability model. Again, pressure from ETFO members made this happen.

We have to keep the pressure on!

Many teachers take professional development in the summer. Continue to take the professional development you need for yourself and your students. Just don't take the PLP courses approved by the Ontario College of Teachers for recertification. Make your summer PD, PLP-free.

- If you are taking an AQ course, indicate that you want the results forwarded to the Ontario College of Teachers only for inclusion on your Certificate of Qualification. Ask that the course provider not forward your results for the PLP records.
- Don't book field trips with organizations that are listed as registered providers on the Ontario College of Teachers website.
- Keep a record of all your PD. Use the ETFO portfolio distributed with the winter 2002 issue of Voice.

- Talk to your friends, neighbours, and the parents of your students about ETFO's Alternative Accountability Model.
- Return *Professionally Speaking* to the Ontario College of Teachers using the ETFO return to sender labels.
- Refuse to complete the evaluation component of professional development programs you are required to attend by your district school board.
- Do not participate in the development, delivery, or evaluation of any recertification programs.
- Do not participate in the EQAO pilot of the Ministry's Core Subject Testing Program. EQAO is a registered provider.
- Tell your elected politicians - provincial and school board - how you feel about the government's recertification plan. Talk with them about the ETFO Alternative Accountability Model. Use the new search capabilities of ETFO's web site to download your copy of this important document.
- Write the Minister of Education, Elizabeth Witmer, 22nd Floor, Mowat Block, 900 Bay Street, Toronto, ON M7A 1L2.

Fax 416.325.2608. Email: elizabeth.witmer@edu.gov.on.ca

- Keep informed about recertification.
- Visit www.etfo.ca for information about ETFO strategies and non-PLP providers.
- Visit the Ontario College of Teachers' website at www.oct.on.ca to find out if an organization is a registered provider.
- Watch for all communications from your local about recertification. Working together at the local level is the only way to influence district school boards.

Recertification will not disappear without each and every one of us doing what we can. It will be a long fight. But remember our solidarity statement:

"The success of union action depends on the strength of commitment and unity of its members. The collective actions of individuals build a strong union. Our opposition to recertification provides an opportunity for ETFO members to stand together in common cause."

For more information on recertification, call VIVIAN MCCAFFREY or WENDY MATTHEWS at provincial office, or contact your local president.



Professional Relations Services

SCHOOL DAZE... IS SOMEONE ON STAFF IN TROUBLE WITH ALCOHOL?

How do you know if one of your colleagues is in trouble with alcohol? If you do know, what should you do about it? Staff in Professional Relations Services often provide advice and support to members who are either struggling personally with alcohol dependency or who are anxious to "do the right thing" in support of a colleague, friend or family member who is affected by this problem.

The abuse of alcohol (or other drugs) in the workplace is a far more common problem than most people realize. Each of us knows someone with an alcohol problem – a friend, family member, colleague, or perhaps ourselves. The difficulty in addressing the problem is that for the most part people do not want to acknowledge their problem, let alone begin to talk about it. Along with the social stigma comes the potential risk of personal and professional losses.

Since alcohol bears the status of a legal drug, we witness a wide cultural acceptance of alcohol use as a form of social behaviour and a matter of personal choice. The trouble begins when we, or our colleagues, must battle an addiction to alcohol. It is often difficult to recognize this problem in ourselves; similarly, it is difficult for a concerned colleague to know how to help.

It is important to know that alcoholism is recognized in law as a medical problem, and is

considered a "disability" which requires medical attention, treatment, and accommodation in the workplace. It should not be dealt with as a disciplinary problem, or as an indication of weakness or lack of character, but rather, like any other serious illness.

Who Is an Alcoholic?

There is no universally accepted definition of an alcoholic, and detection of the problem in the workplace is difficult even for trained professionals. One definition used frequently by medical authorities is:

- Someone who organizes his or her day around alcohol and continues to drink even though it causes severe personal, biological and psychological problems.

Cagney, J. Kenneth. *Beating the Drug and Alcohol Problem in the Workplace: Detection, Control, and Treatment*. Business & Legal Reports. Bureau of Law and Business Inc. Hazardous Waste Bulletin. 64 Wall Street, Madison, C.T. 06443-1513., p. 19

- There is a strong probability that there is at least one alcoholic, and probably more, in any workforce of ten or more people. Ibid., p. 18

Recognizing Symptoms

Although recognizing the problem in ourselves is the first step to recovery, it is equally difficult to be able to help someone in trouble with alcohol. Information is an important first step.

Most sources cite the following

ongoing negative changes in behaviour as likely symptoms of alcohol abuse:

- alcohol on breath
- frequent tardiness
- neglect of duties
- absenteeism
- decrease in productivity/not pulling weight
- lying/excuse making;
- workplace accidents/bad judgement
- decline in physical care/appearance
- withdrawal/antisocial
- depression/anxiety
- apathy/fatigue

We should examine our patterns of alcohol consumption to see whether any of these apply to us. It cannot be overstated that one must use extreme caution in drawing conclusions about one's colleagues (even privately) on the basis of this list. Firstly, any combination of the above might also be signalling some other form of "crisis," be it professional, medical or personal in a colleague's life. Secondly, in making personal observations it is critical that we act on them professionally, ethically and cautiously. Remember, we do *not* evaluate our colleagues, nor do they evaluate us. We are all familiar with the expression, "the road to hell is paved with good intentions."

When medical issues affecting performance arise in the workplace it is the responsibility of

administration to recognize and address the problem – whatever the reason underlying it. In the case of alcohol abuse or addiction, the school board has a legal responsibility to address the problem as a medical issue requiring treatment and accommodation.

More importantly, the principal is responsible for speaking to the staff member about performance concerns as well as providing the necessary support and referral information for EAP programs or treatment centres. The Board should arrange medical leaves of absence to enable the teacher to obtain treatment and start on the road to recovery.

As with any other medical condition, privacy is a major concern for a teacher suffering from addiction to alcohol. It is not your job to "confront" or "expose" your colleague if you suspect he or she suffers from this condition. Especially, any suspicions should not be the subject of rumour or gossip in the school community. This can ruin a person's career, and prevent the teacher from seeking appropriate help.

However, you can support your colleague. The best way to do this would be by arranging a private meeting with your colleague. During that meeting you can indicate your concern in a non-judgmental way, offer your assistance and support, and refer your colleague to ETO PRS for

confidential advice and referrals. Also, if your colleague is accommodated in the workplace, be supportive and flexible regarding this accommodation. Recognize that your colleague is ill.

Similarly, if you believe that you are suffering from this condition, call PRS for help, or your local EAP counsellor.

Enabling

Enabling behaviour is defined as any behaviour which prevents the chemically dependent person from experiencing the consequences of his or her use.

(Alcohol & Other Drugs in the Workplace. Employee Education Program. Sydney. Nova Scotia p. 37)

Enabling can occur in the home or at the school. By continuously covering for a colleague, by doing their work, making alibis for them, lending them money or other behaviour of this type, you are helping the person to continue to use alcohol. However, you should not confuse the usual supportive help you give your colleagues, and they give you, with enabling behaviour. Here is a short quiz which might help you to tell the difference.

Place an E in front of any of the following statements that are examples of negative enabling behaviour.

1. You cover up an accident so that your principal will not know your colleague was impaired.
2. You do some of your colleague's work when he or she arrives at work telling you he or she has a bad hangover.
3. You lend your colleague money to cover bad cheques that he or she wrote.
4. You lie to your principal about the whereabouts of your colleague who is under the influence.

5. You blame someone else for work not done by an alcohol-abusing colleague.
6. You publicly make fun of an alcohol-abusing colleague.
7. You overlook work done poorly or inefficiently by a colleague.
8. You complain to others in the workplace about the poor work of an alcohol-dependent colleague.
9. You talk to the individual regarding concerns about their alcohol use or abuse.

Answers

1. E. Covering up for accidents or undone work is a common enabling behaviour.
2. E. Helping out with work when a person is using or withdrawing is common enabling behaviour. Do not confuse this with the normal support you and your colleagues engage in.
3. E. This enabling behaviour allows the person to continue to spend money they do not have.
4. E. Dishonesty is one of the signs of substance abuse and those who enable others to abuse alcohol or other drugs often find themselves being less than honest when "protecting" the user.
5. E. Shifting blame away from the substance user is common enabling behaviour.
6. This is highly unprofessional behaviour that although not enabling, could lead to a complaint against you to the College of Teachers.
7. E. Overlooking the signs and symptoms of alcohol and other drug use is part of enabling.
8. This is not enabling behaviour, but it is unethical and unprofessional. You do not have the right to criticize your colleague publicly.
9. This is not enabling behaviour and can be helpful if done in a manner of genuine concern and with specific suggestions for how the individual can get assistance if they desire it.

It goes beyond "enabling" if you are in a situation where an obviously incapacitated colleague is placing students in danger. This will be a rare circumstance. One example might be where your colleague is obviously under the influence of alcohol but is responsible for supervising children on a field trip. Phone PRS immediately for advice. In that circumstance, PRS may advise you to ask your colleague to go home sick and to relinquish this duty.

What to Do

- Learn to recognize symptoms.
- Pick a good time to talk privately and confidentially.
- Let the person know you care and will respect their privacy.
- Point to specific incidents over time that are causing increased concern.
- Tell the person you will *not* cover for his or her mistakes in future, or make false excuses on their behalf.
- Offer your support in seeking the resources available to assist him or her.
- Refer the person to ETFO's confidential PRS staff for advice and referrals or to the EAP program.
- If you are suffering from this illness, call for help.

Do Not

- Jump to conclusions or speculate.
- Discuss concerns with other staff or parents.
- Participate in gossip or speculation.
- Evaluate your colleague even if questioned by your principal.
- Take responsibility for your colleague's problems.

Individual Rights

- To work in a safe and substance free school environment.
- To receive advice and support from federation, EAP (Employee Assistance Programs) and other sources.
- To receive information on Board policies and procedures related to alcohol and substance abuse.
- In the case of an alcohol addiction be provided with the opportunity to address the problem through treatment.
- To have the problem dealt with confidentially.
- To access sick leave provisions.
- To be accommodated in the workplace.

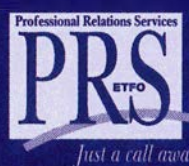
Individual Responsibilities

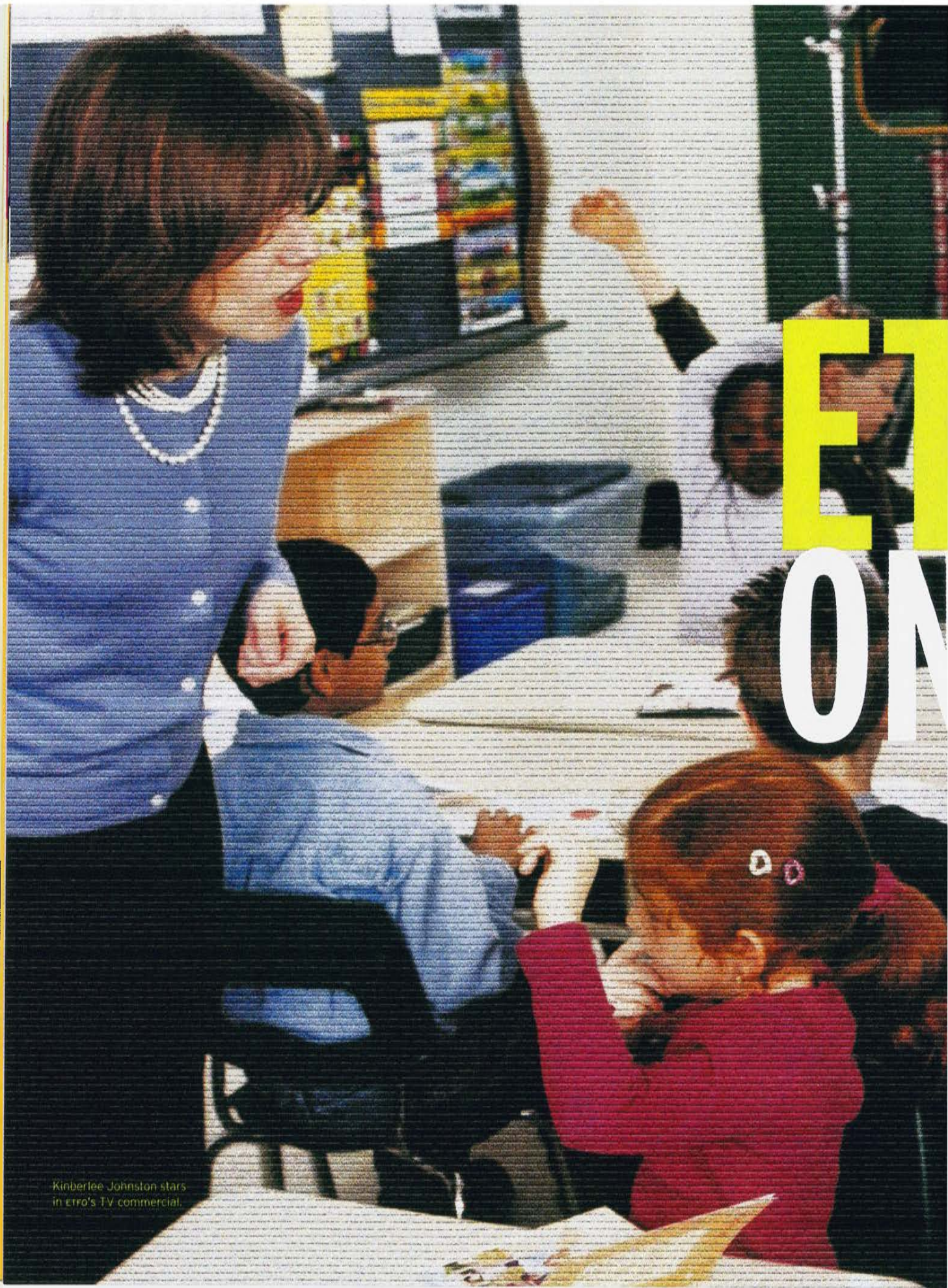
- To provide a safe and substance-free school environment for students.
- To accept responsibility for addressing problems with alcohol or other drugs with appropriate advice and support.

For assistance on professional matters call **1 888.838.3836** or **416.962.3836** and speak to PRS staff. This is a confidential service.

For personal assistance or to find out about treatment services in your community throughout Ontario, contact either **1 800.463.6273** or in Toronto, **416.595.6111** Centre for Addiction and Mental Health 24 hour Drug and Information Line or **1 800.565.8603** Drug & Alcohol Registry/Treatment (DART)

DIANE BALANYK-MCNEIL
for ETFO's Professional
Relations Service.





Kimberlee Johnston stars
in Etro's TV commercial.

LEFT TO RIGHT: discussing the storyboards – Ron Johnson and Paul Degenstein, NOW Communications; Ruth Behnke, EFTO Vice-President; Rupinder Kang, NOW; Ken Collins, EFTO Vice-President.



EFTO TV

From April 1 to May 12, 2002, EFTO's commercial "*It is not too late to invest in public education*" aired on television stations across the province. If you didn't catch it, it's still playing at www.etfo.ca.

When we started thinking about this commercial, we knew we wanted to use real teachers in the roles. All the teachers, and the parent, who were in the spot were EFTO members. Also, we were fortunate that many parents helped us by bringing their children to the film shoot. In contrast to the government advertisements, we were determined to show realistic, large classes of students.

Planning for this commercial began last year when money was budgeted from the political action fund. The next step was to have our advertising agency, NOW Communications, draft a number of scripts. These were reviewed by EFTO's President, First Vice-President, Vice-Presidents, General Secretary and Deputy General Secretary, with assistance from EFTO's Strategic Services staff. Out of eight scripts, four were chosen for further development and focus testing.

The scripts chosen for further work met three criteria:

- The message was aimed at our primary target – parents.
- The message was hard-hitting, yet positive, and addressed cuts to classrooms.
- The message was delivered by classroom teachers.

By mid January, storyboards had been developed and approved for focus testing. Catherine Fournier and Associates was hired to organize focus groups of EFTO members and parents in both Toronto and London. These groups gave us important feedback, ensured the message was on target and narrowed our selection down to two scripts. On March 1,

both scripts were presented to EFTO's provincial executive for consideration and final decision.

By early March, the creative groundwork was complete. Working together, staff from EFTO and from NOW Communications put out a call for proposals to commercial production houses in Toronto. Ultimately, a small company, Postman, was selected. The company's director, Gord McFarlane, impressed everyone with his verve, creative ideas and cost-effective approach.

With Gord on board, EFTO members in the Greater Toronto Area were invited to screen-test for the commercial. In the end, the following were selected:

- Jennifer Brown, Toronto
- Darren DeGenova, Toronto
- Kimberlee Johnston, Peel
- Wayne Lee, Toronto
- Connie Marsh, Toronto

Two more components remained. We needed to fill our classroom scenes with children. We needed a school in which to film the commercial.

EFTO's Peel Local came to the rescue. Peel had recently filmed its own television commercials and had a list of possible child extras. Only about 15 more were needed to complete our target complement of 35. Staff from EFTO's provincial office were invited to lend us their children for the day; we also approached our friends and neighbours. Safe to say, we were somewhat relieved when all the children showed up and performed so well on camera.

EFTO Peel also helped by finding a school willing to open its doors to a film crew on the first Saturday of the March break. Not only that, the school's EFTO steward, Adele Hollingsworth, volunteered to be our "child wrangler" for the day. Adele's help was to prove invaluable as a set-dresser and all-round production assistant as well. We also enjoyed the exceptional services of Rob Fanjoy, the school's caretaker.



LEFT TO RIGHT: Darren DeGenova, Jennifer Brown, Adele Hollingsworth, Wayne Lee.



Emily Noble, ETFO's First Vice-President, Paul Degenstein and Gord McFarlane, Director, Postman Inc.

Saturday, March 9 dawned bright and sunny—just the kind of day we needed for our proposed outside shot. By 9:00 a.m., our entire crew was on site in Mississauga. Shooting began on the commercial's five major scenes (four classroom scenes and an outside shot of the parent). Because we wanted to release most of our large cast as quickly as possible, we shot the classroom scenes first. This took us into the middle of the afternoon, by which time the sky had darkened. Our outside shot of the parent with the van was shot in the rain. Perhaps this was the appropriate mood after all. We finished up with an inside shot of two children walking down an empty school hallway. The two little girls are, in fact, sisters in real life as well.

Once the film was in the can, Gord and his production crew disappeared into their small office in an industrial section of Toronto. Two days later, they emerged with an almost finished product. The major discussion at this point was whether to go with black and white or colour and how to feature the ETFO logo. Both issues were resolved to everyone's satisfaction.

Finally, we had two commercials ready to air—one 30-second version and one 10-second "closed caption" sponsorship version. Both left the audience with the line "There's still time to invest in public education." Unfortunately, this message is never outdated and we may be able to air the commercial again in the future.

From start to finish, this was an interesting and creative process that involved dozens of our members as well as parents and children. The director, who initially had some fears about working with "amateur" talent, couldn't find enough good things to say about our members' appearances on camera. It also worked extremely well to have teachers on set

who were really able to control a class of 35 children and have them appear to work on-task. No wonder class sizes are small on other commercials; actors would be unable to focus on their own roles. Teachers are used to multi-tasking, and it showed! During the week of May 6–10, an edited version of the TV sound track ran as a 30-second radio commercial across Ontario, final insurance that our message reached as many Ontarians as possible.

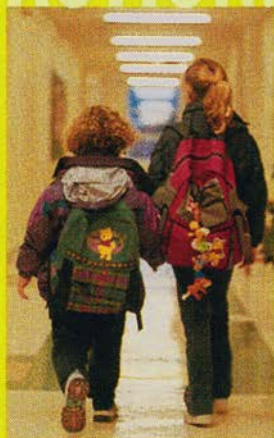
ETFO's television commercial is just one example of the many ways in which the federation continues to try to influence the future of public education in Ontario. It is only by engaging parents in the debate that we have any possibility of success. We also continue to press the government to restore funds to education through direct lobbying, presentations and other appeals to reason!

While the commercial was timed to be on the air as we headed into Education Week and the government was preparing to announce this year's grants to school boards, we were broadcasting as the new minister of education, Elizabeth Witmer, was sworn in. We hope that both she and the new Premier heard our message and will act to repair the damage of the Mike Harris years. Stay tuned!

MARY MORISON and **CHARLOTTE MORGAN** are staff in ETFO's Strategic Services Service Area.

Photos on page 18 and page 20 top left and bottom, taken by **JOËL BÉNARD**

LIGHTS,
CAMERA,
ACTION.



Global Education

Activities for the Junior Division



These activities are reprinted from TAG – the Teacher's Activity Guide developed by CODE to respond to the need for curriculum-based questions and activities in global education. CODE is a charitable organization that promotes literacy and education in Africa and the Caribbean and is ETFO's partner in our Operation World Teacher shoebox campaign.

These activities were created by Garth Brooks, who, prior to his retirement, taught all grades from kindergarten to grade 8 with the Ottawa-Carleton DSB. The activities were also drawn from previous teacher resource kits published by CODE. They offer a useful complement to classroom activities such as CODE'S Project Love, as well as the CODE/ETFO Operation World Teacher Campaign.

The resources listed here are designed to support students' research and global education activities. While CODE has attempted to provide resources suitable for most classes and groups, it suggests that teachers review the content of each before recommending it to their students. If possible, work with your school librarian to develop and access further resources. You might also consider involving artists from Mariposa in the Schools (ETFO Voice, Summer 2002) when considering work on global education.

The complete TAG package is available in both English and French (*Guide d'activités de l'instituteur (GAI) – Questions et activités sur l'éducation planétaire*) by contacting CODE at 321 Chapel Street, Ottawa, ON K1N 7Z2.



www.codecan.org

Where in the World

- Inform students that they are about to begin the study of a new country. Their first task is to guess which country it is during a quiz called "Where in the World?"
- Each student is given a handout that includes a series of questions beginning with the phrase "Where in the World...?" For example, "Where in the world is the capital of Lusaka?"

Identifying Mental Baggage

Prior to beginning a study of a particular country or culture, arrange students into small groups or assign partners and have them answer the following question with as many words or ideas as they can think of. Then help them categorize their responses under topic headings, such as geography, economy, culture, climate etc.

- When I think of (country) I think of...

Bulletin Board

Design a bulletin board to include maps, flags, pictures, drawings and brochures of the country being studied.

What Time Is It?

List a few cities around the world (including one in your country and one in the country being studied) and find out what time it is.

www.dothereasearch.com/travel/worldtimeconverter.html.

Travelling to...

Materials: A map of the world

During this activity, students will be asked to find out how they could get to the country being studied (i.e., mode of transportation, necessary luggage, etc.). They will have to calculate or estimate the duration of the trip using the modes of transportation available. They will have to research and determine what they would need to have with them on such a trip.



CARLA ABRAMS, Ghana 2001

Solicit answers to the following question, noting students' suggestions on the chalkboard:

- If we went to (name of country), how could we get there, starting from where we live?

Follow up with more detailed questions, such as

- Do you think there would be a direct flight?
- Are there other ways to get there?
- Once you had arrived in (name of country), how would you get to a school in a rural area?

Divide the class into groups and ask them to determine the following:

- Now that you know how to get there, what would be the best time of year to go? Why? What would you pack in your suitcase?

Have the groups present their results to the class; then discuss what has been learned and what further questions have arisen. Consider assigning groups to research the new questions.

Topographical Map

Using papier mâché, create a topographical map of the country being studied and highlight its different climatic regions.

Grocery Basket

Create a list of items you would put in a shopping basket at your local food store, and another list of grocery items you would buy in the country you are studying. What is different? What is the same? What items in your grocery basket might be considered luxuries in the country you are studying? Would they also be considered luxuries to you?

How Much Is It Worth?

How much is the currency of the country you are studying worth in Canadian dollars?

www.domainit.com/currency.html

African Market

Hold an African market. Students donate games, toys, books to be sold at the market. Some items can be raffled off. Play music from various regions of Africa.

A Day in the Life of...

Have students create short skits around the theme "A day in the life of an African school child." (Select a specific country to research.)

Going to School In...

Have a day at school where the students use only those supplies available to their peers in the country they are studying. Have them break their pencils in half to share, or erase their work at the end of the morning so their paper can be re-used in the afternoon – a common practice in many developing countries.

Paper Making

Some schools, teachers and students in developing countries have difficulty obtaining paper. Check out these websites and have your class try to make recycled paper:

www.laceimports.com/michelle/projects/paper_instr.html

www.users.bestweb.net/~bpress/res/art/paper1.html

[www.tqjunior.thinkquest.org/4054/recyc/pap,mak/](http://www.tqjunior.thinkquest.org/4054/recyc/pap,mak/papermaking.1.html?tgskip=1)

[papermaking.1.html?tgskip=1](http://www.beakman.com/paper/paper.html)

www.beakman.com/paper/paper.html

Read about an organization in Malawi that makes recycled paper for schools that have difficulty obtaining it: www.codecan.org/english/activities/malawi.html Click on "Related Stories: Paper Making Education Trust (PAMET): Addressing the Shortage of School Supplies in Malawi."

African Folktales

Tales, myths and legends of the world portray the cultural diversity of our societies while illustrating our common experiences: fear, loneliness, and the need to belong. Read various folktales from Africa with your class, or assign different folktales to groups. Discuss them. List the common themes. Categorize them under broad headings: tales of trickery, animal tales, explanation tales, morality tales and droll tales.

Explain the concept of "oral tradition" and discuss how most of the folktales would have been passed on by storytellers. Hold a storytelling festival, at which your students can wear traditional dress and share the folktales they have been studying with other classes.

SUGGESTED RESOURCES:

<http://quattro.me.uiuc.edu/~fog/tales.html>

Mehia, M. A. *Trip Across the River - A Hausa Folk Tale*. From the series *Our Wonderful World*. Prentice Hall Ginn Canada, 1996.

Newscast

Once your class has completed questions and activities from the TAG topics (climate, culture, economy, etc.), divide students into "topic" groups and have each put together a segment for a television newscast in the country being studied. On the day of the newscast, have students in clothing currently worn in that country and give their reports on news, weather, entertainment, sports, politics, etc.



WILLIAM KROCKAK, Guyana 1999

Curriculum Connections

TAG Activities meet many of the expectations outlined in the Ontario curriculum.

The Arts *Music, Visual Arts, Drama and Dance*

From a variety of places, cultures and historical periods, explore music, song, instruments and visual art forms; interpret and perform dances and dramas; appreciate, communicate, identify, compare and produce artworks; understand, explain and use art to communicate.

Health and Physical Education *Healthy Living, Fundamental Movement Skills, Active Participation*

Explore weather, climate, clothing and human adaptation; world foods, food groups, a balanced diet, healthy and poor nutrition; participate and share in planning activities with peers; practise respectfulness; use time management and organizational skills; set goals.

Language *Writing, Reading, Oral and Visual Communication*

Use written language tools, new words, locate and interpret information, organize with titles, use visual and other materials to communicate, use and combine media, obtain information from media works and create new works, listen to stories, poems and non-fiction materials, retell stories and recall information, follow written directions, present ideas orally, participate in group discussions, identify technologies, use research skills, practice different forms of writing, communicate for different purposes to different audiences, present information to peers, listen to others, carry out group projects, explore visual perspectives and their effects, explore the ways media provide information.

Mathematics *Number Sense and Numeration, Measurement, Geometry and Spatial Sense, Patterning and Algebra, Data Management and Probability*

Read and print numerals and number words, solve number problems, study various measurements, including money denominations, temperature and relative times; explore the use of numbers in the media; record data; use charts, grids and graphs; explore coordinate systems and patterns; conduct surveys; read and interpret data.

Science and Technology *Life Systems, Matter and Materials, Energy and Control, Structures and Mechanisms, Earth and Space Systems*

Learn and use terminology for animals, plants, ecology and their environments; explore the relationship between humans and the natural world; learn about soil erosion and the use of rocks and minerals in manufacturing; record observations, findings and measurements; learn about the sun as a source of energy; explore renewable and non-renewable energy; learn how humans adapt shelter and behaviour to climate; predict local weather patterns.

Social Studies *Heritage and Citizenship, Canada and World Connections*

Understand that there are many countries in the world and many cultures in a community; identify contributions of cultures to a community; identify cultural origins of family members; explore major early civilizations; explore the relationship of location to climate; describe the interaction between people and environment; locate information from a variety of sources; explore and compare the nature of government systems; learn how rights involve responsibility; study latitude, pictorial symbols, legends, colours, time zones, number and letter grids; explore Canada's involvement with Commonwealth and Francophonie; identify countries Canada has assisted.

Student/Teacher Assessment and Evaluation

Figure A is a teacher's assessment form for group evaluation. For additional evaluation forms, visit www.infoplease.com. Click on Learning Network, Lesson Planning Centre, Assessment. Another good resource is Schwartz, Susan and Mindy Pollishuke, *Creating the Child-Centred Classroom*. Irwin Publishing. Toronto; Blackline masters.

Figure B is a K-W-L chart for students to chart and assess their own progress. Teachers may choose to refer to the K-W-L charts for evaluation purposes.

Thanks to etfo's Project Overseas participants for the photos that accompany this feature.



Figure A. Teacher's Group Evaluation Form

Names of Group Members

1. _____ 4. _____
 2. _____ 5. _____
 3. _____ 6. _____

Description of Activity

On the basis of teacher observation and the completed assignment, give the group 0 or 1 for each of the following:

- The group agreed on a plan.
- All group members participated.
- The group used its time productively.
- The group respected the opinions of all members.
- The group successfully completed the assignment.
- Give the group from 0 to 5 points based on its Group Self Evaluation forms:

Total Points:

Figure B. Students K-W-L Chart

Name: _____ **Date:** _____

What We Know	What We Want to Find Out	What We Learned

N.B. Create additional rows as necessary.



CARLA ABRAMS, Ghana 2001

Project Overseas



NANCY MACDONALD, Jordan 2001

Project Overseas is a joint endeavour by the Canadian Teachers' Federation (CTF) and its affiliates across Canada. The project is designed to give professional assistance to fellow teachers in developing countries. Project Overseas I operates during July and August.

Started in 1962, with one program in Nigeria, Project Overseas has now assisted teacher organizations in over 50 countries of Africa, Asia, the Caribbean and the South Pacific. With the financial assistance of CTF, provincial and territorial teacher organizations, the Canadian International Development Agency (CIDA) and the Wild Rose Foundation (an Alberta agency for international development), in a single year as many as 60 volunteers are sent to approximately 15 countries.

Program objectives

- To help teachers in developing countries upgrade their competence through in-service courses;
- To help overseas teacher organizations improve and strengthen their structures and activities; and
- To promote understanding and goodwill among teachers.

Basic requirements for participation

Any Canadian teacher who is a member of a provincial or territorial teacher organization which is a member of CTF can participate in Project Overseas, providing she or he meets the following requirements:

- Possesses an appropriate teachers' certificate;
- Has a minimum of five years teaching experience in Canada;
- Is a Canadian citizen;
- Has excellent health; and
- Shows evidence of mature judgement and flexibility.

Some academic or administrative specialization is an asset.

Selection process

Candidates for Project Overseas are selected by their CTF affiliates. ETFO sponsors eight candidates. These candidates are chosen through the following process:

- Application forms are sent to every ETFO steward in September.
- Interested candidates complete and return the form to ETFO's provincial office by the mid-November deadline.
- All applications are reviewed and short-listed by ETFO's International Assistance Committee.

- Short-listed candidates are interviewed by telephone.
- The names of the candidates selected by the committee are forwarded to ETFO's provincial executive for approval.
- The names of ETFO's candidates are forwarded to CTF and are matched to appropriate projects. Because the CTF projects have specific requirements and because candidates' personal situations can change between the time they are approved (December) to the time they are scheduled to travel overseas (July), ETFO always forwards the names of a few more candidates than it is prepared to sponsor. And as it has done this year, the CTF Trust Fund occasionally sponsors an additional ETFO member.
- Those selected to participate in Project Overseas are finally notified prior to the March break.

If you would like to participate in Project Overseas in 2003, watch for the application form to arrive in your school early this fall. In the meantime, visit www.etfo.ca and click on "International Connections." This page contains last year's application form as well as articles and photographs from previous participants.

Best wishes to the following ETFO members who are participating in Project Overseas this summer:

- Carolyn Collins, *Hamilton-Wentworth*, Deputy Team Leader, Malawi
- Anne Dahmer, *Waterloo*, Uganda
- Adeline Griffin, *York Region*, Ghana
- Elaine Hick, *Toronto*, Grenada
- Karen Ingram, *Halton*, Grenada
- Suzanne Mason, *Ottawa*, Ghana
- Dave McCourt, *Toronto*, Ghana
- Alma Westlake, *Avon Maitland*, Uganda
- Stephen Wise, *Thames Valley*, Malawi

N.B. ETFO is sponsoring eight members. The CTF Trust Fund is sponsoring a ninth ETFO member.



By JULIE STONE

The Performer the Element

Creative thinking is a fundamental skill necessary for our survival on this planet. The performing folk arts in education can nurture this essential skill. At this point in time there has never been a more urgent need for an approach to education that prepares children to face the challenges of the twenty-first century.

My vision for education and the role of the arts in education is grounded in global education, a holistic model established by Graham Pike and David Selby of the International Institute for Global Education. Their approach merges two vital strands of educational thinking that are interrelated and fundamental to education today: "childcentredness" and "worldmindedness." Their model for global education is based on a holistic paradigm comprising four interactive dimensions: spatial, temporal, global, and the inner dimension—the human potential. (Pike & Selby, 1998) In working with the performing arts at Mariposa in the Schools (MITS) I have witnessed the relationship and relevance today of a global education approach to the elementary curriculum through the performing folk arts.

Parents and educators have real concerns about keeping the arts in education and in the community. Today there is a wealth of data, educational research and knowledge proving the value of the arts in every child's growth and development. There are many proven studies and living examples of the benefits of the arts in nurturing essential life skills. (Gardner, 1984. Pike & Selby, 1998.)

Why the performing folk arts?

The performing folk arts emerge from common experiences of a community, linked by traditional beliefs, customs and stories. Through the art forms of music, storytelling, dance and theatre, they have been passed down through generations. Shared concerns, issues, events, beliefs and morals form the subject matter and provide a sense of continuity and belonging through time—past, present and future. Stories, for example, although created within a specific context, have relevance through time and across cultures. They pass on our common human experiences, collective histories, cultural traditions and collective wisdom. Social and political commentaries, through satire, allow for introspection and can potentially lead to social change. Often the subject of the art form transcends cultures through time, making the messages powerful and relevant today.

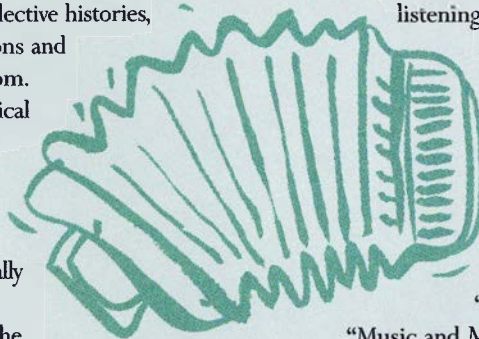
Childcentredness

Childcentredness is based on the belief that *the best learning occurs when children are treated as individuals and encouraged to discover on their own.* (Selby & Pike, 1998). By nature, the performing folk arts are highly participatory, like call-and-response in songs or changing partners in dance. Students are not just spectators but immediately engaged in the

activity. They are accessible—anyone who wishes to participate can. No expertise or training is required to engage in the activities. The performer acts as facilitator for both students and teachers. Their goals are to empower the participants, by nurturing self-esteem, and provide vehicles for creative expression. Children also have opportunities for shared experiences, working together to create, learn, celebrate and make social commentary. Songwriting and storytelling, for example, provide a wealth of opportunities to support curriculum, while developing communication and listening skills.

Award-winning MITS performer, musician, singer and songwriter, Kathy Reid-Naiman, specializes in working with young children. She has developed unique programs like "Singing Dances" and

"Music and Movement" that actively engage students in a variety of activities of song and movement. "Once Upon a Farm" and "1 2 3 Mother Goose & Me" by storyteller Sally Jaeger address basic literacy and listening skills through stories, rhymes, songs and fingerplays. Similarly, Paul Gaulin's workshop and performance "Learning to Speak Well" for older children uses mime as a vehicle to explore communication through body language. Jim MacMillan and Marcus both provide songwriting workshops that are not only excellent vehicles to develop communications skills and nurture



ng Folk Arts and y Curriculum

individual creativity but also have great potential to support curriculum. Storytellers, like Dan Yashinsky and Itah Sadu, are also writers. Involving storytellers and writers in the classroom to enhance the curriculum at the Junior level can provide quality, alternative and enriching activities to support literacy initiatives for young children. Ken Whiteley's "Simple Machines" and Deborah Dunleavy's "Pulleys, Levers, and Gears – Oh My!" address components of the science curriculum through song and performance. Following a program, classroom teachers and students can continue to integrate the art form across the curriculum and into classroom activities.

Worldmindedness

Worldmindedness nurtures a "tolerance and respect for people of other cultures, faiths, and worldviews" and "an understanding of global issues and trends." Pike and Selby state that "worldmindedness is no longer a luxury, but a necessity for survival in the new millennium." (Pike & Selby, 1998) The performing folk arts nurture respect, appreciation and understandings of other world cultures and perspectives. Students experience cultural traditions other than their own and recognize their relevance to their lives. For example, Jamaican-born Michael St. George brings the tradition of dub poetry – poetry with a purpose – into the classroom to effect positive social change. Children come to understand the legacy of popular trends, like hip-hop and reggae, and the African roots of this oral tradition. Likewise, Njacko Backo, from

Cameroon, through music, dance and stories, draws parallels between community life and values in his native village in Africa and children's lives in North America. Rita Cox, in "Stories from Around the World," and Sandra Whiting, in "Tell Me a Story," both share stories that reflect the diversity of voices in our communities today and demonstrate the universality of oral traditions. Black History (or African Heritage) Month presents challenges to educators who are uncomfortable or feel inadequate to addressing issues of racism and slavery. Although MITS supports the integration of African culture throughout the school year, we are nevertheless inundated with requests for our Black performers in February each year. A Black performer in the classroom who is an expert on these issues can relieve this discomfort, begin the process of celebrating diversity, and nurture an understanding of the significant contribution Black cultures have made to Canadian history and culture.

First Nations performers, Cheryl L'Hirondelle-Waynohtew, Joseph Naytowhow and Esther Osche in their storytelling and music programs introduce students to the worldview of Metis, Cree and Ojibway cultures through trickster tales, creation myths and humorous

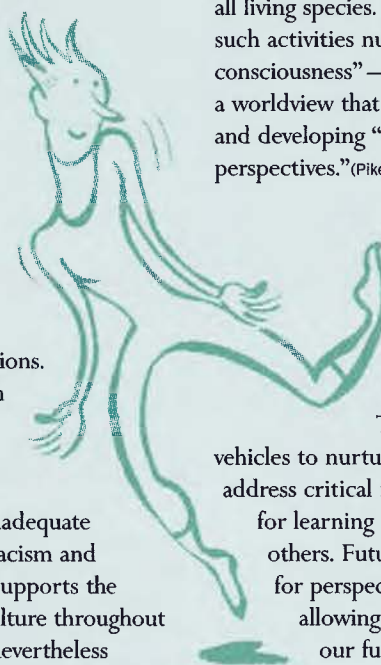
stories. These programs allow children to understand concepts of interconnectedness and interdependence of humankind and all living species. For students and teachers such activities nurture "perspectives consciousness" – a consciousness of having a worldview that is not universally shared and developing "receptivity to other perspectives." (Pike and Selby, 1998)

Catalysts for change

The content of the folk arts addresses our human experiences and sense of community.

They can also be powerful vehicles to nurture essential life skills, address critical issues and be catalysts for learning more about ourselves and others. Future-oriented, they allow for perspective on our past activities, allowing us to make choices about our future. Grassroots-based, they emerge from the shared experiences of communities and address concerns, issues, needs, joys, challenges and more. They are also a means of taking action on a critical situation.

To cite some examples, the Community Builders, a collective of educators and performers, provides programs specifically designed to build community within schools and ensure a safe learning environment. Using music, drama, visual arts and activities they address issues of bullying, gender stereotyping and discrimination. The children are engaged in activities that help them understand these issues and to develop leadership



Highly age-appropriate. Students were enthralled. They were delighted to be involved in the storytelling, not just talked to.

Teacher, German Mills Public School, Durham, commenting on a presentation of Stories From Around the World with Rita Cox, January 2002.

skills. Students apply these new skills to take leadership roles in the school community.

Another approach to taking action is demonstrated in the work of David Anderson, who specializes in street theatre. In his "Narrative Theatre" workshop, David introduces students to theatre techniques involving music and giant puppets as vehicles to address a theme or issue relevant to students' lives. The result is that students discover and share alternative and creative means to express their concerns and points of view to their communities.

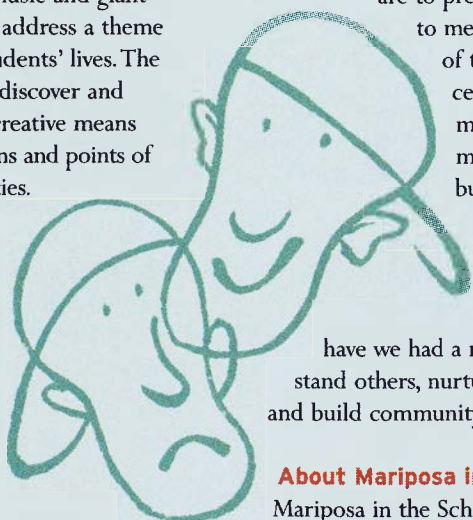
Deborah Dunleavy's "Bullying" workshop addresses the affects of real problems, stemming from discrimination and racism, that manifest themselves in physical and verbal bullying. Through song, story and movement she initiates a process of how to recognize and handle such situations. Similarly "Hot Issues—Cool Solutions," with Rita Dighent, Paul Gaulin and Naomi Tyrrell, presents examples of real situations resulting from peer pressure that students find themselves in and creates an awareness of good conscience when making decisions about challenging issues like drugs, violence and crime. "Co-operative Games" by performer and classroom teacher Jim MacMillan is designed to develop group skills and co-operative behaviour through non-competitive games. Such programming can provide a catalyst for children to re-think how they see the world, the relevance to their lives, and a creative model for taking action.

The performing folk arts in education can begin the process of nurturing what Selby and Pike call the "inner dimension" — our human potential. "If the heart is not engaged no significant change or transformation can take place" (Pike & Selby, 1998). The performing arts allow

for a multi-varied approach to teaching that addresses multiple intelligences and diverse learning styles. Participatory, experiential, co-operative learning strategies, creative problem solving and hands-on activities are all characteristic of traditional-based and contemporary performing arts programming. If we

are to prepare our children to meet the challenges of the twenty-first century, then we must provide the means and skills, building self-esteem and confidence to enable them to take action. Never before

have we had a need to understand others, nurture co-operation and build community.



About Mariposa in the Schools

Mariposa in the Schools (MITS) was conceived over 30 years ago as a service through the Mariposa Folk Festival to bring traditional folk music into schools. Today MITS' roster reflects the cultural diversity of our changing communities. Over 45 performers—musicians, storytellers, actors and dancers—provide over 150 different programs in schools and community venues.

MITS is a registered, not-for-profit arts education organization that provides traditional-based and contemporary performing folk arts education programs in schools and community venues throughout Ontario. We specialize in performances and workshops. We encourage programming in workshop format—class size—that maximizes participation and provides sustainable activities for the classroom that are relevant across the curriculum.

MITS offers

- programs in the art forms of music, theatre, dance and storytelling, including French-Language programs;
- workshops, performances and performance demonstrations for the

education community and community organizations;

- Performing arts-based activities;
- Lifeskills and issue-based programs;
- Teacher education programs; and
- Education resources for classroom use to support programs and curriculum.

Mariposa in the Schools is committed to the principal of **equity of access**. We believe that no school or community organization should be denied access to our programs due to financial constraints. Cutbacks in budgets have resulted in some schools being unable to access enrichment programs, particularly in inner-city schools or in more remote areas of the province, where the ability to raise funds is limited or non-existent. To address this situation, MITS seeks funding to support programming. For example, in the fall of 2001, MITS worked with the Toronto District School Board to provide programming for inner-city schools, particularly for those with students with special needs.

Mariposa in the Schools operates with support from the Ontario Arts Council, the Ontario Trillium Foundation, the Toronto Arts Council, the Toronto Musicians' Association through the Music Performance Trust Fund, and from the private sector through foundations and individuals from the community.

JULIE STONE, B.Ed, M.Ed (global education) is the Executive Director of Mariposa in the Schools. Prior to joining MITS, she was Department Head of Gallery Tours and School Programs for the Art Gallery of Ontario.

Mariposa in the Schools

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Graham Pike & David Selby. *Global Teacher, Global Learner*. Toronto: Hodder & Stoughton, 1998.
Graham Pike & David Selby. *In The Global Classroom*. Toronto: Phippen P, 1997.
The International Institute of Global Education is located at OISE/UT

Illustrations by BARBARA KLUNDER

KNOW YOUR RIGHTS

This anti-harassment policy was developed by ETFO's Human Rights Committee and passed by the provincial executive at its meeting in March 2002. Copies of this policy have been sent, as brochures, to every ETFO school steward and to every local president.

The Elementary Teachers' Federation of Ontario is committed to **1.** providing an environment for members that is free from harassment at all Federation-sponsored activities; **2.** fostering the goodwill and trust necessary to protect the rights of all individuals within the

organization; **3.** neither tolerating nor condoning behaviour that undermines the dignity or self-esteem of individuals or the integrity of relationships and; **4.** promoting mutual respect, understanding and co-operation as the basis of interaction among all members.

Harassment on the basis of a prohibited ground is a violation of the Ontario Human Rights Code and is illegal. The Elementary Teachers' Federation of Ontario will not tolerate any form of harassment at Federation-sponsored activities.

WHAT IS HARASSMENT?

Harassment is defined as engaging in offensive behaviour or conduct, on a single or repeated basis, against another person when that behaviour is known, or ought reasonably to be known, to be unwelcome or unwanted.

These actions may relate to, but are not restricted to an individual's position of authority, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, language, gender, sexual orientation, age, record of offences, religion, marital status, socio-economic status, family status, personal health or disability.

SEXUAL HARASSMENT

Sexual harassment may include, but is not limited to

- offensive behaviour, comments and/or gestures;
- sexual advances or remarks;
- requests for sexual favours;
- a reprisal, or threat of reprisal, for rejection of a sexual advance or request for sexual favours;
- the display of exploitive material.

RACIAL AND ETHNOCULTURAL HARASSMENT

Racial and ethnocultural harassment may include, but is not limited to

- ridiculing, degrading or expressing hatred or intolerance, whether verbally, in writing or physically, based on race or ethnic origin;
- displaying offensive or derogatory materials of a racist nature;
- refusal to work with a person because of race or ethnicity.

SEXUAL ORIENTATION HARASSMENT

Sexual orientation harassment may include, but is not limited to

- ridiculing, degrading or expressing hatred or intolerance, whether verbally, in writing or physically, based on sexual orientation;
- displaying offensive or derogatory materials of a homophobic nature;
- refusal to work with a person because of sexual orientation.

OTHER FORMS OF HARASSMENT

Other forms of harassment may include, but are not limited to

- offensive, embarrassing or harmful references to an individual's intellectual or physical capacities, appearance or family status;
- words or actions that result in feelings of uneasiness, humiliation, discomfort and distress;
- an expression of perceived power and superiority over another person, usually for reasons over which the victim has little or no control.

WHAT TO DO IF YOU FEEL HARASSED AT A FEDERATION-SPONSORED ACTIVITY

Every individual has the right to decide how to respond to harassment. Nothing in this procedure shall restrict the right of a member to file a complaint with the Ontario Human Rights Commission. The following represents a process for resolving a complaint of harassment by a member of the Elementary Teachers' Federation of Ontario at a

Federation-sponsored activity. Depending on the circumstances, a member may wish to resolve a problem by doing one of the following:

- discussing it directly with the individual involved;
- seeking assistance to reach an informal resolution;
- filing a formal complaint.

It is important to document the alleged incident(s), including times, places and witnesses.

WHAT TO DO IF YOU WISH TO FILE A COMPLAINT

Step 1

It is recommended that a member, or an advocate acting on behalf of the member, make known to the alleged harasser that the conduct/behaviour of the individual is considered harassment and is unwelcome. It is important to request that the offensive behaviour cease immediately.

Step 2

If the member (or advocate) is not comfortable approaching the alleged harasser or if there is a recurrence of such behaviour following a resolution at Step 1, the member should approach one of the designated representatives at the activity and ask the representative to act on his/her behalf. The designated representative will advise the ETFO Officer in charge of the event or activity.

Step 3

The ETFO Officer will separately interview the complainant and the alleged harasser and any witnesses. If the complaint cannot be resolved informally, the complainant will be asked to forward the complaint in writing to the attention of the General Secretary.

Step 4

The complaint will be investigated by the General Secretary. If it is determined that the complaint is valid, appropriate disciplinary action will be taken as outlined in Article VII of the ETFO Constitution and Bylaws. The Presidents of the Locals to which the parties are members shall be advised of the outcome.

Every effort will be made to maintain strict confidentiality in the complaint process. The Federation may be required to provide information obtained during an investigation to an outside agency that has the right to request information otherwise protected by the Municipal Freedom of Information and Protection of Privacy Act. Examples of such agencies are the Ontario Human Rights Commission, a tribunal, or court.

All correspondence and other documents generated under these procedures will be marked "Private and Confidential" and will be stored in the office of the General Secretary for five (5) years.

Reviews

Books, and games, and CD ROMs and...

Teacher Resource Book

North Americans' second-most common fear is a fear of public speaking (second only to fear of dying.) *Speaking Rules!* by Cathy Miyata is a teacher resource book aimed at conquering that "fear number two" in students.

Using her background as an actress and teacher, Miyata has put together a comprehensive guide that can be used to improve students' oral communication skills anywhere from grade 4 to grade 12. The games and activities are designed to build confident and skillful speakers as well as respectful and careful listeners. And this book goes a long way toward making the odious job of "speeches" more palatable.

Using the ideas in this book, teachers can give step-by-step instructions on writing and delivering an effective speech. But the book offers much more. The myriad drama games are meant to build confidence and composure, develop students' imaginations and teach such things as building a rapport with the audience. Easy to follow instructions, reproducible pages and detailed assessment rubrics make this a book that could supplement any language teacher's professional library. Many of the exercises are closely tied to literature and literary practices.

With oral language making up a good percentage of the language/English report card, *Speaking Rules!* is the kind of resource that can help Ontario teachers meet curriculum

requirements in a creative and non-threatening manner.

★★★★

Miyata, Cathy. *Speaking Rules!* Pembroke Publishers, Toronto, 2001. \$18.95.

Michael Hill is a grade 7/8 teacher with the Simcoe County DSB. He is author of the book *SuperQuiz Canada* and writes the weekly "Trivia" column for *The Toronto Star*.

Educational Game

Top Story is a game that helps children to learn skills in literacy – specifically reading and writing (sentence construction).

Its concept is fairly simple and is basically easy to play, but children need to be able to read and build sentences if they are to play independently. There are many game pieces that are difficult to control, even with adults playing. While the idea of sentence construction is fairly easy, there is no motivation built into this game to encourage more complex sentences or ways to manipulate sentences to vary their meanings, e.g., questions, inclusion of dialogue, etc. Two three-word sentences equal the same number of points as one six-word sentence. There is no opportunity for trading either so if you have only five verbs, you have no choice but to wait for more turns.

Students who already have the skills to manipulate language, build sentences and read competently do well at this game but are quickly bored by the lack of challenge. Others need a lot of support to succeed. This could perhaps be a useful tool in a special education room if an adult were available to assist and perhaps in grades 2–3,

(remembering that only four children can play at one time). There are some other options suggested for including more players without using the game boards.

★★

Dick, Erica. *Top Story*. Educational Games of Excellence (EDGE), 1993. www.readinggames.com.

Jacqui Sykes is currently a First Steps tutor for the Simcoe County DSB. Prior to that, she taught in Western Australia for eight years. Her seven-month-old daughter and two stepchildren, ages nine and 11, helped with this review.

Philosophy of Education

Honey, We Lost the Kids is an excellent philosophical book that should be read by both educators and parents. Kathleen McDonnell has a very optimistic and realistic view of growing up in the technological age. Her view helps the reader to see children and their roles in society very differently from how we currently view them.

Kathleen explores the concept of "childhood" throughout the ages and reminds us that "childhood" as we know it is a relatively modern thing. She compares this with the Middle Ages and times when children were participants in society, were raised by many adults in the village and had an economic function.

Kathleen defines the more recent phenomenon of the past century as keeping children "innocent and ignorant" (the walled garden of childhood) by controlling information, which we no longer have the power to do. Now the "global village" is responsible for raising children.

They have a need to be active participants in our society, socially, economically and morally, not just as consumers. As adults, our role is to guide and encourage, rather than fight to control the technology, which keeps them informed of those things we would rather hide (e.g., sex, violence, profanity).

The ideas are well expressed, logical and the book is easy to read, relating McDonnell's ideas to her own growing family, whom we get to know throughout the book. This had an enormous impact on me as a parent and teacher and will change the way I guide children and approach the use of open-ended research tools from now on.

This is incredibly relevant for teachers and parents who must guide and encourage children and teenagers to be critical and active in their worlds. I strongly urge anyone with a stake in our children's and our society's future to consider reading this book. It's not a very long one!

★★★★★

McDonnell, Kathleen. *Honey, We Lost the Kids – Rethinking Childhood in the Multimedia Age*. Second Story Press, Toronto, 2001. \$19.95.

Jacqui Sykes is currently a First Steps tutor for the Simcoe County DSB. Prior to that, she taught in Western Australia for eight years.

Compact Disk

Barb McIlquham's *Come and See My Rainbow* is an excellent resource specifically geared towards kindergarten children. The CD is not only a collection of highly singable songs, but it also doubles as an interactive tool, containing invaluable

information for teachers on Ministry learning expectations, lesson plans and assessment. All the songs' lyrics, lesson plans and assessments are readily available for hard-copy use.

As both an educator and a musician, Barb combines her talents to create songs that cover such a range of themes that teachers can use them all to teach such topics as days of the week, parts of the body, musical instruments, shapes and foods. In addition, the songs come with instrumental versions of all the tracks for teachers who would like to experiment with her melodies and rhythms. Many will be surprised at how well this beautiful music lends itself to creativity.

For every song there are pre-singing activities such as reviewing numbers up to 10 and discussing nutritious foods for a song called "I Am Hungry." Follow-up activities include having the students keep a journal of what they eat at every meal. This is a simple yet interesting activity when considering how the students would enjoy sharing foods specific to their families. Bringing these journals together would enable students to talk about what foods are important to them, what they like to eat, and when they eat certain foods (e.g., for holidays). Each song and its lesson plan are designed for open-ended discussions for the students, thereby making this CD appealing to children of all backgrounds and abilities.

This collection will bring out the musical learner in all students. It is not to be missed!

★★★★★

McIlquham, Barb. *Come and See My Rainbow. Kindergarten Music - Volume 1.* Wintertickle Press, Barrie. \$19.95. www.teacheasy.net

Catherine West is an elementary music/Orff specialist with the Toronto DSB and past president of the Ontario Orff Chapter. She is also a senior associate with Connexionarts®, an arts-in-education consulting company. She is the author of many journal articles as well as a curriculum resource to accompany TVO's children's series, "The Sisters of Sound."

Books for Children

Many adults and children have experienced the magic of feeding a black-capped chickadee out of their hand. Outdoor centres are the easiest place for many children to have this unique experience. Now we have a children's picture book that captures this special moment. This book would fit well into any early literacy program. Author Frank Glew has found the human reaction to feeding a friendly black-capped chickadee out of bare hands to be the same for all ages.

The story is about a single mother and child bonding through a fascinating meeting with the black-capped chickadee. Written in the first person from the perspective of the child, neither the text nor the illustrations tell us whether the narrator is male or female.

The child is bored with television, computer and video games and wants to do something exciting. Mother wisely decides on a chickadee experience. The pair walk to a natural area where a chickadee lands on the child's hand, leading to a spine-tingling feeling of happiness "that chickadee feeling."

The story shows how the gregarious chickadee can be an inviting and spiritual vehicle for connecting with nature, as well as a bonding agent between parent and child.

The story includes realistic illustrations of 24 local winter

birds and teaches many primary science expectations. Twenty-three thought-provoking questions are included with the story. The book prepares students for a real field trip, which the author recommends.

Frank Glew holds a Ph.D in environmental science education. He has taught at all grade levels and has been a classroom teacher, principal, consultant and co-ordinator. His most recent award was the 2000 Region of Waterloo Sustainable Development Award in Education.

Myrna and Marlene McBrien of Huntsville, Ontario, illustrated the book with a delightful mix of realistic and cartoon impressions.

★★★★★

That Chickadee Feeling. Pmara Kutata Enterprises. 2001. From Frank Glew, 46 Winding Way, Kitchener, ON N2N 1M1. Email fsglew@kwigs.net. Telephone 519 742 6617. Price \$10.00 includes GST and mailing. A 16-page accompanying teacher's guide related to primary expectations costs \$2.00. Also available in French as *Ce Frisson de mésange*. Cost of \$15.00 includes tax and mailing. Profits from the sale of the book go to other environmental projects for schools.

Carolyn Pearce teaches a special education area composite class at Franklin Public School, Kitchener. She is also the president of the Ontario Society for Environmental Education.

My Grandpa Plays with Trains

is a charming book about the relationship between Alex and his grandfather and their love of trains. One Sunday, Grandpa and Alex play with Grandpa's toy train collection. When it is time to return home, Alex cannot wait for the next weekend to join his grandfather and continue their adventures. Although Alex misses playing with his Grandpa, he still enjoys talking about the train-related things he is doing from Monday to Friday.

The book is recommended for primary students. Their curiosity with transportation will certainly be satisfied by Ian Crysler's highly detailed photographs of the train world in miniature. Parents and teachers will also appreciate the nostalgic feeling evoked in the photos for a bygone era that many of us only have access to through grandparents.

Levy conveys a very close relationship between Alex and Grandpa where the latter provides a useful link to a time with which most parents are not familiar. Levy has made an effort to appeal to both boys and girls in this age group. Alex wishes his friend Devony could come and see his grandfather's trains, but she has moved away. Toward the end of the book, Devony stays with Alex over the weekend and is so fascinated with Grandpa's collection that she hopes to bring her own grandfather to visit one day.

There is also a very positive message about how play is both an end in itself and a means of discovery for other aspects of a child's life. Alex creates train patterns at school using rectangles and circles, watches a train television program, learns a train song and reads a book on trains.

Myrna Neuringer Levy has created a delightful story depicting the warm and loving relationships that celebrate similarities across time and distance.

★★★★★

Levy, Myrna Neuringer. *My Grandpa Plays With Trains.* AMA Graphics Inc. Toronto. 2001. www.geocities.com/myrnasbooks

Catherine West is an elementary music/Orff specialist with the Toronto DSB.

Bargaining for Insured Benefits

COLLECTIVE BARGAINING

Christine Brown for etfo's Collective Bargaining Services

**Prescription drugs,
dental coverage,
vision care plans -
Will they continue
to be there when
we need them?**

Occasional teachers have struggled for years to achieve even basic recognition of their right to insured benefits (a tale too lengthy to recount here). However for teacher locals and to a lesser extent, educational and professional support personnel locals, such plans have been an integral part of the compensation package for decades. Today, along with a generalized anxiety about the future of medicare, teachers and others with employer-subsidized benefit plans are bombarded with messages about the uncertain future of such entitlements.

The answer to the question posed earlier, however, is "yes"—insured benefits will continue. Maintaining, or even enhancing them, will entail a combination of smart negotiating, continuing the pressure on school boards to fund such plans and using existing benefits wisely.

For many years, the trajectory for insured benefit plans moved steadily upwards. Vision coverage would increase from \$150 to \$200 per year; massage therapy would be added to supplementary medical services; the provision of assistive devices would be negotiated; out-of-country medical care plans would be added.

In the past decade, however, benefit plans have come under increasing pressure. This was so for a number of reasons, including reduced school board funding, an aging workforce, the development of new and very expensive wonder drugs, and a rate of inflation for all things medical which significantly outpaced the inflation rate at large.

Teacher bargainers responded by seeking expert assistance (particularly from the Ontario Teachers' Insurance Plan—OTIP) and re-examining the design of their benefit plans. Staying on top of issues around plan design is a major component of any bargainer's work.

Insured benefit plans are notoriously

sensitive to demographic variables. There is an old joke that a wise bargainer understands the membership well enough to know whether to bargain for orthodontics or dentures. More seriously, however, no two teacher bargaining units are alike. To take only one example, some members live in parts of the province where jobs are relatively fewer and single-income households therefore more common. In those instances, the overall need for comprehensive family coverage is especially pressing.

Such factors, among others, play a role in figuring out how best to keep a lid on benefit costs. Some alterations in plan design can be put into effect without harming the integrity of the plan. An example, one which is now virtually universal in teacher dental plans, is moving from a six-month to a nine-month interval for dental checkups. Another example is the substitution of generic drugs for their higher-priced equivalents, unless specifically prescribed by a physician. Over time, small adjustments such as these can save significant sums.

What was *not* acceptable, either in the 1990s or now, are employer proposals to simply slash benefits wholesale. In recent years, such attempts have taken various forms, such as removing various services from coverage, downloading more of the premium costs to teachers, or capping the dollar amount which the employer pays out in premiums on behalf of each employee per year. A dollar cap, of course, means that any increase in premiums is no longer the employer's problem, but rather the individual teacher's.

Benefits and the Funding Formula

With the advent in 1997 of the provincial disaster otherwise known as the "student-focused" funding model, the pressure to reduce the costs of benefits became acute. Nevertheless, there is a certain amount of

mythology surrounding the funding of benefits under the new funding formula, a mythology that some school boards are only too happy to promote.

The Ministry of Education currently allocates \$6,117 per teacher per year to cover benefits. This includes not only negotiated insured benefits, but mandated benefits as well, such as Canada Pension Plan, Employment Insurance, the Employers' Health Tax, and Workers' Safety and Insurance Board deductions. To put it mildly, \$6,117 is inadequate for these purposes. That sum, however, is merely a benchmark – school boards are free to spend either more or less. Many spend more, which can come from certain other funding envelopes, such as money for administration, or from reserve funds, or from miscellaneous revenues.

In short, while boards are certainly not awash in cash these days, they are not restricted to \$6,117 per teacher, and they are not without options to fund collective bargaining settlements. Despite the funding formula, bargaining remains what it has always been, a question of priorities and political will.

Can individual teachers do anything to alleviate the financial pressures on their insured benefit plans? Absolutely – by taking good care of their health, and by using existing plans wisely.

The wise use of benefit plans is a separate study in itself and will obviously vary according to the specification of each individual benefit plan. However, it might include such considerations as patronizing pharmacies with lower dispensing fees (which can range from \$4.99 to \$12.99), deciding how many sets of orthotic devices you really need, and thinking about (for certain drugs and under the appropriate circumstances) whether taking a five-day trial prescription for a new drug is perhaps better than opting right away for a

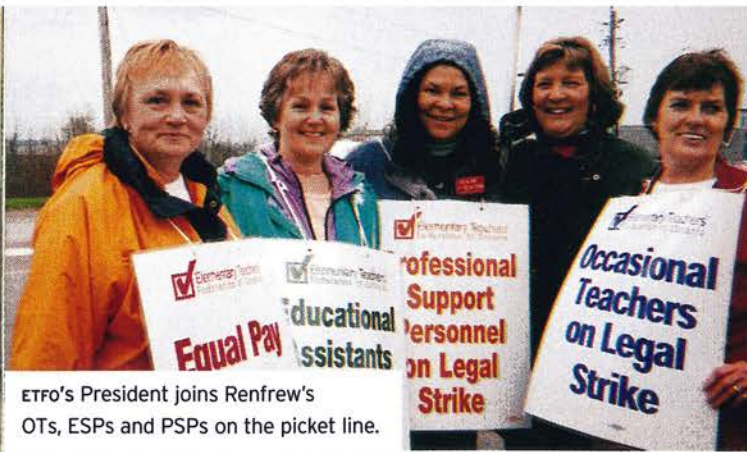
thirty-day supply. A great deal of money is spent every year on prescription drugs which turn out not to be a good "fit" with the patient, and end up in landfills and waterways.

Wise use also means recognizing that your benefit plans are there when you need them. The new wonder drugs may be expensive, but they may also keep a teacher not only working but productive, rather than off work on long-term disability. Employees are not the only ones who reap the rewards of a well-designed benefit plan, something we need to remind employers of on occasion. Paying the cost of an employee's benefit premium is simply the cost of doing business.

Why are bargainers so tenacious when it comes to insured benefits? Benefit plans are a key component of any compensation package. Dollars spent by the employer on medical benefit premiums are value-added dollars in that they flow into compensation as a tax-free item, unlike salary (life insurance, as a taxable benefit, is a separate case).

Good benefit plans, as well, are increasingly crucial as the provincial government attempts to delist, downsize, privatize and pulverize our publicly funded system of health care. Given this larger context, it is folly to even think about permitting an erosion of existing supplementary benefits.

Yet we can take it as a given that some school boards, at least, will be pushing to erode insured benefits in the upcoming round of negotiations. It is fair to say that resisting this pressure is more important now than ever before.



ETFO's President joins Renfrew's OTs, ESPs and PSPs on the picket line.



ETFO local president



THE YEAR IN REVIEW

Jim Ferney, a teacher at Ryerson Public School, Cambridge directs 170 students and teachers to spell the word "peace" in the school parking lot. ©2001 The Record, Waterloo Region



Participants in ETFO's new Principal's Qualification Program.



Participants enjoy the kindergarten conference sponsored by ETFO, ETT and the Toronto District School Board.



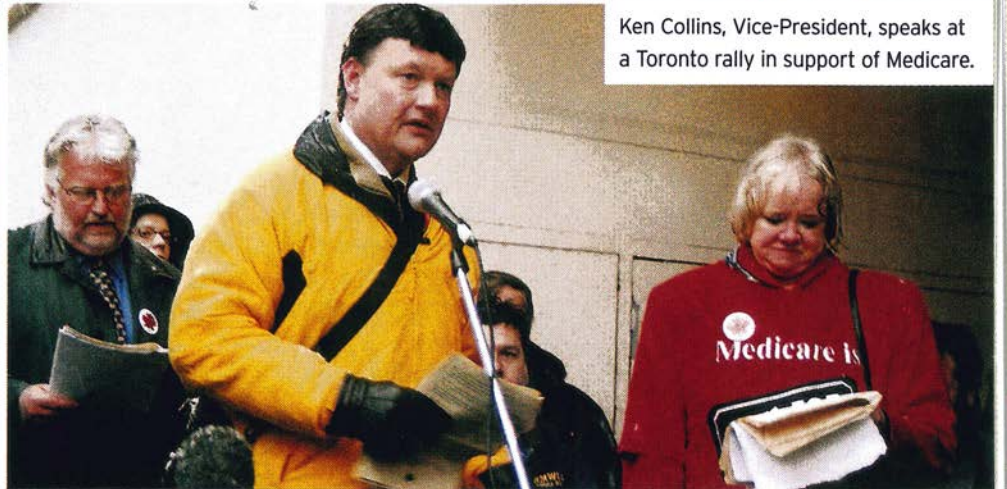
ETFO's 2001-2002 Executive.



ETFO local presidents



Ruth Ann Morley and Anthony Iozzo co-chair ETFO's Fall Representative Council.



Ken Collins, Vice-President, speaks at a Toronto rally in support of Medicare.



Emily Noble, First Vice-President, at the Women's Day March.



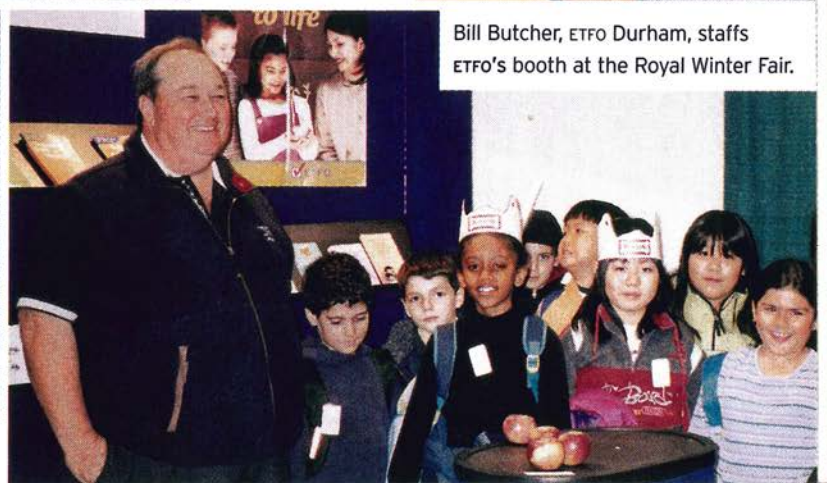
ETFO local presidents



Ruth Behnke, Vice-President, and Linda Middaugh, Halton, at the Women's Conference.



ETFO local presidents



Bill Butcher, ETFO Durham, staffs ETFO's booth at the Royal Winter Fair.

FOCUS ON EQUITY

One of the most moving experiences for many ETFO participants in the Toronto Pride parade was when one parent among the spectators said, "The teachers are here. Now I know my kids will be safe."

Toronto Pride Parade 2002

ETFO will have a presence in the 2002 Pride Parade in Toronto. Our participation in the Pride Parade last year was a very positive experience. Members and elected officers of ETFO joined thousands of others in the parade and were warmly greeted by hundreds of thousands of parade watchers.

Watch the Stewards' mailings for information on this and other Pride events.

Challenging Homophobia and Heterosexism

The ETFO brochure *Challenging Homophobia* has been revised. The new brochure, *Challenging Homophobia and Heterosexism: A Resource Guide for Educators*, has more definitions and updated resources and contains suggestions for teachers. Copies of the brochure may be purchased from shopETFO. The brochure is also on the ETFO website.

Coalition for Inclusive Curriculum Lecture Series

This year the Coalition for Inclusive Curriculum organized and sponsored a special lecture series, "Towards an Inclusive Curriculum 2002."

This program was also sponsored by ETFO, along with York University and some district school boards. The three lecturers and topics were:

- Wayson Choy, "Tools to Help Break Down Barriers";
- Susan Ursel, "Rights on a Collision Course? Religion and Sexual Orientation in the Courts"; and
- Neil Brooks, "Taxation and Citizenship."

ETFO also contributed to the "Equity in the Classroom, Equity in the Curriculum Conference", held in May at York University

and organized by the Coalition for Inclusive Curriculum.

LGBT Issues in Education Resource List

We are working on developing a resource list to assist teachers in addressing LGBT issues in education. The resource list will include organizations as well as print and video resources. The resource list will be available at the Annual Meeting and subsequently through Equity and Women's Services.

The following organizations provide resources and workshops regarding LGBT issues in education:

- Coalition for Lesbian and Gay Rights in Ontario (CLGRO) 416.405.8253.
www.web.ca/clgro
- Equality for Gays and Lesbians Everywhere (EGALE) 613.962.1043. www.egale.ca
- 2-Spirited Peoples of the First Nations 416.944.9300
- Parents, Families and Friends of Lesbians and Gays (PFLAG) www.pflag.ca

Equity in the Classroom, Equity in the Curriculum Conference

At the "Equity in the Classroom, Equity in the Curriculum" conference this year, Equity and Women's Services staff presented two workshops. One workshop, facilitated by Carol Zavitz and Sherry Ramrattan Smith, was an opportunity to hear about and view ETFO equity documents. John Guiney and Kathleen Loftus facilitated a workshop on the two recent National Film Board releases addressing homophobia and heterosexism. Equity and Women's Services staff were also involved in bringing together a panel of gay and lesbian teachers to speak about LGBT issues in education.

International Women's Day 2002

ETFO observed International Women's Day in a variety of ways in 2002.

President Phyllis Benedict sent a letter to Prime Minister Jean Chrétien, urging him to ensure that Canada takes a leadership role in establishing peace and stability in Afghanistan and in improving the situation of women there, and affirming ETFO's support for the 13 demands of the World March of Women 2000.

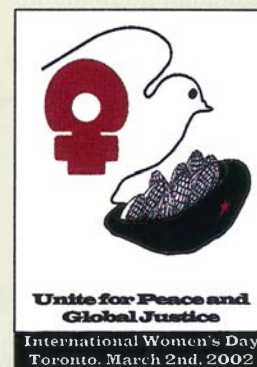
The ETFO provincial office and the Elementary Teachers of Toronto (ETT) were represented at the IWD march in Toronto on March 2.

ETFO had two tables at the annual banquet organized by the National Action Committee on the Status of Women (NAC) on March 22. This year, the banquet was also a celebration of

NAC's thirtieth anniversary; speakers reflected on the organization's history, and on women's activism now.

ETFO produced a poster and set of postcards commemorating the IWD posters used to publicize the march in Toronto since 1994. Women Working with Immigrant Women, which takes the lead in organizing IWD in Toronto each year, is selling the posters and postcards to raise funds for their work. Contact Carol Zavitz at the ETFO provincial office for more information on ordering posters and postcards.

JOHN GUINEY, KATHLEEN LOFTUS, SHERRY RAMRATTAN SMITH and CAROL ZAVITZ are staff in ETFO's Equity and Women's Services Service Area.



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CTF REPORT

Doug Willard, President, CTF

As teachers, we know the immense feeling of satisfaction that comes from seeing the gleam of awareness and understanding in the eyes of our students when they finally grasp that complex concept we have been drilling into them all year. It makes everything we do as teachers, like grading papers on the long weekend in May, suddenly seem worthwhile and useful.

I've been having some of those moments lately, when I see those who have made an attack on public education their claim to political fame plummet in popularity and actually start to recant some of their own mantras. Some examples of this rather pleasant phenomenon include:

- *The Edmonton Journal's* poll asking readers to rate the performance of Learning Minister Lyle Oberg during the teachers' dispute. Eighty-three and a quarter per cent rated his performance as poor.
- An IPSO/Reid poll that found that a majority of British Columbia voters (55 per cent) believe their government is going too far, too fast with its actions and unnecessarily hurting too many people. Fifty-six per cent disagree with rewriting existing collective agreements of teachers and other public employees.
- The new Ontario Premier's promise to invest \$65 million in new textbooks and review education funding in Ontario. During the leadership campaign, Ernie Eves had said that he wanted a new relationship with teachers.

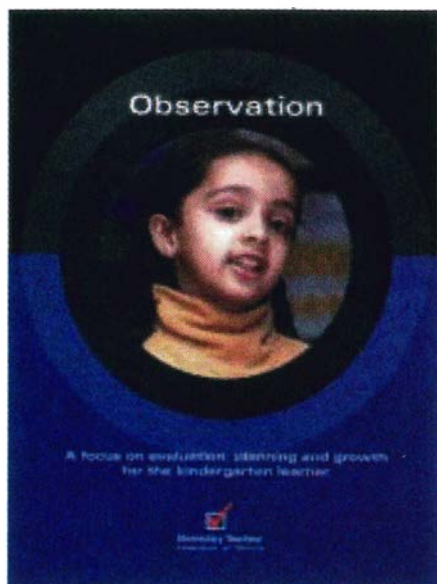
I am not naive enough to believe that just because a student grasps a concept he or she will get an A. However, all the indicators point to the fact that the public is feeling the impact of education cuts and, what is more important, so are some of our political "students." Our message is getting out, and both the public and politicians are finally paying attention.

This doesn't mean for one second that we should reduce the pressure. If anything, we should use these indicators to push even harder. We have a long way to go, but at least we are finally heading in the right direction. As Winston Churchill once said, "Success is never final." But there is a deep satisfaction in seeing the light go on in so many homes across Ontario and across the country. Let's make sure it stays on.

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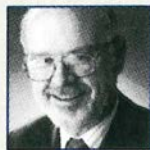
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As of April 15, 2002 we have a new Premier,
and a new Minister of Education



OTF REPORT

Pearse Shannon, President, OTF

During the PC Leadership Campaign, both Ernie Eves and Elizabeth Witmer had much to say about a new way of doing things, of talk rather than of confrontation, and of working with teachers as the professionals which they are. That kind of talk continues. Over the coming weeks, as the new Premier of Ontario begins to undertake his particular style of governing, teachers across Ontario will be watching with particular interest. Will the government begin to initiate meaningful discussions with the teacher leaders toward rebuilding the strong, education system Ontario's students deserve? The actions of the Premier and the Minister will have to reflect the rhetoric.

The downsizing of the staff at OTF continues. On a personal note, I would like to take this opportunity to express my thanks to those who have recently left OTF. Without exception, each of these people brought to OTF a level of dedication and of service to the teachers and to the profession which was outstanding. Although we are a large organization of teachers—numbering some 145,000—we are

a small and very close family here at the OTF office. While our colleagues' work will be missed and their individual commitment to OTF and the teachers of Ontario will be missed, more importantly, they will each be missed as friends and as colleagues with whom I have had the pleasure and honour of being able to work for a time.

By the time of the Annual Meeting of the OTF Board of Governors in August, the downsizing will be complete. The staff will have been reduced from 27 people to 18. A recent edition of an OSSTF publication made reference to "OTF'S expensive and cumbersome bureaucracy." The same publication contained many other incorrect statements about OTF. I have written to the editor correcting the errors, but have received no response. The complete letter is posted on our website (www.otffeo.on.ca) for your information.

I would also like to report that we are continuing to work on restructuring OTF with just three senior staff. We will keep you informed on the progress of this initiative.



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Assuming the above conditions are met, the new legislation now allows you to purchase: a) parental leave(s); b) service while employed under the Minister of Education, Training & Youth or the minister responsible for universities; c) service while employed with the Faculty of Education at a Manitoba university; d) service as a clinician while employed by a school division (service for which contributions were refunded is not included).

You must apply to purchase past service **before the effective date of your pension.**

Purchasing Maternity Leave

If you are a teacher who has taken maternity leave(s) from a Manitoba school division prior to August 18, 2000 -- and you are not currently collecting your Teachers' Retirement Allowances Fund (TRAF) pension -- you are now eligible to purchase period(s) of maternity leave as pensionable service.

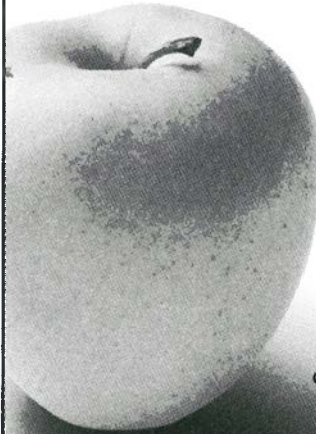
You must apply to purchase those leave(s) before July 3, 2002.

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Teachers' Trivia

Trivia Test

1. Name the educator who founded Ontario's educational system.
2. Who was Plato's famous teacher?
3. In Lucy Maud Montgomery's *Anne of Green Gables*, who was the teacher who inspired Anne?
4. Which Canadian Prime Minister taught history for four years at the University of Toronto?
5. Sixty-three-year-old Annie Taylor, a destitute teacher, was the first woman to successfully complete what daredevil feat?
6. Who played Our Miss Brooks on television in the 1950s?
7. Room 222 was a popular school-room drama in the early 1970s. What school was the setting for the series?
8. Who starred in the popular mid-1960s drama series "Mr. Novak"?
9. Wally Cox played what meek and mild science teacher in an early 1950s sitcom?
10. Name Beaver's female teacher in "Leave It to Beaver"?
11. What former teacher became dictator of Italy in the 1920s?
12. In what film does Robert Redford tell teacher Katherine Ross to take off her clothes?
13. Who wrote the Canadian novel *Why Shoot the Teacher?*
14. Who wrote "He who can, does. He who cannot, teaches?"
15. In what year was Ontario's educational television network, TVO, founded: 1963, 1970 or 1976?

The Prize - Waiting for Ages

"And how old are your three daughters?" persisted the census official, standing patiently on the doorstep.

"Multiplied together, the product of their three ages comes to 72," replied the householder, "and the sum of all three ages exactly equals the number of the house you've just visited."

"But I still need more information!" continued the harassed official, punching feverishly at a calculator.

"Then all I will say is that my youngest daughter has a dog with a wooden leg!"

"And that tells me all I need to know," says the census taker triumphantly.

What age is each of the three daughters?

A draw will be held August 8 of all correct answers to "Waiting for Ages" received by that date. Five winners will receive ETFO sweatshirts. Correct answer (with explanation) and names of the winners will appear in the fall issue.

Send your answers to Charlotte Morgan at provincial office. Fax to 416.642.2424. Email cmorgan@etfo.org. Regular mail to Charlotte Morgan at the address on the masthead.

Thanks to MICHAEL HILL a teacher with the Simcoe County DSB for this Trivia Test. Michael is author of the book *SuperQuiz Canada* and writes a weekly "Trivia" column for *The Toronto Star*.

Thanks to PETER HARRISON for "Waiting for Ages." Peter's puzzles regularly appear in *The Sunday Times*.

Trivia answers 1. Egerton Ryerson 2. Socrates 3. Miss Stacey 4. Lester B. Pearson 5. Go over Niagara Falls in a barrel 6. Eve Arden 7. Walt Whitman High 8. James Franciscus 9. Mr. Peepers 10. Miss Landers 11. Benito Mussolini 12. *Butch Cassidy and the Sundance Kid* 13. Max Baer 14. George Bernard Shaw 15. 1970.

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