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THE MANITOBA

# Teacher

JANUARY/FEBRUARY 2009 VOLUME 87 NUMBER 4  
NEWSMAGAZINE OF THE MANITOBA TEACHERS' SOCIETY

## More than half of teachers see workload increase

*MTS issuing survey to hear more about workload from members*

**M**ore than half of Manitoba teachers feel their workload has increased in the past year, according to a recent survey sponsored by MTS. This finding confirms what the MTS President is hearing during school visits and what the Workload Task Force is learning as it gathers information from teachers.

In December 2008, 815 randomly selected teachers from throughout Manitoba, sampled according to the demographics of the membership at large, participated in a telephone survey conducted by Viewpoints Research. Fifty-four per cent of teachers said their workload has increased over the last year, while only three per cent felt it had decreased. Two out of five did not think it is changed significantly, while two per cent were unsure.

"In my visits to school staffrooms everywhere in the province, teachers are telling me the same things. Expectations are increasing every year—report cards, technology, class size and composition, diverse learning needs, insufficient support for students with special needs, assessments, new curricula, the list goes on and on," said Pat Isaak, President of the Society. "As one teacher framed it, 'Things are always added, and nothing is ever taken away.'"

The MTS Provincial Executive has made teacher workload a priority issue. The

co-chairs of the Workload Task Force, Georgina Dyck-Hacault and Richard Alarie have been receiving emails and hearing from teachers about the changes and challenges in the working lives of teachers.

"Teachers are eager to talk about their workload concerns. In the few months since MTS started this project, there is already a common thread in much of the feedback I have been receiving, and our survey results confirm it," said MTS Provincial Executive member Georgina Dyck-Hacault. "Many teachers feel that they need more individual time with students. Depending on the composition of the classroom, sometimes that can be difficult. Teaching a classroom of 28 students all at the same academic level is different than teaching 17 multi-level students. Trying to meet every student's needs increases workload and job stress."

MTS does an annual telephone survey of its members to track the concerns of teachers and to assist the Society in planning programs and services for members. Every year, participants are asked what their single biggest concern is as a teacher today. The top concerns of teachers have more or less remained the same for five years. The number one issue in the most recent survey was class size or too many students (18 per cent). The other top concerns are all closely related. Job stress and demands is only slightly less at 15 per cent and student behaviour and discipline is a concern for 12 per cent of teachers, down from 17 per cent last year. Students' needs not being met and lack of support is a top concern for seven per cent of teachers surveyed.

In the telephone survey, teachers were also asked about specific issues and their impact on their workload and job stress. More than seven out of ten teachers felt that not having enough time to spend with individual students has a significant impact. However, other factors also

**Expectations are increasing every year—report cards, technology, class size and composition, diverse learning needs, insufficient support for students with special needs, assessments, new curricula, the list goes on and on. As one teacher framed it, 'Things are always added, and nothing is ever taken away.'**

play a role in their workload and job stress. Six out of ten teachers believe that students' home lives (62 per cent) and students with significant behavioural and discipline problems (51 per cent) both have an impact on their workload and stress. Too much paperwork, like marking, assessments and report cards have a significant impact for more than half of the teachers surveyed (54 per cent).

"When talking with teachers about workload, they describe the invisible work that they do outside of regular school hours. For example, it takes many teachers a lot of time to prepare individual report cards for their students. Teachers have told me how some report cards have more than 60 outcomes for each student. Others say the report card for their grade level is many pages long. Many of the new report cards take more than an hour per student to prepare. Multiply this by 25 students and add in the frustrations of technology and online reporting and many teachers tell me it can add up to in excess of 30 additional hours outside of the regular work week. This is just one way teacher workload is increasing," said Isaak.

Other responsibilities such as meetings, supervision, preparation at home, and extra-curricular activities can extend a teachers' workweek to more than 50 hours. MTS is always examining ways to ease teachers' workload through collective bargaining and lobbying the provincial government for changes to improve the working lives of our members.

In February, every Manitoba teacher will have an opportunity to tell MTS about their workload. The MTS 2009 Workload Survey of members, including administrators and non-classroom teachers, is a paper and pencil survey distributed to all MTS members at their schools. "The 15 minutes it takes you to complete the survey helps us plan how we can improve the working lives of teachers. Every teacher should fill out this survey to ensure MTS has an accurate picture of what it's like to be a teacher in Manitoba today. This is valuable statistical data that assists us in negotiations and talks with the government," said Isaak. Responses are absolutely confidential and names are not requested.

The MTS Task Force on Teacher Workload is a two-year project examining the diverse workload issues facing members. Recommendations will be made to the Provincial Council in 2010. The co-chairs of the task force and President Pat Isaak are visiting local teachers' associations and schools throughout the year to gather the views of teachers. The co-chairs of the task force welcome everyone's input. Send your comments, concerns or requests for school or association visits to Georgina Dyck-Hacault ([ghacault@mbteach.org](mailto:ghacault@mbteach.org)), Richard Alarie ([ralarie@mbteach.org](mailto:ralarie@mbteach.org)) or to Pat Isaak ([pisaak@mbteach.org](mailto:pisaak@mbteach.org)).

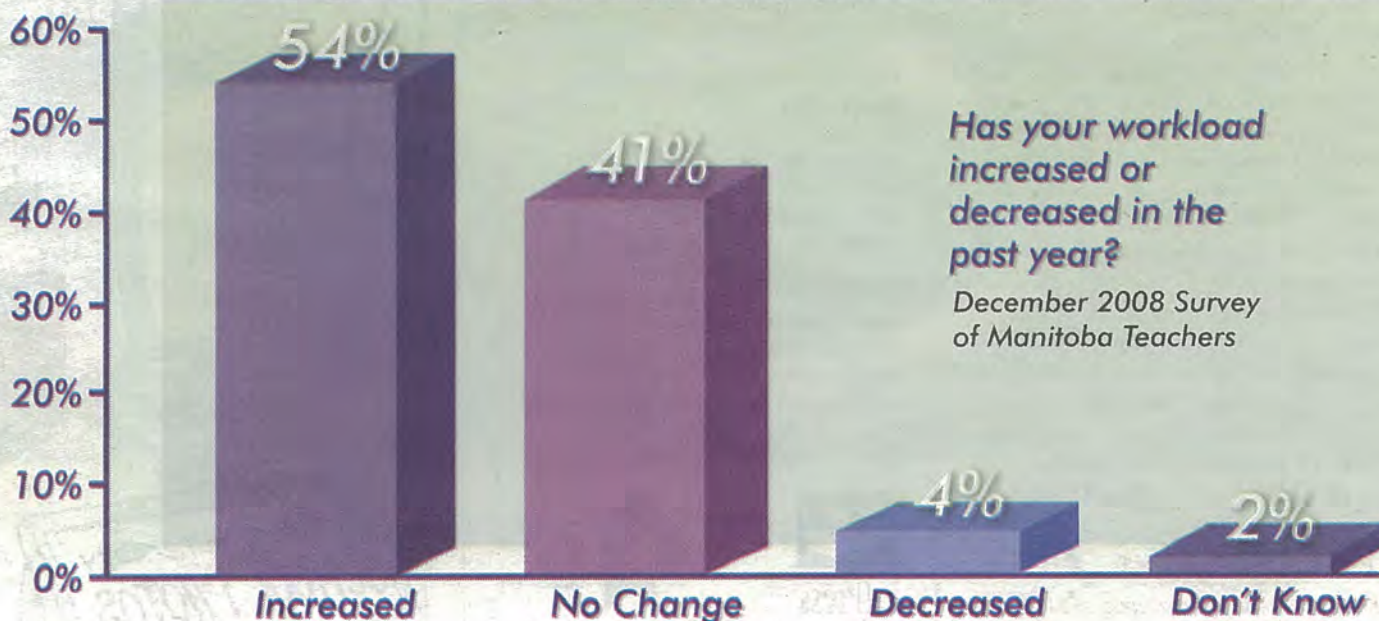
For information about the MTS 2009 Teacher Workload Survey being distributed to all teachers in February call Mike Bell (888-7961 or 1-800-262-8803 extension 258).

Publications Mail Agreement 40063378  
ISSN 002-228X



The  
Manitoba  
Teachers'  
Society

**Return Address:**  
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Winnipeg, MB  
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### New year brings focus on workload

Happy New Year! I hope your break was a restful and happy one! If you're like me, this time of year always serves as a reminder about what is most important in life, and that I need to keep those things in mind as busy days run into the next. The same is also true for The Manitoba Teachers' Society.



One of the things that often strikes me about large organizations is how easily they get distracted. There is always so much going on. So much internal day-to-day business to conduct. So many external factors to consider. So many events that shift our focus. I believe one of the most important functions of the MTS President—and the Provincial Executive—is to ensure that our attention remains steadfastly on where it belongs—on you. On the teachers and public school system we serve.

Remaining focused is important, because some opportunities are fleeting. They may be here today and gone tomorrow. If we miss them, it may be a long time before they come around again. Our recent pension changes are a good example.

In the last few years protecting the long-term health of our pension plan was a primary focus. We managed to achieve the first contribution increase in 25 years and saw government put \$2 billion into the Plan to cover their liability. The passage of Bill 45 this past September represented a commitment of another \$130 million for cost of living adjustments. But what if we had waited? Does anyone believe these accomplishments would have been possible in today's economic environment? Teachers are clearly far better off because we were able to keep the attention on what was most important. Pension plans are long-term priorities and we will continue to work to ensure the health and stability of our plan not just for today, but well into the future.

While MTS remains vigilant on pension issues, this year the Provincial Executive has turned the Society's attention to another important issue. This year we've set up a task force to study the issues surrounding teacher workload. Every piece of data we have tells us that teachers are finding it harder and harder to do the work they love to do. We worry that too many experienced teachers are leaving the profession worn out and discouraged, and too many young teachers are leaving because they're exhausted and dispirited. We're committed to finding ways to make things better. We're working hard to stay focused on our goal of making your working lives better so that you can stay focused on what you love about teaching.

The public school funding announcement is coming later this month and we know the economic downturn will have an impact. We need to be mindful of the effect the global financial situation will have on education while we work to achieve our goals.

Our organization has made significant progress in recent years. We've done it by focusing on your needs and protecting your interests. As we begin a new year, the Provincial Executive remains committed to ensuring we continue to focus on what's most important to you.

Pat Isaak

Pat Isaak is the Society's 2007-2009 president.

# Operation Donation Food Drive

**March 2-6, 2009**

Manitoba Public Insurance, Peak of the Market, The Manitoba Teachers' Society and schools throughout Winnipeg are joining together to collect food and cash donations for Winnipeg Harvest.

Please help us to help those in need.

Visit [www.winnipegharvest.org](http://www.winnipegharvest.org) for more info.

**10 Most Wanted List**


Manitoba Public Insurance

## Food drive gets early promotion

Students from a Grade 6 class from McGregor Elementary School rolled out some early publicity for the school-based food drive, Operation Donation last month. MacGregor Collegiate Institute in the Pine Creek School Division held a public Teaching Showcase Evening. Students from Kyle McKinstry's previous Grade 5 class showcased the results of their Operation Donation Campaign from last year. McKinstry says the students have displayed amazing tenacity, initiative and perseverance and have made the MacGregor Elementary School very proud throughout their Operation Donation Humanitarian Effort. MTS President Pat Isaak was on hand to show support for the initiative, also strongly backed by the Pine Creek Teachers' Association and its president, Randy Chambers. Operation Donation is a one-week drive for Winnipeg Harvest that last year saw 100 Manitoba schools collect food for food banks in their areas. This year's campaign will be held March 2-6. Schools can get more information at [www.winnipegharvest.org](http://www.winnipegharvest.org).



From left to right: Tamara McVannel, Davin Dumas, Kyle McKinstry, Klay Killam, Laura Reimer, and Raquel Enns.

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Published seven times a year (September-June) by The Manitoba Teachers' Society. Articles and views published herein do not necessarily represent the policies nor the views of the Society.



**Publications Mail Agreement**  
40063378 ISSN 002-228X

Send contributions to:  
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## JUST KIDDING®





# Students help turn soybeans into cash



## Agriculture in classroom program leaves behind major legacy

A pilot project in a Grade 5 classroom brought in a bumper crop of soybeans this past fall and more than \$35,000 for the East Selkirk Middle School.

Called Crops in the Class, the program brought students together with a group of farmers to plant, grow and harvest the 122 acres of soybeans.

The partnership was created between Agriculture in the Classroom: Manitoba (AGIC-M) and a group of producers in the Selkirk area. The local farmers donated their time and machinery to help with the crop.

As the crop grew, students followed along with several curriculum-specific activities, learning about agriculture and where food comes from.

Johanne Ross, executive director of AGIC-M, said the project began with 10 lesson plans being created for Grade 5 students about agriculture. The partnership between the school and producers then went ahead and has been so successful, several other schools want to take part.

"It was just unbelievable," says Ross. "It was a wonderful learning experience and leaves behind a great legacy for the school."

Principal Ron Hummelt agrees.

"Crops in the Classroom has given our students and opportunity to have a true experiential learning experience. I am in awe at the amount of effort put into the project by area farmers."

Many of the farmers involved were former students in the Lord Selkirk School Division.

"Not only did the farmers put in countless hours, they also approached the many suppliers who donated to the project."

At a ceremony announcing the results of the harvest, Education Minister Peter Bjornson told a school assembly that the project is a great example of what education should include.

"I have always believed that school is about community and you see an incredible example of that here."

As a former teacher, Bjornson asked the students what they learned about soybeans and had no shortage of responses as students told him soybeans go into items ranging from hair care products to makeup and candles.

Brian Chorney, one of the producers involved, said the project was a great opportunity to create an awareness of how food is produced

*I have always believed that school is about community and you see an incredible example of that here.*

"right here in your backyard."

"Growing a crop from start to finish is the best way to learn."

And grow it, they did.

The harvest brought in 4,500 bushels of soybeans. After certain costs, the project is expected to net the school more than \$35,000 as they are sold over the next few months.

Hummelt said there are a number of possibilities for use of the money including purchase of a digital projector to show students' video productions to acquiring archery equipment.

Agriculture in the Classroom: Manitoba Inc. is a non-profit organization supported by individuals and the agriculture industry. Its mandate is to cultivate an interest in agriculture. It operates a number of outreach programs. It can be found at [www.aic.mb.ca](http://www.aic.mb.ca).

## RCMP, CTF join forces

The Royal Canadian Mounted Police and the Canadian Teachers' Federation (CTF) are teaming up to tackle cyberbullying.

The RCMP is providing its members working in more than 5,000 schools across the country with lesson plans teaching youth how to recognize, respond to and prevent cyberbullying behaviour. Students will also learn the serious consequences of cyberbullying, which include mean-spirited cell phone text messages and posts on social networking sites as well as threats sent over instant messaging services.

"We are providing front-line officers with tools based on the most up-to-date information on cyberbullying, including input from youth," says Insp. Rick Shaw, the officer in charge of National Crime Prevention Services, which oversees the force's youth services program. "The idea is to ensure that youth are getting the right message so they take appropriate action when confronted with cyberbullying."

"Bullying in any form is unacceptable social behaviour and cyberbullying is especially cowardly," said Minister of Public Safety, Peter Van Loan. "As the government and as citizens we have a responsibility to protect our most valuable and vulnerable citizens—our children. This latest cooperative effort plus the laws we already have in place are part of that responsibility."

[www.deal.org](http://www.deal.org), the RCMP's by youth for youth web site, is also helping young people fight the problem with the launch of an on-line interactive game called *Cyberbullying: The Dark Side of Technology*. Placed at a desk with access to several communication technologies, players are faced with a series of scenarios and questions based on information they are given about how to identify, deal with and put an end to cyberbullying. To play the game, visit [www.deal.org](http://www.deal.org).



## Youth program funded

The province says it will invest more than \$8 million over four years to help prevent youth suicide and improve access to mental-health care for at-risk youngsters, Healthy Living Minister Kerri Irvin-Ross, Family Services and Housing Minister Gord Mackintosh and Culture, Heritage, Tourism and Sport Minister Eric Robinson, acting minister of Aboriginal and northern affairs, announced today.

"The loss of even one young person is a tragedy, but we can make a difference by enhancing family, social and community supports and improving access to mental-health treatment and care," says Healthy Living Minister Kerri Irvin-Ross. "We have developed this strategy, based on respect, trust and community partnership, to provide hope and opportunity to the young people who need it most."

The government last month unveiled a new package of initiatives called *Reclaiming Hope: Manitoba's Youth Suicide Prevention Strategy*, which will include new community based, culturally relevant programming and resources to be delivered in communities across the province with a focus on breaking down barriers to meet the needs of Aboriginal youth. To view *Reclaiming Hope: Manitoba's Youth Suicide Prevention Strategy*, visit [www.gov.mb.ca/healthyliving/mh/hope.html](http://www.gov.mb.ca/healthyliving/mh/hope.html).

## Donations for charities

The Manitoba Teachers' Society has decided to forego sending out printed Christmas cards next year and instead donate the money that would have been spent to charity. The Provincial Executive decided that an electronic greeting would be sent informing recipients of the change.

# Nominations open for MTS YHA Awards

Is there a young humanitarian in your class? Every teacher knows students who've had a big impact on their classmates, schools and communities.

And each year the Society looks for students, both as individuals and groups, who demonstrate compassion, self-sacrifice, leadership and creativity in serving others.

The MTS Young Humanitarian Award committee is busy preparing for this year's April 21, 2009 awards show at the Manitoba Theatre for Young People. And it's looking for nominations to add to the Society's 11-year history of honouring the humanitarian work of public school students in Manitoba.

The array of good works highlighted in past years is dizzying: everything from helping to build an operating room at an orphanage in Vietnam to reading to the terminally ill right here at home; from collecting and delivering baby formula and diapers to hurricane victims in the U.S. to raising money for a best friend with a rare brain disease.

Last year:

- Grosvenor School's Aidan Notarianni launched his own cancer fundraiser, Bikes in Motion, on August 24;
- Stephanie Melstead from Riverton Early Middle School, cut her hair to make wigs for cancer patients after she participated in the Terry Fox Run;
- Oak Park High School's Breanna Wiebe was honoured for her heavy involvement in so many humanitarian causes;
- Francesca Possia's students at Lord Wolseley School raised thousands of dollars for the Movement Centre of Manitoba to help a classmate who has cerebral palsy.

The Young Humanitarian Award is not a sports award. It's not for getting good grades. It's for students who show compassion by helping in their schools and in their communities.

You can check out the stories and pictures of previous year's YHA winners, all the way back to 1998, by going to [www.mbteach.org](http://www.mbteach.org), clicking on MTS Library, then opening the YHA file.

Nomination forms will be mailed to every

school in Manitoba on January 23. They'll also be posted on [www.mbteach.org](http://www.mbteach.org). The deadline for nominations is 4 p.m., February 26, 2009.







# READING WRITING RELEVANCE

By Judy Owen

**W**ade Houle begins his class by asking his students how much they had read in their assigned book on the weekend.

One girl says she finished the book *Half-Breed* and it ruined her Saturday night.

"I cried," she admits. "I was going to go out on Saturday, but I didn't feel like going out."

"It made me want to quit drinking," another girl says with a laugh.

Their classmates in Houle's Grade 11/12 Aboriginal literature unit at Maples Collegiate laugh, too, but you sense it's more that they're laughing with their peers rather than at them.

*Half-Breed*, written by Métis author Maria Campbell, has obviously touched the students and many were relating to the author's struggles with identity issues, hope for the future and substance abuse.

That's just the kind of reaction Houle welcomes in his third year teaching the unit he introduced as part of the school's native awareness program.

"What (Campbell) goes through, a lot of Aboriginal people go through," says Houle, a University of Manitoba graduate.

"The first time I read it, I totally related to it, so maybe that's what happened there (with his students). And that's a good thing, right? Everyone reacts differently."

Maples Collegiate has had a native awareness program for about 10 years. When Houle took over in his first year of teaching three years ago, he introduced an Aboriginal literature unit for a Grades 11/12 split and added Grades 9/10 last year.

"Reading and writing is pretty low among Aboriginal people," says Houle, who grew up in Vogar, a Métis community along the northeast shore of Lake Manitoba's lower basin.

"I think it's important that if this is going to be a class on native studies, then there should be reading and writing elements."

"There's such great literature. I mean, *Half-Breed*'s unbelievable."

Houle has 15 students registered in the native awareness course. Next semester, 40 students registered for the Grades 9/10 course, the highest ever.

In three years, only two non-Aboriginal students have enrolled.

Houle wants to attract more students so he's trying to get the course changed to an 'S' designation so students can use it toward university entrance.

In the Aboriginal literature unit, Houle selects books written by native authors that cover different elements from history to economic issues to Aboriginal female role models.

He picks up *Half-Breed* and starts reading aloud to the students as they follow along. Having him read was a request made by the students, he says.

They answer questions about each chapter, informally discussing possible answers.

Houle points out to them that the book was written in 1970 about Campbell's experiences in the 1950 and '60s.

"Do the things she talks about still happen?" he asks them.

The students nod or say yes.

"It may be a different day and age, but it's a timeless piece," Houle tells them. "Everything still applies."

When the book mentions a person in Campbell's community known as the "crazy" one, he asks students if their communities have similar people.

The students laugh, and describe some of the characters they've known while growing up in places such as Beren's River, Sagkeeng and Peguis.

The native awareness program also covers art, research of indigenous cultures around the world, history of residential schools and famous Aboriginal women role models.

One of the assignments Houle hands out is for the students to enter the Aboriginal Youth Writing Challenge. Two of his students have placed in the top 10 across Canada. In 2008 it was Alyssa Bird and in 2007, Nicole Selkirk.

"They both told me, 'We would never have won if you didn't assign it,'" Houle, 28, says.

Yet it's not really a goal of his to inspire the students to become authors.

"Not necessarily," he says. "I just want them to read these books to

know that they're out there. I didn't know *Half-Breed* was out there until university when I first read it."

Houle is going on a 12-day educational leave this year to find and study other native studies programs in Winnipeg schools. So far, he plans to sit down with teachers from Children of the Earth, R.B. Russell and Sturgeon Heights schools to talk about their programs and what works and what doesn't.

He's given presentations on Aboriginal literature at SAG conferences, offering the lesson plans he's had to make up himself. He's not aware of similar units in the province and would like to make contact with other teachers ([wade.houle@7oaks.org](mailto:wade.houle@7oaks.org)).

"If a teacher's willing to teach, then everything's ready to go for them," he says. "My hope is that they do teach the books."

His students appear to share his views about the value of the native awareness program and Aboriginal literature.

"Reading other Aboriginal people's stories, it shows you what they went through and then you can compare it with your own life of being Aboriginal," says Julie Sinclair, the student whose Saturday night was ruined by finishing *Half-Breed*.

She took the course last year in Grade 12. When she returned for upgrading this year, she wanted to take it again.

"I want to get more knowledge and maybe get more people aware of what you do in here," she says.

"Last year in Grade 12, we went on a trip to South Dakota and went to different Aboriginal places. It is a great opportunity." **T**

Reading other Aboriginal people's stories, it shows you what they went through and then

you can compare it with your own life of being Aboriginal.

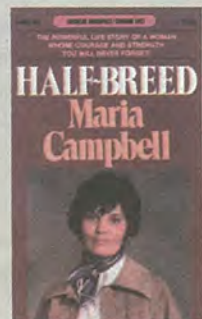
Wade Houle

Maples Collegiate teacher Wade Houle uses books such as these in his Aboriginal literature unit. (Suggested grades in brackets).

## Dances with Dependency: Indigenous Success Through Self-Reliance

By Calvin Helin

Helin is a member of the Tsimshian Nation from the northern B.C. community of Lax Kw'alaams (Port Simpson). The son of a chief is a successful business leader who offers a business-oriented solution for impoverished Aboriginal communities. (Grade 12)



### Half-Breed By Maria Campbell

The Métis author grew up in northern Saskatchewan and writes about her life and the racism faced by Métis people. She married a white man at age 15 and openly writes about her identity insecurities, drug addiction and how her Cree great-grandmother supported her. (Grades 11-12)

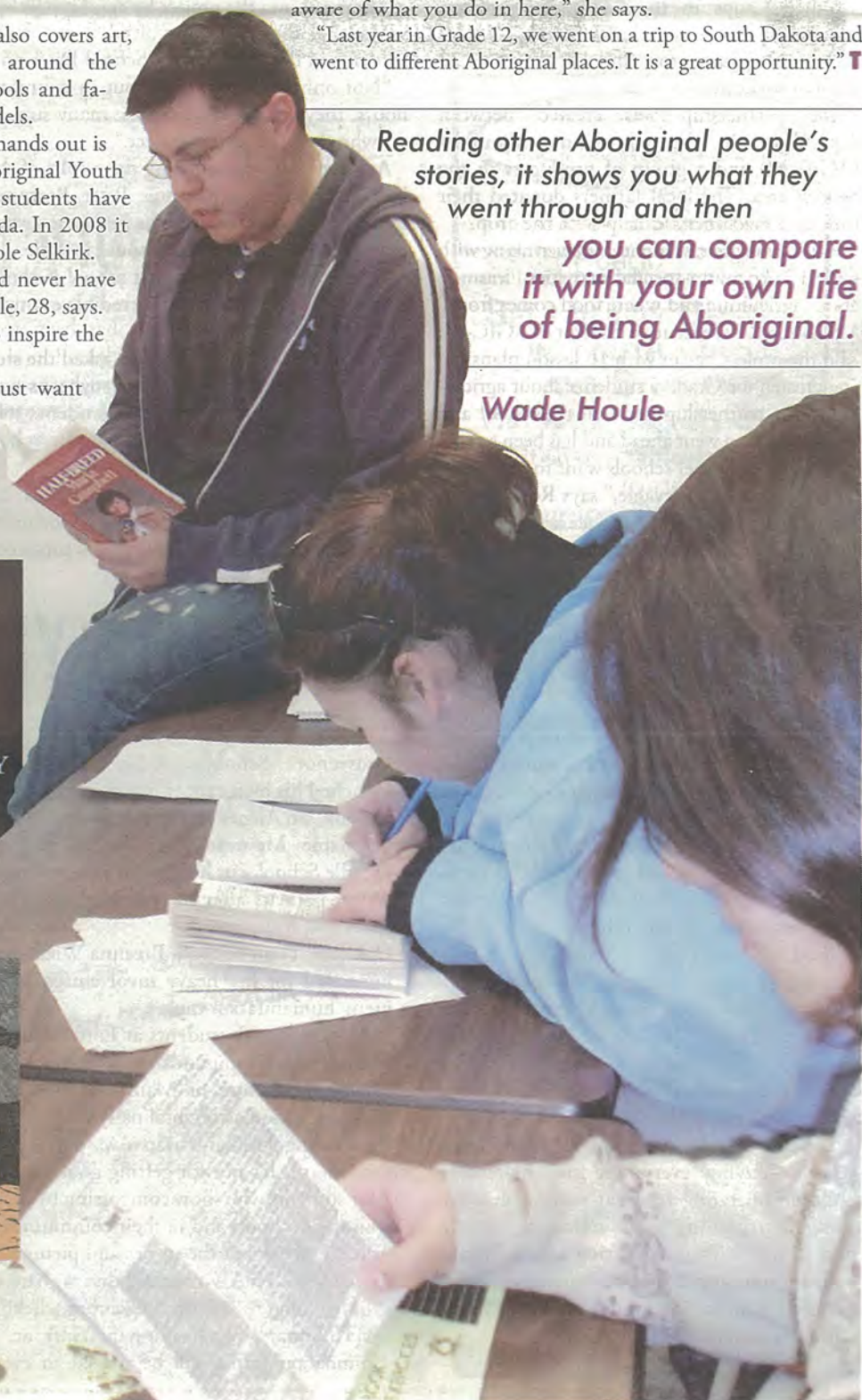
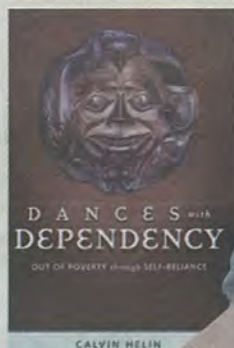
### Louis Riel: A Comic-Strip Biography

By Chester Brown

This biography of the famous Métis leader uses a comic-strip format that makes it more attractive for young students. (Grade 9)

### Medicine River By Thomas King

This book by the Métis author features humour as it centres around a young Métis man's identity issues while growing up on a reserve. It was made into a TV movie of the same name with well-known actors Graham Greene and Tom Jackson. (Grades 9-10)





# Teaching the horrors of the Holocaust

## Centre uses Nazi genocide to teach tolerance and understanding

By Bruce Owen

The painted footsteps on the floor will lead you from the front entrance directly to the heavy wood-and-steel railway cattle-car door.

When you slide it open, its weight and the haunting sound of metal wheels grinding in their tracks will take you immediately back to one of humankind's worst nightmares.

The Holocaust Education Centre at the Asper Jewish Community Campus opens June 7, 2009, as part of the new Jewish Heritage Centre of Western Canada.

It will be a permanent place where students from around Manitoba can learn about Nazi leader Adolph Hitler's plan to exterminate the Jews.

It's the result of many years of hard work teaching young high school students class-by-class about the horrors of the concentration camps and the crowded railway cattle cars that brought millions to their deaths.

"We've found the kids are really in awe of our presentations and survivors," Holocaust education co-ordinator Carla

Divinsky said. "The younger they are, the more open they are. The more questions they ask."

Divinsky said the focus of the re-configured education centre is on how the Holocaust touched and still touches Manitoba, mostly through the words, writings and artifacts of survivors of the death camps who settled in this province. There are about 150 survivors still alive. But as time goes on their children and grandchildren will continue to tell their parents and grandparent's stories through the new centre.

Like Divinsky. She was born in Hilversum, Holland in 1944. Members of her family were among the 75 per cent of Holland's Jewish community who died in the Holocaust. She's been involved with the centre for about 10 years.

In that time, hundreds of high school students from around the province have learned through her and other survivors about the concentration camps and why about six million people were put to death in an orchestrated genocide. The program is geared to Grade 7 and up. Last year, 1,481 students were involved.

"We don't talk about politics," Divinsky said. "That is not our realm. We talk about using the Holocaust to teach tolerance and understanding."

"We teach that people are people no matter the colour of their skin or where they come from. We are all part of the fabric of the world community."

The education centre will operate in-concert with the new Canadian Museum of Human Rights to be built at The Forks.

The difference is that the smaller education centre will devote its space to how the Holocaust touched Manitoba, Divinsky said.

"We hope that all will use our space," she said.

What she wants students to take away is that they have a responsibility to guard against similar atrocities, like more recent planned mass killings in Rwanda and Bosnia.

"We are so fortunate to live in this country with all the freedoms we have," she said in her tiny, cluttered office. "But with freedom comes responsibility. It could go the other way."

"This is one of the things I want the kids to know—to not be a silent bystander. It's important to stand up. It's important to be vigilant. That's what we have to teach."

The youngest survivor of Schindler's List visits Winnipeg May 7, 2009.

Leon Leyson is the keynote speaker at the Jewish Heritage Centre of Western Canada's 8<sup>th</sup> annual Holocaust Symposium. The symposium is for grades 9–12 students.

Leyson was 13 when he met German businessman Oskar Schindler in 1943. Schindler sheltered more than 1,000 Jews from the Nazi death camps.

Through Schindler's efforts, Leyson, his parents, his sister and a brother survived the war. Two older brothers died in the Holocaust.

*Schindler's List* was dramatized in Steven Spielberg's 1993 Oscar-winning film.

Space is limited for Leyson's speech. For more information, call Holocaust education co-ordinator Carla Divinsky at 477-7458 or e-mail [cdivinsky@jhwc.org](mailto:cdivinsky@jhwc.org).

The Holocaust Education Centre holds presentations throughout the year for Manitoba high school students.

To book a presentation contact Divinsky.

There is no formal charge, however, any donation received goes toward further Holocaust education programming.

The centre also sponsors the Mina Rosner Human Rights Award. The award is presented to Manitoba high school students who write the best essay on the Holocaust and the importance of championing human rights.

Rosner was a Winnipeg mother and author who grew up in Ukraine and saw her family, friends and community exterminated by the Nazis.

The sole survivor, she moved to Winnipeg in 1948. She later wrote a book about her experiences, *I Am A Witness*. She died in 1997.

To keep her memory and work alive, her family created a fund in the form of the essay contest.

The deadline is April 18. One prize of \$400 will be awarded to a student in grade 9–12.

For more information, contact Divinsky at [cdivinsky@jhwc.org](mailto:cdivinsky@jhwc.org) or 477-7458.



Carla Divinsky

## LASTING IMPRESSION

Two years ago we published a series of articles featuring well-known Manitobans recalling their most memorable teachers.

The series followed a poll conducted for The Manitoba Teachers' Society in which 85 per cent responded that they had a teacher who had made a difference in their lives.

The Lasting Impression series was so well-received, we decided this year to ask another dozen Manitobans about their most memorable teachers. They will be published in each issue this year and available on our website, [www.mbteach.org](http://www.mbteach.org).

Stories by Judy Owen

## Shaftesbury teacher lit scientific fuse

Dr. Frank Plummer has been recognized for his knowledge on local, national and international stages.

The scientific director general of the National Microbiology Laboratory in Winnipeg is considered a world leader in HIV/AIDS research and a specialist in infectious disease.

In 2008, he became an officer of the Order of Canada and was inducted into the Royal Society of Canada.

While a number of people have influenced his life—both his parents were educators—he looks back to his days at Shaftesbury High School as a starting point for his interest in science.

And it began in the grade 11 and 12 classes

of math and physics teacher Mr. Yoshida.

"He had a great smile and a great way of teaching tough material to a bunch of fractious high school students," Plummer said.

"In physics, particularly, he did lots of demonstrations and lots of experiments that sort of brought things home and made it real."

"Although I didn't end up doing either math or physics, it certainly turned me on to science in general and showed me I had an aptitude for it."

Yoshida also had a good sense of humour and could laugh at himself.

For example, he had a heavy accent and couldn't pronounce his Rs very well. On one test, there was a misspelling that caught the

students' eyes.

"He had spelled trillion t-w-i-l-l-i-o-n as one of the answers," Plummer said.

"We looked at it and asked him, 'What's this twillion?' He said, 'It's not twillion, it's twillion.' It was quite cute."

With both of his parents former teachers, Plummer understands the important role educators play.

"I don't think society appreciates them enough."

## Coaches were role models for MacCulloch

No Manitoban had ever played in the National Basketball Association until Todd MacCulloch suited up for the Philadelphia 76ers in 1999.

Not bad for a boy who attended Shaftesbury High School in little ol' Winnipeg.

And when it comes to thanking someone for the path he went down, MacCulloch points to Doug Fraser, his former physical education teacher and basketball coach at Shaftesbury.

"He just made me believe in myself, that I could really be as good as I wanted to be," MacCulloch said.

"I think he recognized in me some abilities and he nurtured them. Without that support, I think I would have become stagnant."

Fraser also connected with his students off

the court.

"He really did have an open-door policy in his office," MacCulloch said. "He had a nice comfy couch and you could always go in and sit down and get a joke or you could talk to him about your problems."

"He was just a very likeable guy. We had a great relationship."

MacCulloch, who also played with New Jersey, was forced to retire in the fall of 2004 because of foot neuropathy, a painful condition that also affected his balance. He went on to be a radio colour commentator for the 76ers.

But he hasn't forgotten Fraser or Richard Gooch, his other coach at Shaftesbury who's a principal at Valley Gardens School.

"They were both great role models," said

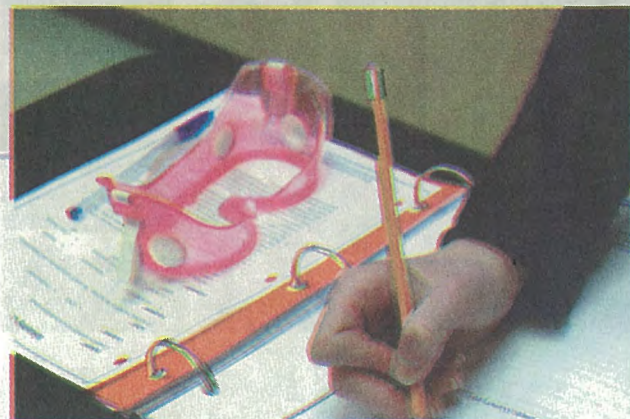
MacCulloch, who helps fund the Todd MacCulloch Hoop School, a yearly basketball camp for boys and girls aged 12–14 from 10 Winnipeg inner-city schools.

"I think giving back to the community are some of the values they instilled. They taught us how to get along as teammates and how to play together and to have discipline and be on time."

**He just made me believe in myself, that I could really be as good as I wanted to be.**







View Photos of Me (7)

Edit My Profile

## Information

## Website

<http://www.mbteach.org>

## Friends

16,000 friends

See All

Numberz  
KingLanguage  
Diva12Jungle  
Jim

## Posted Items

8 of 13 posted items

See All



A special-education teacher was fired after writing on her Facebook site that "I hate my students."  
8:25am Dec 9



A school superintendent recommended the firing of an elementary school teacher after she wrote that she was "teaching in the most ghetto school" in the city.  
1:53pm Nov 23



A Calgary teacher was disciplined for online postings after the school board deemed them offensive.  
4:17pm Nov 14



A high school art teacher was fired after he painted his buttocks and pressed them onto canvas as part of a television show. Fans of the show posted clips

## Facing the facts: Teachers still running into trouble in online universe

Wall

Info

Photos

+



Update Status



Share Link



Add Photos



Write Note ▼

Don't post here what you wouldn't post in your classroom

Post

All Posts

Posts by MTS

Posts by Others

\*Settings

Today



George Stephenson wrote at 10:00am

Despite the warnings, the apparent risks and in-class and in-staff room discussions, the cautionary tales of technology about social networking sites appear to have bypassed many teachers.

Over the past year, dozens of teachers across North America have been fired or disciplined for material they or others posted to social networking sites such as Facebook and MySpace.

While there has been wide-spread publicity on the use of such sites by students victimizing teachers, there has been less on some of the dangers inherent in teachers creating profiles.

Unions, including The Manitoba Teachers' Society, continue to handle a growing number of personnel cases involving the use of networking sites. It may not be that teachers are becoming more careless, but that other parties are trying to uncover supposed inappropriate postings or expose them.

More and more employers are checking social networking sites before hiring teachers. Media outlets in some areas have collected the names of teachers, especially those under 30, then checked to see if they have posted profiles and what those postings are. Some have led to teacher firings. Many teachers leave their profiles open to viewing by anyone else on the network or, in many cases, don't know how privacy settings work and others let in so many people, including students, that they might as well be public.

In Ohio, the teachers' union went so far as to ask its members to remove their profiles from Facebook and MySpace or not join at all.

"While this advice might seem extreme," the Ohio Education Association said in a memo, "the dangers of participating in these two sites outweigh the benefits."

In Missouri, the teachers union issued a blunt warning entitled: "MySpace is no place for educators." Its manager of legal services said such sites "pose dangers to education employees."

The sentiment isn't universal.

The U.S. National School Boards Association encourages educators to find ways to take advantage of social networks because they are so widely used by students. And some teachers say students will now only communicate through networking sites rather than email.

A July report issued by NSBA estimated that 96 percent of American students with online access have used social networking sites.

Pat Isaak, president of The Manitoba Teachers' Society, says calling on teachers to avoid social networking sites would be as useful as yelling at the wind given the growing use of Facebook and other sites.

Young teachers, especially, are not about to abandon their profiles.

In Manitoba a survey commissioned by The Manitoba Teachers' Society indicated that about a third of all members, more than 5,000 public school teachers, have profiles posted on social networking sites. However, 65 per cent of teachers between the ages of 24 and 35 have posted profiles

and many boundaries have been erased through technology. Private lives posted online are no longer private.

And some have even run into problems with online material that they didn't even post to their sites.

Anyone registered on a social networking site, such as Facebook, can post a picture of someone else, tag it with that person's name and, ka-boom, it is available for everyone to see.

As McMonagle, writing in the *Uniter* explained: "At the very least, I can check out pictures of you that you may not have wanted taken in the first place. Party pics posted and tagged by friends of you vomiting into somebody's shoe are being looked at by strangers, parents and current and future employers alike."

Or, in the case of a Manitoba teacher, having a third party post a picture of you mooning or licking someone else's face at a party; this in a province where some school divisions still frown on teachers being seen drinking in public.

In Brandon a 15-year-old student created a Facebook profile, impersonating a local teacher, and communicated with actual teachers. He was eventually charged for impersonation. The charge was dropped after he apologized.

And a school police resource officer in Florida found that even somebody else's links can cause a river of trouble.

Resource officer John Nohejl had a MySpace profile with more than 150 names on his friends' list. Because he believed he should be available to students, many on the list were students from the school in which he worked.

One of those students had a link on their page to a sex site. An anonymous caller informed the local newspaper and Nohejl became the subject of an investigation by the Florida attorney general's cyber crimes unit. A spokesperson for the department said their concern was that a police officer was "either inadvertently or directly putting students at risk to being exposed to inappropriate content."

The officer was eventually cleared of any wrongdoing. The question as to how he was expected to know what someone else places on their pages was never answered.

While bizarre, the case does raise a major issue: whether educators should communicate with students at anytime online.

Last winter the British Columbia College of Teachers published an article called **Facebook 101** that said this should be a key concern of educators.

"While there is nothing wrong with teachers using Facebook in their personal lives, Facebook does expose both teachers and students to fairly significant risk when it comes to respecting boundaries between educator and student."

"Breaking down the walls between a teacher's personal and professional life can undermine a teacher's authority and create a significant danger zone for both teacher and student," it said. "A safe relationship is

## Advertise

Teachers' unions in Canada offer a variety of tips for teachers when coming face to face with Facebook and other social networking sites. Here are some.

 **myspace.com**  
a place for friends

- check your privacy settings on Facebook, MySpace, MSN Messenger or any other similar service that you use to ensure your page can be accessed by only those whom you have invited;
- DO NOT invite or add students to your Facebook, MySpace, MSN Messenger, or similar service;

 **msn**


- review the pictures of yourself posted on the Internet; if you do not want your students or employer to see a certain picture or series of pictures, have them removed;
- minimize the amount of personal information you give to various online services; ask yourself, "do I need to give my friend list/phone number/e-mail address to this service?";


 **Gmail**


- consider creating a separate online e-mail account through Hotmail or Gmail or a similar service with minimal personal information specifically for using online services without giving out your personal e-mail and/or address information.






 A kindergarten teacher was the subject of public furor after she posted a video of a half-naked man in a shower.  
6:07am Oct 18

 A Colorado English teacher was fired after posting what administrators considered sexually explicit poetry on MySpace.  
9:49pm Oct 3


 A band director in Florida posted material about sex and drugs on his MySpace page. It was discovered and he was fired.  
8:17am Sept 13


 A kindergarten teacher posted photos of herself on Facebook drinking and having a friend spank her.  
11:00am August 29


## Notes


8 of 9 posted items


[See All](#)


 Another teacher, exposed by the media trawling teaching postings, described his sexual prowess on his Facebook page.  
3:02pm Dec 3


 On his page, a teacher referred to women as “whores” and posted photos of himself drinking and posing in sexually-suggestive manners. He was fired, but got his job back after suing.  
11:01am Dec 1


 A high school football coach stored pictures of an assistant principal, posing in lingerie, in his computer. A student discovered the pictures and posted them online. The coach was fired.  
11:23pm Nov 15

 In posts on MySpace, one Ohio teacher described herself as “an aggressive freak in bed,” “sexy” and “an outstanding kisser,” while another said she had “got-ten drunk,” “taken drugs” and “gone skinny-dipping.”  
12:31pm Oct 21

 A British Columbia principal was suspended and investigated after posting hundreds of holiday pictures on his Facebook page. One of the pictures was of him swimming nude. He was reinstated.  
9:00am Oct 20

 A special education teacher posted a picture of talking sperm on her Facebook profile and used a slang term for oral sex, while another posted that “I only have two feelings: hunger and lust.”  
7:09am Sept 25

 A Nashville teacher was axed after posting “racy pictures” of herself and candid photos of her students.  
11:59am Sept 17

 An elementary teacher exposed in one media search had four online profiles containing almost 500 photos, including “ones where she’s drinking in a hot tub, doing a keg stand and holding the genitals of a statue.”  
3:46pm Sept 1

showing Facebook.”

A check on the profiles of a handful of Manitoba teachers shows many have Facebook profiles and some communicate with their students via social networking sites.

To these teachers, the advice of the Ohio Education Association would most likely be looked on as being so last century.

“Don’t do it, just doesn’t do it,” says Larry Kuehn, director of research and a former president of the British Columbia Teachers’ Federation. “Too many teachers are finding educationally productive uses of the social networking tools to ignore or abandon them.”

Isaak agrees.

“Teachers have to be keenly aware of the unintended consequences of what they post,” she says. “What you think is bland might not be perceived by others that way, especially when teachers are held to a higher standard than people in most other lines of work.”

She says teachers have to use discretion, judgment and common sense. “Don’t post on Facebook what you wouldn’t post in your own classroom. A single mistake can cause no end of grief.”

A principal in British Columbia found this out when he posted hundreds of holiday photos on his Facebook site, including one of him swimming in the nude. A parent spotted the picture and complained to the school board. The principal was suspended and publicly identified as a potential child abuser. After a two-month investigation and an apology from him about the picture taken by his wife on a beach in New Zealand, he was reinstated with the support of most parents.

One Manitoba superintendent said that some teachers feel that their responsibilities end at the public sidewalk at the edge of the school grounds and beyond that it’s nobody’s business what they do. It’s a worthy argument in the abstract, but teachers hold sensitive positions

## Wall-to-Wall – Write on George’s Wall



**Matea Tuhtar** wrote at 3:21pm

Tips for protecting your Facebook privacy from 120 million users worldwide:

### How to edit your privacy:

Click on the “Settings” tab on top of the home page, and then select “Privacy Settings”

### Who can see me?

Facebook allows all your networks and friends to see your page by default, unless you change your privacy settings to “friends only”. This way, you have to add people to your friends list for them to be able to see any of your information.

As well, you can control what parts of your profile can be viewed. If you don’t want people to see your tagged photos, simply make them visible only to yourself, or your friends. You can hide your wall posts, friend lists, and personal info, as well as create ‘limited profile’ views for some people, letting them see only certain parts of your online life. It’s generally a good idea to never post your address, phone number or email—if one of your friends does require that information, they can ask you in person, or via Facebook message.

### The pesky News Feed

The feature that has made Facebook as popular as it is today, can also be a major annoyance. The ‘news feed’ shows everything you do on your profile—from posting a message on a friend’s wall, adding a new photo, or joining a new group. That news feed is displayed not only on your site, but everyone else’s sites as well.

Thankfully, you can limit what shows up in your news feed by changing the privacy settings, and letting people receive only the news you want them to receive.

### Who can search for me?

Everyone, unless you change your search visibility settings. The options range from “Everyone” to “Just Friends”, and you can also change the

## Wall-to-Wall – Write on Matea’s Wall

networking site, “exposing the student to personal information that the teacher would never consider sharing in a classroom setting.”

Isaak doesn’t advocate banning students from communicating with teachers through networking sites, but points out that it isn’t the best way to connecting with students.

“There is a disconnect when communicating Facebook-to-Facebook,” she says. “Teaching is a face-to-face profession.”

She adds that teachers should be always aware that anything they post will most likely be saved somewhere and possibly pop up sometime in future.

The posts Manitoba teachers have made themselves on the random pages viewed by **The Teacher** are generally innocuous, with educators complaining about their workloads or offering political comments. Pictures are of teachers at various events from weddings to the Winnipeg Folk Festival.

While they seem harmless, some people might think even pictures of a teacher drinking a beer are inappropriate.

Such pictures, a split second recorded at a party, whether posted by the teacher who created the profile or by someone else can also be taken out of context. And they are also more likely to be dredged up now than they would have been even a few years ago.

One TV station in the U.S. collected the names of more than 300 teachers and trolled social networking sites looking for stupid or silly postings. A station in North Carolina managed to get a number of teachers disciplined or fired, including one, who after a trying day, posted “I hate my students.”

Fair or not, out of context or not, it makes for easy “news” for the media and publicity to which school administrators have to react and, often, overreact. It is just another reason that educators, as targets, need to be especially cautious.

search result content that comes up when people find your name. You can allow or disallow searchers to send you messages, view your friends list, or see your profile picture.

### Will my Facebook profile show up in Google or Yahoo searches?

By default, yes, unless you uncheck this setting as well.

### Will my Facebook applications show up in my profile?

There are literally thousands of applications or widgets made by outside companies or people that you can add to your Facebook, and they all have different privacy settings. If you’re not careful about hiding them, everyone who can see your wall can also see the “What would your stripper name be?” app you added on a whim.

### Can I block people from seeing my profile?

Yes, but only if they have a Facebook account already. Simply type in their name in the Block People box in your privacy settings page, and they will not be able to find you in searches, see your profile, or interact with you in any way. As well, this severs any Facebook ties you may already have, taking them off your friend’s list.

### How do I delete my account?

Unfortunately, much like divorce, deleting your Facebook account is a lot trickier than opening it.

Clicking on the “Deactivate Account” link under “Account Settings” will not, in fact, delete your account. All your personal data, information, friend lists, photographs and wall posts will be kept on the Facebook server in case you ‘change your mind’ and reactivate at a later date. Clearly the Facebook staff knows how addictive their site can be.

### To fully delete yourself from the Facebook archives you must:

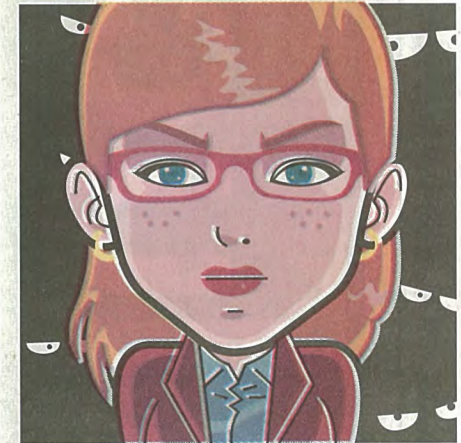
- Delete everything on your profile—EVERYTHING. Pictures, friends, wall posts, feeds, groups, etc. etc.
- Send an email to [privacy@facebook.com](mailto:privacy@facebook.com) and request a permanent deletion of your account. This should take about a week.



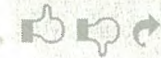
- understand and set your privacy controls to limit who can see your Facebook profile;
- build up a positive image for yourself with what you choose to post;
- assume that whatever you post, regardless of how tightly you have set your privacy controls, is not totally secure and could be seen by anyone or possibly accessed on cached or archived copies of your profile;
- set your privacy controls so that you cannot be tagged in photographs on anyone else’s profile;
- remove inappropriate remarks and content or damaging information that others post on your wall.



## Do Not



- Invite students to be your “friend”;
- Accept invitations from students to be their “friend”;
- Post personal information like your address and phone number
- Post anything on your own or anyone else’s profile that is inappropriate or that may portray you in an unflattering light;
- Add third-party applications without careful consideration—they almost always require access to the personal information that you have posted on your profile—because you don’t know what they will do with it.





# «Educator 2.0

By Maggie McFarlane, MA, MLIS, Librarian, Nova Scotia Teachers' Union

**Y**ou've heard it bantered about everywhere, right? If it's not Web 2.0, it's Media 2.0, or Law 2.0, or, goodness knows, Cooking 2.0. This little catchphrase has caught on like wildfire in the past few years. Are you confused by what Web 2.0 actually means? Don't worry—you are not alone. Misconceptions abound on the meaning of Web 2.0, but the reality is surprisingly simplistic!

The term "Web 2.0" seems to have emerged around 2004 after the first O'Reilly Media Web 2.0 conference (O'Reilly is an American Media company). According to Wikipedia, "Web 2.0 is a term which describes the trend in the use of World Wide Web technology and web design that aims to enhance creativity, information sharing, and, most notably, collaboration among users. These concepts have led to the development and evolution of web-based communities and hosted services, such as social-networking sites, wikis, blogs, and folksonomies."

Think of the "old" Internet or World Wide Web—Web 1.0—as being composed of websites, email, and search engines. Basically, it was a place where you could really only "surf" and search for information.

Web 2.0, on the other hand, is user-driven, and relies heavily on interaction, conversations, and networking. The focus of Web 2.0 is people, to put it simply. Websites are no longer the domains of webmasters and programmers—the new creative content managers of the World Wide Web are the users of the world. In short, you. And, very likely, your students.

The foundations of Web 2.0 are already well entrenched. Here are a few of the major components of Web 2.0 that you can use in your classroom and at home:

## « RSS (really simple syndication)

RSS is a web feed used to publish frequently updated content such as blog entries, news headlines, and podcasts in a standardized format. Have you considered setting up an RSS from your classroom blog? Students can receive updates on assignments, class schedules, reading lists, test dates, etc. Don't have a classroom blog? See below!

## « Wikis

A wiki is a collection of web pages designed to enable anyone who accesses it to contribute or modify content. Wikis can be used to create collaborative websites and are powerful tools for classroom projects.

## « Blogs

A blog (a contraction of the term "web log") is a website—usually maintained by a single person—that contains commentary, descriptions of events, or content. A typical blog is composed of text, images, and links. Readers are generally permitted to leave comments on a blog. Blogs are a great tool for the classroom; they can be easily set up, can include an email sign up for an RSS feed, and can provide students with the opportunity to leave commentary and interact with the site.

## « Commentary

Commentary has become an important part of the interactivity of the Web 2.0 world. Users now have the ability to comment on blogs and on photos/videos on social networking sites, as well as on commercial and media sites (newspaper websites, book/video/audio sites, etc...)

## « User Ratings

Are you hoping to buy a new fridge? How about a TV? Or the new Wii? Websites like Best Buy, FutureShop, Sears, Chapters, and so on, now offer users the ability to "rate" products and leave comments about products to share their experience with other potential buyers.

## « Audio and Video

Streamed audio and video has changed the web forever. Did you miss the newest preview for *Harry Potter*? Head straight to YouTube. Got a fantastic short video of your brother's disastrous fall on the ski hill? Upload it to Facebook! Media streaming (provided your bandwidth is high enough) has resulted in the end of

"downloading" media files. Users can now enjoy audio and video content directly from websites; sharing their own self-generated audio and video content is as easy as plugging in a USB cable (or not, if you're lucky enough to have wireless!) and connecting to the Internet.

## « Instant Messaging

Whether you prefer IM (Instant Messenger) or prefer to use one of the embedded instant messaging services (Facebook, Gmail), there's no need to email back and forth and back and forth if you need to have a simple chat. Think that instant messaging is just for fun? You might be surprised to learn that libraries all over the world are now offering Virtual Reference using instant messaging—day or night, you can now have reference questions answered by a professional librarian.

## « Social networking sites

Social networking has created powerful new ways to communicate and share information. Logging in to a social networking site has become an everyday ritual for millions of people and it appears that—despite some worries—these sites are here to stay. Are they just for fun? On the contrary, people, organizations, events, and governments are now all using sites like Facebook and MySpace to promote their message to millions of users.

## « Tagging and Folksonomies

According to Wikipedia: "A tag is a non-hierarchical keyword or term assigned to a piece of information (such as an Internet bookmark, digital image, or computer file). This kind of metadata helps describe an item and allows it to be found again by browsing or searching. Tags are chosen informally and personally by the item's creator or by its viewer, depending on the system. On a website in which many users tag many items, this collection of tags becomes a folksonomy."

"Tagging" is nothing new to librarians—we assign subject headings to absolutely everything! But tagging in the Web 2.0 world is informal and uncontrolled—it is more akin to keyword searching, which is far more intuitive to the average user. Face it—you have been tagged somewhere on the web!

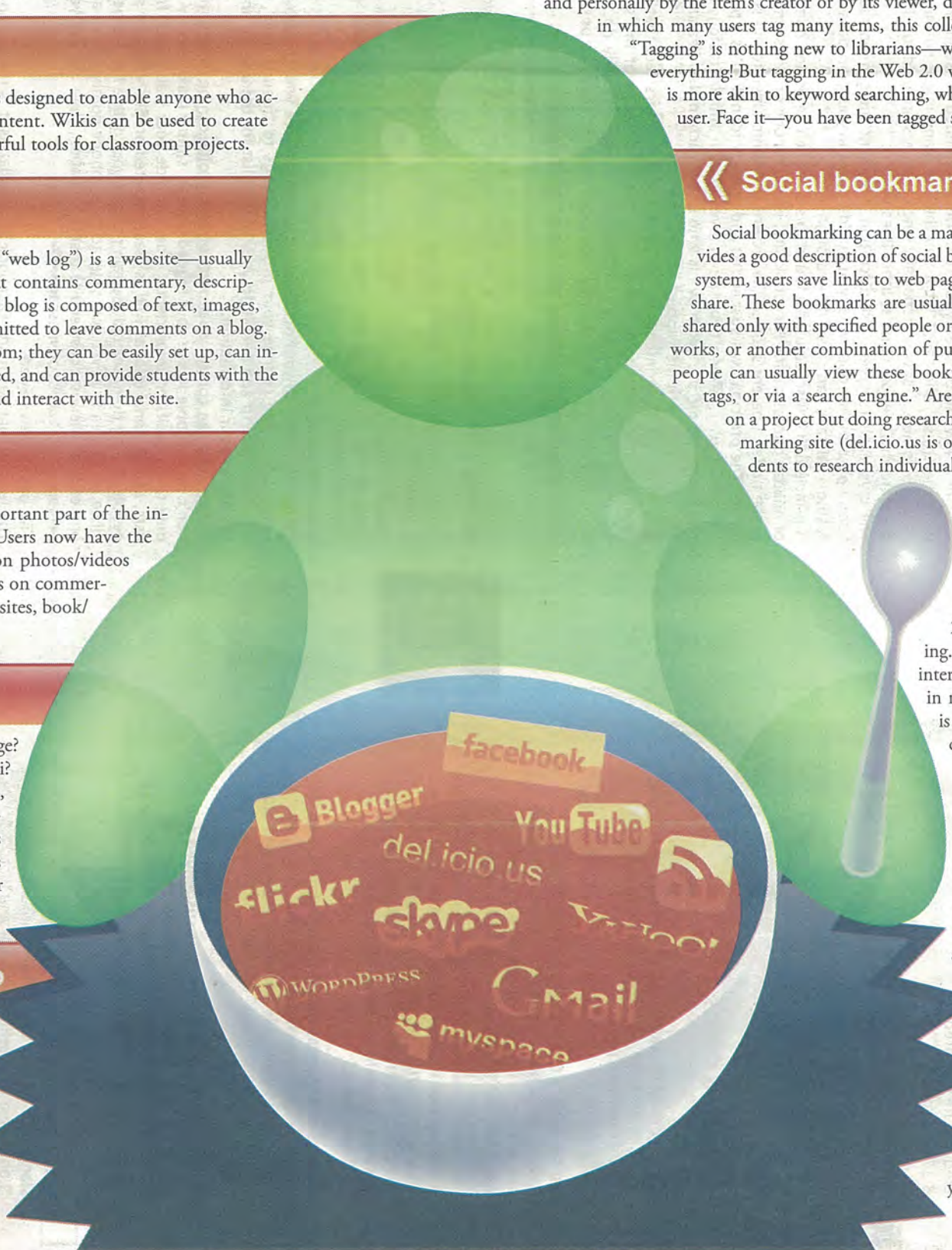
## « Social bookmarking

Social bookmarking can be a major boon for educators. Wikipedia provides a good description of social bookmarking: "In a social bookmarking system, users save links to web pages that they want to remember and/or share. These bookmarks are usually public, and can be saved privately, shared only with specified people or groups, shared only inside certain networks, or another combination of public and private domains. The allowed people can usually view these bookmarks chronologically, by category or tags, or via a search engine." Are your students working collaboratively on a project but doing research individually? Setting up a social bookmarking site (del.icio.us is one of the best known sites) allows students to research individually while at the same time sharing their findings with their classmates.

Think of Web 2.0 as being in perpetual Beta mode. Everything you use is always being improved upon or experimented with or altered. Web 2.0 is always in flux, it's always changing. It is, however, fundamentally about interactivity and the user experience. It is, in many ways, a social phenomenon that is forcing the web to be more open, more collaborative, and less restrictive.

Of course, this social phenomenon comes with a few caveats; teachers and students alike are reminded to exercise good judgment when putting information online. Determining who has access to your online information and taking the time to adjust and test your privacy settings is essential; being a savvy user and understanding the importance of protecting your information and your identity is all part of the brave new online world.

So, are you an Educator 2.0? With the way the web is changing we could very well be asking the question "are you an Educator 3.0" in just a few years. Happy blogging!







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The  
Manitoba  
Teachers'  
Society

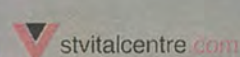


Manitoba



## Enter your students in CAA's Ultimate Mix Challenge 2009

Saturday May 2, 2009 • St. Vital Centre



Our 7th annual competition is  
open to all high school students  
across Manitoba.

Teams of two or three students enter  
their non-alcoholic drink recipe to  
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Elton Collegiate - Forrest, MB  
2008 Winners



# COMING UP


*A roundup of bulletins, conferences and workshops*

what	date/location	details	contact information
United Nations Association of Canada Public Speaking Contest for Students	Wednesday, April 29, 2009 The United Nations Association of Canada (Winnipeg Branch)	On Wednesday, April 29, 2009, the United Nations Association of Canada (Winnipeg Branch) will hold its annual Public Speaking Competition. Open to all students in Manitoba Schools, the competition seeks to improve awareness and understanding of the United Nations through the development of public speaking skills.  The general topic this year is the International Year of Human Rights Learning, and the 60 <sup>th</sup> anniversary of the Universal Declaration of Human Rights.  All participants will receive a certificate recognizing their efforts. Winning competitors will receive a trophy for themselves and their school will have, for the year, a larger trophy with the names of past winners.  Co-Sponsored by Manitoba Education, Citizenship and Youth. Dedicated to the improvement of public speaking skills and to a greater knowledge of the United Nations.	For further information or clarification, please visit <a href="http://www.unacwinnipeg.org">www.unacwinnipeg.org</a> or contact:  UNAC (Winnipeg) office at Telephone: 586-0173 or Fax: 783-8910 (Specify United Nations)  or Miles MacFarlane, Interim Vice President and Committee Chair at 694-8071 or <a href="mailto:miles.macfarlane@7oaks.org">miles.macfarlane@7oaks.org</a>
Self-Injury Behaviour in Youth— Issues and Strategies	January 28, 2009	Participants will leave this workshop with increased insight regarding self-injury behaviour in youth and direction for effective interventions.  Some of the topics covered: • Distinguishing Suicide Attempts and Self-Injury • Cognitive Treatment • The Cycle of Self-Injury • Replacement Skills Training  Trainer: Kimberly Enns, MSW, RSW	For more information: Web: <a href="http://www.ctrinstitute.com">www.ctrinstitute.com</a> Email: <a href="mailto:info@ctrinstitute.com">info@ctrinstitute.com</a> Phone: 204-452-9199 Toll Free: 877-353-3205
Supervision and Evaluation III	February 12–13, 2009 McMaster House, Auditorium	This two-day MTS workshop will focus on the supervision and evaluation of personnel other than classroom teachers. Participants will learn how to set outcomes, and develop and utilize data sources as the basis of effective supervision and evaluation. Participation in previous MTS Supervision and Evaluation Workshops would be useful but is not required. Certification: 10 contact hours, Personnel	Judy Berard <a href="mailto:jberard@mbteach.org">jberard@mbteach.org</a>


*For more PD opportunities, go to [www.mbteach.org/professional-development/pdbulletin.html](http://www.mbteach.org/professional-development/pdbulletin.html)*

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**SELF INJURY BEHAVIOUR IN YOUTH - ISSUES AND STRATEGIES**  
Winnipeg - January 28, 2009  
Brandon - January 29, 2009

**SUICIDE PREVENTION, INTERVENTION AND POSTVENTION STRATEGIES**  
Winnipeg - January 29-30, 2009

**RESPONDING TO TRAUMA**  
Winnipeg - March 16-17, 2009

**CRITICAL INCIDENT GROUP DEBRIEFING**  
Winnipeg - March 18, 2009

**DE-ESCALATING POTENTIALLY VIOLENT SITUATIONS**  
Winnipeg - May 11-12, 2009  
Brandon - May 13-14, 2009  
Thompson - May 14-15, 2009



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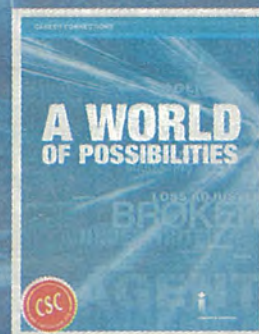
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## Ho, Ho, Ho, Merry Hanukkah

Working to cement it's legacy as the most inept government in U.S. history, the White House invited leaders of America's Jewish community for a Hanukkah reception. Fine and dandy, except the invitation included a picture of a Christmas tree on a wagon with the notation, White House Christmas Tree 2008. Jewish community leader Isaac Abraham of Brooklyn figured out the apparent message. "It's obvious what's going on here: The Christmas tree is being taken out of the White House and the menorah is being brought in the back." ●

## Red Alert! ...loose carrot spotted

Education authorities in Wales were forced to reveal that they had been paying out claims, more than a million dollars worth, to people hurt in minor mishaps in schools. More than \$500 was paid to a schoolgirl who slipped on a carrot in a school dining room while another was compensated more than \$300 for slipping on leaves. Being pushed down a grassy hill was worth another \$400 for one student and about \$3,000 to another for getting her finger closed in a door. The largest payout was more than \$60,000 to a pupil who fell off a chair and broke her arm. ●



## RUNNING IN THE HALL by George Stephenson

### Why didn't we just prorogue winter, too?

When it came right down to it, I didn't really want to write this column this month.

What with holiday planning and looming deadlines, who wants to be bothered. So it was that I went in search of a Governor General who could shut down my job (with pay) to at least the end of January, if not longer.

Alas, The Manitoba Teachers' Society has no Governor General. It has a General Secretary, but apparently that's not close enough. She appeared somewhat less than sympathetic to the plight of the holiday harried.

In light of the example set by our prime minister, this is an avenue to which all people in Canada should have access, not just those who are supposed to be running the government. Students would certainly benefit. Don't have that essay done on time? Prorogue the class until it's finished. Don't feel prepared for that test? Prorogue until you've studied more.

If only life were like that; the ability to put off a guaranteed result, hoping that time will change the outcome.

But, life is only like that for the prime minister, who persuaded the Governor General to allow him to shut down Parliament to avoid a vote that would have seen him ousted and replaced by a coalition government.

His supporters said the move was necessary because the opposition parties were plotting a coup d'état, albeit one that was totally legal and well within the confines of the Canadian constitutional corral. The prime minister's opponents said he was just trying to avoid a coup de grâce.

It appeared fitting that some French words were being bandied about since Prime Minister Stephen Harper spent much time blaming the 1.3 million Canadians who voted for the Bloc Quebecois in the past election. It did little for those angry Albertans CBC likes to interview as the voices from the West, however, who were left wondering whether a coup d'état was anything like a Coupe de Ville.

Whatever, the shutdown of Parliament at least put a bit of a muzzle on the barking dogs on both sides of the fence.

It also highlighted what a great tool the prime minister has. Who knew? Usually when countries shut down their governments in advance of losing a vote, they have to surround their Parliament buildings with troops. In Canada, we go caroling.

Even in countries that western leaders criticize for being elected dictatorships, they are rarely so brazen. The best Venezuela's Hugo Chavez could come up with recently was to shut down his country's 115 McDonald's franchises for three days for failure to pay their taxes. In more highly-developed countries, if corporations can't pay their taxes, governments give them your money.

So, it's not so easy just to shut down governments, except maybe ours.

For Harper, all the effort that was needed was getting driven a couple of blocks to the Governor General's residence and sitting still without exploding for a two-hour meeting.

At the same time in Thailand it took tens of thousands of protestors taking to the streets and closing airports to finally shut down the Thai Parliament.

In Canada we did see a few hundred people turn out for different rallies in support or against the idea of a coalition government. But, for the most part, rabble-rousers seemed content to just sign onto the Facebook page of their choice.

Well, it is a lot colder here than in Thailand. ●

## We can't improve on this from the local blog PolicyFrog:

### Facebook groups are NOT news

Posted on December 3, 2008 by PolicyFrog

Dear media,

I couldn't care less if (in the middle of a Conservative Party carpet bombing of the internet with propaganda) some kid's anti-coalition Facebook group has garnered 50,000 members. If this is what qualifies as news these days, then I expect to read in-depth features on the following hot topics in the days ahead:

- I don't care how comfortable Crocs are, you look like a dumbass: 1,217,058 members
- I flip my pillow over to get to the cold side: 749,275 members
- I judge you when you use poor grammar: 322,836 members
- It's not my fault what you said can be misconstrued as sexual innuendo: 258,968 member

Yes, these are real Facebook groups. ●



## Overweight and lacking in hardship stories

Only 30 per cent of children walk or bike to school each day, according to a new study.

Researchers for the Université de Montreal also found 80 per cent of the children who walk or bike to school travel less than 600 metres.

The study, which surveyed parents of nearly 1,500 Quebec school kids, looked into why children are not walking or biking to school.

Data from Statistics Canada shows that only half of Canadians over the age of 12 are physically active during their leisure time and less than half spend one hour per week walking to work or school or completing errands on foot.

"The decrease in walking and bicycling in Western societies is the consequence of a general trend towards sedentary lifestyles," said one of the researchers.

Data in 1971 showed 80 per cent of Canadian children aged seven and eight walked to school.

Uphill there and back. Through five feet of snow. Barefoot. ●



## Forget Osama Bin Laden, the true threat to the West is Little Mommy Real Loving Baby Cuddle and Coo Doll

Along with having the longest toy name in the world, LMRBCACD is causing controversy because some American shoppers are outraged, yes outraged!, because the doll does more than just cuddle and coo.

According to their finely-tuned ears, the little cuddle and coo brainwasher also says "Islam is the light." It might also be saying "Hey, Sam, wanna fight?" or "turn me on dead man." No wait, that last one is the Beatles' *Revolution No. 9* played backwards.

The appalled and outraged shoppers want jihadist Fisher Price to take deadly dolly off the market.

No need, however. Homeland Security has shipped them off to Guantanamo Bay. ●



## How dumb am I? Facebook group

A British court official says a juror was dismissed from a sex abuse trial after discussing the case on Facebook.

Court administrator Peter Carr says the female juror posted details of the case on the social networking site and asked her online friends whether they thought the defendants were guilty. The case continued with a jury of 11. ●

## Saving on heat and heaters

In North Carolina, the state legislature authorized tax-free purchases of handguns, rifles and shotguns by state residents. The tax-free gun weekend was an amendment to a bill passed last summer offering a tax cut for energy-efficient appliances. ●