

# Speak! Winter 2017

*Carte Postale*



Curriculum Update  
Letter to the Ministry  
Classroom Ideas  
Beijing Opera Troupe  
Cultural Calendar Project





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# President's Message

Rome Lavrencic



On behalf of BCATML's Executive, I offer you warm greetings and glad tidings as we quickly approach the winter holidays. May this season's festivities find you surrounded by loved ones celebrating each other's company while creating new memories to cherish.

It has been a rather busy fall season for BCATML's Executive Committee. Super Conference 2017 was the highlight for this year's Provincial Specialist Association (PSA) Day. Teachers from every region of BC descended upon the Vancouver Convention Centre to celebrate the 100th anniversary of the BCTF, as well as participate in two days of unprecedented professional development. Super Conference 2017 was the collaborative effort of 25 PSAs hosting over 6,300 teachers, hundreds of workshops, over 30 keynotes, and over 275 presenters. We thank all of our Presenters for sharing their expertise, knowledge, and resources. Many of the presentations and supplementary materials can be found online by visiting our website ([www.bcatml.org](http://www.bcatml.org)) and on TeachBC (<https://teachbcd.bctf.ca>).

We hope your Super Conference experience was a positive one despite the throngs of people and lineups everywhere. Planning is already underway for BCATML's Celebrating Languages 2018 Conference; and we can promise you already that it will be a much more intimate experience, which many of you have come to enjoy and cherish.

The face of BCATML's Executive has undergone some recent changes as well. Webmaster extraordinaire Nicole Jarvis has decided to step down this year in order to concentrate on her Masters work. We wish you every success Nicole et bon courage! Stacia Johnson has moved into the role of Other Languages Rep while newcomer Grace Ho has taken on the role of Japanese Rep. Already Grace has shown initiative by updating Japanese teachers about a number of opportunities within the Japanese community. We invite you to send Grace a note welcoming her to the Association.



In this edition, teachers can find a number of important updates regarding the revision work around the Core French and Second Languages curricula. We are pleased to announce that the Ministry has decided to include a new Intro 11 Core French course, similar to the intro courses that exist in the other second languages for BC. The Ministry has also announced that it will create with a small group of educators a CEFR-based companion resource document to use with the KDU framework of the redesigned curricula. BCATML has lobbied for better reference and inclusion of the Common European Framework for Reference for Languages for the last three years. The fruits of our efforts and perseverance have paid off! And lastly, BCATML wrote to the new Minister of Education, Honourable Rob Fleming, requesting that a Languages 11 course credit requirement be included as part of the new high school graduation requirements. This would be a major policy change for second languages in British Columbia. Full details, including our letter, are found inside this edition of Speak!







We are quite excited to announce a number of projects that we are working on for you, our members. The first is the creation of the BCATML Cultural Calendar 2018. This resource will be ready soon and mailed to all current BCATML members in the new year. It will showcase the contributions, benefits, and advantages of learning additional second languages. As well, BCATML is planning a number of Professional Development events to increase our membership. The first is a one-day TPRS training event with Michelle Metcalfe and Adriana Ramirez. Secondly, BCATML is planning a one-day training with Shauna Nero and Ashleigh McNeill, looking at using manipulatives and games to engage language learners and develop their core competencies. We know a number of teachers were turned away from this session at Super Conference due to capacity limits, and so we will offer a repeat session in early spring for interested teachers. And finally, BCATML will organize a one-day CASLT Chez Vous with Sylvia Duckworth, hopefully in late spring. We are still working out details for these events, so be sure to visit [www.bcatml.org](http://www.bcatml.org) often to be kept up to date; you will not want to miss out on any of these!

We have a lot of engaging activities in this edition of *Speak!* I invite you to read through the many wonderful ideas teachers have contributed. As always, we welcome your feedback, as well as any submissions for our spring edition. The deadline is March 1, 2018. Please enjoy this edition of *Speak!* May your winter break be merry and magical! We look forward to ringing in 2018 with you!





# Role Playing into the Festive Chinese New Year

Ping Li

BCATML Mandarin Representative

Though still a few months away from the Year of the Dog, my students have already started anticipating what and how they are going to celebrate the Chinese New Year. Why? The reason is simple: the New Year activities are so much fun and varied that they get to not only use their target language but also immerse themselves in cultural practices and customs. Of all the activities, they favour role-play the most. My students are very good at creating scenarios and acting out different roles. Based on their willingness to interact with each other while learning a new language, I design role-play situations according to their different language proficiency levels and then work with them as the facilitator to re-enact Chinese New Year scenes. The following are some easily adaptable role-play samples.



## 1. The Great Race Story

The Chinese Zodiac animals are one of the first cultural symbols beginner Mandarin students come across while learning Chinese New Year facts. Role-playing the story of the great race gives them a great opportunity to learn which animals made it into the Zodiac and in what order during the race hosted by the Jade Emperor, the ruler of all gods within Chinese mythology. Better, they get to use their newly learned language to act out the story. I like to brainstorm with students what they can say in the play, and the results are amazing: identify the animal; describe its physical appearance/traits as well as its personality traits. So, a simple play comes into being: a narrator who recounts the development of the story in English while the rest of the class assumes the roles of one of the 12 animals with a few lines: 我是鼠，我很小，我很聪明，我是第一名 (I am a mouse. I am small. I am smart. I came first.) "Animals" come to stage one after another according to the order of the 12 animals and describe themselves following the same pattern of sentences. Involve the whole class; if there are more than 13 students, divide the class into two or more groups and each student can act out 2 or more roles. The fun part is students could dress up for their roles, or wear a headband with the animal on it. Students can also make shadow puppets to interact with each other as they tell the great race.

Tip: To get students into the excitement of the great race, teachers can show them some videos about the race from YouTube. There are many.







## 2. Chinese New Year Preparation/Planning

Traditionally, Chinese New Year celebration lasts fifteen days. There are too many customs to learn from. Normally, I would select a few for students to act out before, on the eve of and during the New Year day.

Before the New Year: students would engage in paper cutting on red or coloured paper to make auspicious words (福、春) or pictures (鱼、鹿、牡丹) and learn their homophonic or symbolic meanings for a better future. I would also let them practice calligraphy writing on red paper (Spring Festival couplets) with simple good-wish expressions such as 平平安安、大吉大利、出入平安. Students will also make lanterns and other decorative pieces before they are assigned to decorate their own "houses" according to local customs: it could be a side of the classroom wall, a corner of the hallway, the library, etc. If students are learning the theme of shopping, they perform a scene where people go shopping for new clothes before the New Year to demonstrate what clothes Chinese people wear and why for this festive occasion. Then, comes the New Year eve dinner, the highlight of the pre-celebration (see #3 below for details).

On the New Year day, students will role-play a scene where "children" express good wishes (the expressions they have learned when making Spring Festival couplets) to their "parents" and "grandparents" and afterwards their "parents" and "grandparents" give them red envelopes. They set up stations and then visit and pay respect to their "parents" and "grandparents" in the appropriate way. "Parents" and "grandparents" will also wish them another year of progress in their studies with 好好学习、学业进步.

Tip: To know more about Chinese New Year activities, go to this site: <http://www.theteachersguide.com/chinesenewyear.htm>



Students decorated the entrance of a "house".



Celebrating Chinese New Year cannot go without a big feast! If students are learning about food, don't miss the opportunity! I often would only give students a framework and ask them to create appropriate situations not only to show their understanding of cultural customs and practices but also to apply their language skills. The role-plays often involve guests who do not know much about Chinese New Year and the host family who would entertain the guests at home by offering New Year dishes. The host family would also decide on a dinner menu to make sure that all dishes symbolizing good luck and fortune are included. Of course, this is also a right moment for students to learn and display Chinese dining and gift giving etiquette. Some of the creative students would add humorous or comic touches to the role-play to demonstrate the importance of cultural sensitivity in daily life. The scenario can happen at a restaurant as well. In that case, students will use their food-ordering skills as well. It would be more exciting if the teacher can take students to have a Chinese lunch to honour this special occasion.

Tip: A video of a similar scenario before the role-play can help students have a taste of the actual festivity. "A Bite of China Celebrating Chinese New Year" on <https://www.youtube.com/watch?v=oxnqJPiAXEs&t=326s> provides a very vivid picture of the food culture in Chinese New Year celebration. Though it only has the Mandarin version available for the time being, students can easily understand different scenes by following the actions of the people in the video.

When students are engaged in role-plays, they are not simply acting out different characters. Rather, they are applying their language skills and their interpretation of the Chinese festive culture in real life situations. In addition, they have to practice their communicative and problem-solving skills since they need to work together to role-play authentically. A plus side is their imagination and creativity.

Tip: Teachers can use the role-plays as integrated performance tasks for assessment.

Let's have some fun for the Chinese New Year celebration!

## BCATML Cultural Calendar 2018 coming soon!

Rome Lavrencic



BCATML's Executive Committee decided at the last Executive meeting to produce a new resource for second language teachers. Our idea is to create a cultural calendar highlighting the many cultural celebrations, national holidays, and festivals celebrated around the world! Why not have these dates and reminders all in one easy-to-find location?!

This informative calendar highlights for students and teachers alike the advantages and benefits of learning all the different languages BCATML represents. We have included innovations and contributions each language has given to society as well as highlighting particular items unique to that language or culture. Lastly, we felt it was important to showcase some of the more well known celebrities and role models who speak a particular language. These spokes people include artists, musicians, writers, athletes, activists, actors, indigenous leaders, politicians, and more.

This large colourful calendar will be reproduced in full-size (24 inches wide by 36 inches tall) and is the culmination of a truly collaborative effort. All twelve of BCATML's Executive members have contributed to its design, format, and content. The calendar will be ready for the New Year for all language teachers to hang in their classroom. Only current BCATML

members will receive this gorgeous calendar in the mail (for free) as a sign of our appreciation and thanks for joining us at this year's Super Conference and for purchasing a membership with BCATML. Membership has its privileges!





世界上曾经有三大古老戏剧文化，一是古希腊戏剧，二是印度梵剧，三是中国戏曲。前两者已不复存在，仅中国戏曲被保留至今。京剧是中国戏曲重要组成部分，是中国的国粹，东方艺术的瑰宝，2010年被联合国教科文组织，列入“人类非物质文化遗产”！既有所耳闻，请您亲身感受其魅力！

京剧的主要的看点：(1) 手势「旦角常用手势有五十种」，(2) 眼神和步伐，(3) 水袖「服饰中的长袖」，(4) 唱腔 (5) 扮相「脸谱」和 服饰「通过脸谱和服饰可以分辨出人物的身份性格特征。京剧高度融合了眼神，手势，形体，功夫，唱腔，服饰美为一体，具有非常高的观赏价值。

梅兰芳京剧团是国内声望最高的京剧演出团体，中国唯一以艺术家个人名字命名的国家级京剧表演艺术团体，创建于20世纪20年代。享誉世界的文化巨匠、京剧艺术大师梅兰芳先生亲手打造的中国民族文化品牌，凭借厚重的东方传统文化底蕴和鲜明独特自成体系的艺术风格享誉全球。

这次的演出阵容强大，以叶盛兰先生为艺术总监，李宏图为团长，70人国家一级演员阵容，名角云集，首次来到温哥华，机会非常难得，让我们拥有一段关于东方古老戏剧的记忆。

这次首演的剧目是「白蛇传」，是源远流长，家喻户晓，是中国四大民间爱情传说之一

京剧传统名剧《白蛇传》

人蛇相恋的千古奇谈，

追寻真爱的动人传说。

修行千年的蛇精白素贞，下凡与青年许仙相恋成婚。在高僧法海的阻扰之下，白素贞始终不渝，坚守和许仙的爱情，最终修得善果。



There are three genres of ancient theatrical culture: ancient Greek, Indian Sanskrit and Chinese Opera. The most important traditional style within Chinese Opera is Beijing Opera, which captures the cultural essence of China. Beijing (or Peking). Opera contains multi-faced theatrical elements that go beyond music and singing in order to combine the treasures of the oriental arts: drama, dancing, martial arts and acrobatics. In 2010, UNESCO declared Beijing Opera an “Intangible Cultural Heritage of Humanity”. Now that you know our name, we invite you to come out and see an authentic performance!

Beijing Opera's main expressive elements include hand gestures (more than 50 kinds of hand gestures), expressions in eyes, footsteps, singing, appearance, and the movements of long traditional dress sleeves. The identity of each character can be distinguished through facial makeup and costumes. By seamlessly integrating all of these elements, this traditional opera is highly visual and ornamental.

As the most renowned Beijing Opera troupe in the world, the Mei Lanfang Beijing Opera Troupe bears the name of the greatest opera star in modern Chinese history. Founded in the 1920s, this troupe's distinctive interpretation and style was created by Mr. Mei Lanfang.

The current production's ensemble cast includes 70 well-known, world-class male and female actors. With renowned Mr. Li Hongtong as the lead, the celebrated maestro Mr. Ye Shaolan directs the performances. This event gives audiences a rare opportunity to see a highly distinctive and distinguished show.

The production's story revolves around a romantic legend considered to be one of China's four great folktales. The two protagonists, Xu Xian and Bai Suzhen, are deeply in love with each other despite their union being forbidden by supernatural laws. Xu Xian is a young scholar who falls for and marries a beautiful woman, Bai Suzhen. Unknown to him, she is actually a thousand-year-old White Snake that has taken on human form. A monk named Fahai, envious of their love, devises cunning plans to separate the couple. After many trials and tribulations, Lady White Snake persists in her love until the two are finally reunited.

**An age-old truth: Art ultimately has no boundaries and can be shared by everyone!**

## Mei Lanfang Beijing Opera Troupe Queen Elizabeth Theatre, 650 Hamilton, Vancouver

### INFO

#### When

Dec 22, 7 pm

Dec 23, 2 pm

Dec 23, 7 pm

#### Price

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## Rosca or Roscón de Reyes:

Written by Jacqueline Alvarado Cruz

Did you know that rosca or roscón de Reyes is a cake pastry eaten to celebrate Epiphany [Three Kings' Day] usually on January 6. It is believed that El día de Reyes, is when children would usually get their presents a tradition that is slowly dying. The rosca or roscón de Reyes usually contains a little figurine believed to be the baby Jesus. It is believed that the person who gets the piece of cake with the baby Jesus in it, is blessed and must take the figurine to church on February 2. Another belief is that the person who gets the figurine, has to host a dinner. The rosca or roscón is usually oval and can be decorated with candied fruits. But where can we find this delicious treat in Vancouver? Look no further than Panaderia Latina Bakery located at 4906 Joyce St. Vancouver. You can call to order your rosca or roscón for your students! 604-439-1414. You can also order it from Victoria's Mexican Bakery located at 8056 King George Blvd, Surrey, BC call: (778) 578-7830.





# Navidad Navidad Llegó Navidad!

por Jacqueline Alvarado Cruz



With Christmas just around the corner, here are some cool things to do with your students:

1) Investigate Christmas customs in different Latin American countries.

Then have them compare and contrast their findings with what they do in their family.

2) Introduce Christmas vocabulary, tons you can find online! You can extend this and have students play bingo or create Christmas cards for their family and friends.

3) Sing Christmas villancicos such as:

- Navidad, Navidad Llegó Navidad
- Mi burrito sabanero
- Campana sobre campana
- Noche de paz
- Feliz Navidad



The above songs are easiest for students to learn! My students learn three to four Christmas songs and then, in smaller groups, they visit other classes caroling throughout the building. This was a huge success, with some students bringing their ukuleles to accompany our Christmas choir. We also made maracas out of papier-mâché, which took about two class periods.

¡ Feliz Navidad y Buenas Vacaciones de Invierno a Todos !







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# Greetings from Grace Ho, the new Japanese Rep

こんにちは。私の名前はグレイス・ホーです。趣味は弓道です。そして、うどんが大好きです。よろしくお願ひします。

KONNICHIIWA. WATASHI NO NAMAЕ WA GUREISU HOO DESU. SHUMI WA KYUUDOO DESU. SOSHITE, UDON GA DAISUKI DESU. YOROSHIKU ONEGAISHIMASU.

1. Students learn the underlined words: NAMAЕ (name), SHUMI (hobby), DAISUKI (like a lot).
2. Students replace the words in the boxes with their own information and follow the teacher's example.
3. Students are now able to introduce themselves to anyone in Japanese!

It is so exciting to learn and teach languages! I was extremely fortunate to have had the opportunity in high school to learn French, Mandarin, and Japanese, all at the same time! I am indebted to incredible high school teachers such as The Cheerful Fiorella Heywood and The Compassionate Satoko Hashigasako. BCATML's very own Mandarin Rep, The Connected Ping Li, also taught me one summer! I became aware of the BCATML in 2000 as a student teacher, and started attending conferences with presenters such as The Legendary Michi Tsurumi and The Creative Sachiko Renovich. I also presented at The Fabulous Fall Conferences of 2004 and 2007. As fate would have it, I am now Your Humble Japanese Rep. Thank you to the BCATML and its membership for allowing me to serve you.

## Spotlight!

I would love to put a Spotlight on one (or more) of my fellow Japanese language teachers for each newsletter. If you are willing to volunteer by answering some questions and sending me a few cool photos, please contact me! Meanwhile, I have put myself in the Spotlight for now:

Name: Grace Ho, AKA **ホー先生**

Favourite Saying in Class: **パワーアップをしましょう** (Let's Power Up!)

Current Online Teaching Tools I Can't Go Without: Memrise and Kahoot!

Preferred Online Dictionary: [jisho.org](http://jisho.org)

Something You Will Find Multiples of In My Classroom: **トトロ** (Totoro)

Most Recent Food Item Made in Class: **おもち** (Rice Cake)

## Holiday Mochi Man





We made mochi in the shape of a Lego Minifigure. Using matcha (powdered green tea) for green and kinako (soybean flour) for brown, we made a "Mochi Man" for Halloween. Students were aiming for a green zombie with a brown tunic. I think it looked more like Shrek. For the upcoming holiday season, instead of a Gingerbread Man, consider making a Holiday Mochi Man!

Here is a simple microwave recipe to make your Holiday Mochi Man:

1. Combine 1 package of mochiko (sweet rice flour) and 1 cup of sugar in a bowl.
2. Add 2 cups of water and a few drops of vanilla, and mix until smooth.
3. Pour the mixture into a greased silicone Minifigure Cake Mold that you can get from the Lego Store.
4. Cover and microwave on high for 8-10 minutes.
5. Remove mold from microwave and let it cool.
6. Turn the mold upside down on a cutting board and release Mochi Man.
7. Sprinkle him with kinako and add some frosting and candy for decoration! Forget about catching the Gingerbread Man because Mochi Man sticks around! (Pun intended!) Until you...
8. Cut him into pieces with a plastic knife and serve your students.

Now that your students have enjoyed their mochi in class, invite them to join a local 餅つき大会 MOCHITSUKI TAIKAI (Rice Cake Pounding Event)! Here are some upcoming dates for events in the Lower Mainland:

Sunday, December 10, 2017 at the Vancouver Buddhist Temple

<https://www.eventbrite.ca/e/mochitsuki-japanese-rice-pounding-2017-tickets-39427022285>

Wednesday, December 27, 2017 at the Vancouver Japanese Language School

[https://vjls-jh.com/blog/2017/09/01/event\\_calendar\\_2017-18/](https://vjls-jh.com/blog/2017/09/01/event_calendar_2017-18/)

Friday, December 29, 2017 at the Nikkei National Museum & Cultural Centre

<http://centre.nikkeiplace.org/mochitsuki-2017/>

**For January 2018**, when you see your students for the first time during 成年 INUDOSHI (the Year of the Dog), engage their creativity with a 年賀状 NENGAJOO (Japanese New Year Card) creation contest! Students brainstorm Japanese adjectives to use as categories for judging. Here are some super awesome ones my students made in January 2017:



**Finally**, I would like to thank Stacia Johnson for her service as the Japanese Rep. Stacia so kindly posted a photo of us from the Toronto Japan Foundation workshop, on page 35 of the the BCATML Summer 2017 newsletter, Speak! If you have nothing better to do, please compare this previous photo with the new photo I have here. Spot five differences between the two photos and you will unlock a デジタルバッジ DIJITARU BAJJI (Digital Badge) in the next newsletter!





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# German News

Angela Kleine-Buning

Wie die Zeit vergeht! Gerade noch haben wir uns bei BCATML und BCCTG in Vancouver getroffen, und nun geht es in grossen Schritten auf den Dezember zu! Ich möchte euch hier noch einmal auf einen interessanten Wettbewerb aufmerksam machen.



Award of Excellence 2017: Future Cities: Transatlantic Exchange for Change



Noch bis zum 15. Dezember können Schüler mit etwas Glück und Geschick den Award of Excellence an die Schule holen! Der „Award of Excellence“-Wettbewerb findet seit dem Jahr 1991 alljährlich statt. Jedes Jahr zeigt ein kurzes Video einen neuen Aspekt des Lebens in Deutschland und es gilt, Quizfragen zum Video zu beantworten.

Ein fantastischer Preis wartet auf die glücklichen Gewinner: Eine dreiwöchige begleitete Deutschlandreise, inklusive Flug, Deutschkurs, Verpflegung und Unterkunft. Weitere Informationen unter:

<http://www.goethe.de/ins/us/saf/prj/stg/ger/awa/enindex.htm>



Multimedia App: Deutsche Spuren in Kanada

Viele Orte in Kanada weisen eine Beziehung zu Deutschland auf. Was hat New Brunswick mit Braunschweig zu tun oder warum gibt es in Kitchener jedes Jahr ein Oktoberfest? Auch deutsche Künstler, Architekten und Persönlichkeiten aus der Wissenschaft wie Gerhard Herzberg oder Elisabeth Mann Borgese haben in Kanada Spuren hinterlassen.

Der Einfluss deutscher Einwanderer und ihrer Nachkommen schlägt sich in Ortsbezeichnungen, in der Architektur, in der Wirtschaft und Politik sowie in der Kunst nieder. Nicht selten haben sie in der Entwicklung des Landes eine wichtige Rolle gespielt. Waren es im 18. Jahrhundert 200 deutsche Familien, die sich am Sankt Lorenz Strom niedergelassen hatten, so geben heutzutage laut der kanadischen Volkszählung im Jahr 2016 über 3 Millionen Kanadier ihren deutschen Ursprung an und 430.000 Personen bezeichnen Deutsch als ihre Muttersprache.

Die multimediale App "Deutsche Spuren in Kanada" gibt es kostenlos für Smartphone oder Tablet und ist nach der Installation auch offline verfügbar.

Download im iTunes Store:

<https://itunes.apple.com/ca/app/german-traces/id587799106?mt=8>

Download bei Google Play

<https://play.google.com/store/apps/details?id=de.goetheinstitut.android.deutschespuren&hl=en>



Am 22. November 2017 öffnet der Weihnachtsmarkt am Jack Poole Plaza in Vancouver seine Toren. Auch in diesem Jahr kann man sich u.a. mit Glühwein, Reibekuchen und deutschen Weihnachtsliedern in die Adventszeit einstimmen lassen. Informationen zu Öffnungszeiten und Veranstaltungsprogramm findet ihr unter:

<https://www.vancouverchristmasmarket.com/>

Ich wünsche euch und euren Familien eine schöne Adventszeit, besinnliche Weihnachten und einen guten Rutsch ins Jahr 2018!

**Bis im nächsten Jahr!!**

**Angela**



Weihnachtsmarkt in Vancouver



## **Second Languages Curriculum Revision Meeting Nov. 2nd & 3rd, 2017**

Members from the teams who are working on the drafts for the Second Languages curriculum met once again in Richmond to finalize the drafts. Each team reviewed the feedback that the Ministry has received so far. Most of the feedback was positive and came from a place of growth mindset. There were some valid concerns about creating entry-level curriculum for grade 9 in some language areas, such as Spanish and Punjabi. Introductory course curriculum was also edited and finalized.

There was a discussion on the diction to be used in the language template, and it was voted on that the three headings under which curricular competencies would be organized would be as follows: thinking, communication, and social and personal awareness. This ties in effectively with the core competencies already in place.

The Ministry mentioned that there would be a follow-up in the future with creating instructional samples and reviewing the CEFR and how it might support the upcoming curriculum. The new dates for curriculum implementation were also announced. Please view the new implementation dates on the government website:

<https://curriculum.gov.bc.ca/curriculum/10-12>



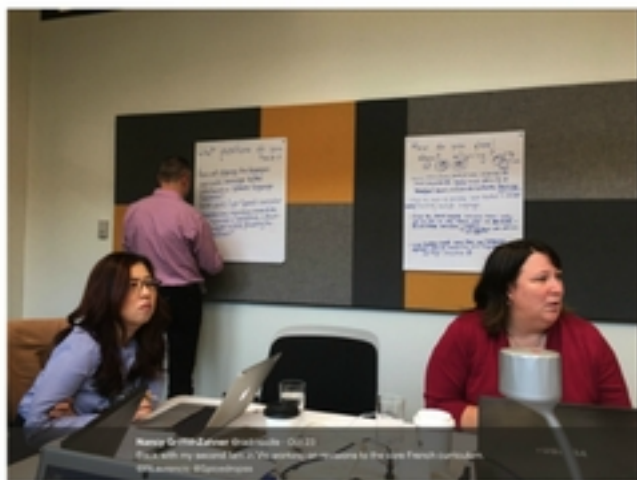
## Curriculum Updates

Rome Lavrencic

Fall 2017 has seen a flurry of activity at the Ministry of Education and for many of the Curriculum Writing teams (if not all), including the ones for Core French and Second Languages. Exactly three years to the day, members of the Core French Curriculum Writing Team returned to Victoria on the heels of Super Conference 2017 to begin aligning the Core French curriculum to that of the Second Languages curricula. These intensive meetings allowed members to share and review feedback from the field regarding the direction and implementation of Core French for Grades 5 to 9.



These meetings also announced a number of key decisions that will ultimately change the curricula for Core French and Second Languages. The first of these key announcements is that work will begin in the new year on creating curriculum for a



new *Intro 11 Core French* course. Upon reviewing discussions held amongst members of the Second Languages Curriculum Writing Team, the Core French Writing Team suggested that a similar intro course be created for students who have never studied French. The current language policy for British Columbia states that students must study a second language between Grades 5 to 8. However, this Ministry policy does not mandate French as

the *only* second language. We are pleased to see this alternate entry point will be added for Core French students as it will undoubtedly help International Students (and others) who have never studied French before to begin learning.

Another key point Ministry staff shared with the Writing Teams was the decision to re-examine the current language referencing the Common European Framework for Reference for Languages (CEFR). BCATML's Executive members on all the different writing teams have remained steadfast over the years asking Ministry officials for better inclusion and reference to the CEFR in the current draft curricula.



The Ministry received numerous letters and comments from teachers across the province by way of feedback asking for more explicit reference to the CEFR as well. To address this feedback, the Ministry will work with a group of educators to explore the possibility of producing a CEFR-based optional-use companion resource document to use alongside the KDU framework of the redesigned curricula. No dates have been set for this work to begin, but it will likely begin in Spring 2018. BCATML is thrilled to share this piece of news with second language teachers throughout British Columbia. We will provide updates on our website, [www.bcatml.org](http://www.bcatml.org), so be sure to visit us often!



Finally, the Ministry announced that all curricula for Grades K to 10 will commence full implementation in July 2018. Draft curricula for Grades 11 and 12 will remain optional for teachers to implement. This extended timeline will allow all Writing Teams additional time for a more thorough revision process. It is expected the Ministry will also announce a new reporting order some time in Spring 2018. Teachers are encouraged to visit the *Issues in Education* link in the top menu of the BCTF home page ([www.bctf.ca](http://www.bctf.ca)) for all the up to the minute Ministry reporting orders, policies, and BCTF Education Change Bulletins.

Some members of the Core French Writing Team worked with members of the Second Languages Writing Team in order to begin the alignment process of all the languages curricula. Teachers can expect to see the Curricular Competencies of all the curricula organized under three headings relating to the Core Competencies sub-groups of Thinking, Communication, and Social and Personal Awareness. As well, language teachers can expect to see the inclusion of their target language(s) referred to specifically in each grade level's Big Ideas instead of the current generic reference to a "new language", thus valuing and acknowledging the importance of each language. Instructional samples will also be reviewed in the coming months to provide a greater variety for teachers and students to use in order to better understand the redesigned curricula. Lastly, all Writing Teams began revisions to their respective curriculum documents eliminating the number of repetitions contained in both the Curricular Competencies and Content elements. This revision work will reduce the number of items listed under both curriculum components, thus streamlining the readability of each grade's Curricular Competencies and Content elements.







Rome Lavrencic

# Holiday Fun with Bingo Realness



Let's face it, the winter holidays are a very special time for many of our students. It's a time for celebrating, eating, gathering with loved ones, creating a lifetime of memories, and of course no school! Special indeed! However, how can we as second language teachers create a language learning activity that will represent and include the many diverse cultural backgrounds of our students whose origins may not be western? What's the solution to this quandary? Why BINGO of course!

In my 20+ years of teaching (le gasp), I have yet to meet a student who has never heard of – or played for that matter – BINGO! Naturally, it seemed logical to me that I could use this popular classic game and infuse some holiday fun realness with a little bit of grammar practice for extra holiday spice.



My French 9 students always learn the basic fundamentals of the French past tense around this time. Every year, they always tell me “le passé composé is so easy, Monsieur!” Then they go away for winter break and come back in the new year all suffering from Turkey Brain!?! What's a teacher to do?! This year, I intend to thwart Turkey Brain Syndrome with this simple activity I created.

To ensure your students practice what they have learned and have fun while doing it, have your students monitor their winter break activities with this activity worksheet. The concept is quite simple. Students colour in the boxes for each activity they complete while on break. They can write other activities they did in the target language at the bottom as an added challenge. In the new year, have students report out. Feel free to give a reward for all students who managed to get a Bingo. For added flare, let students know you want to see a X Bingo in order to win a reward (two diagonal lines), or a two-line Bingo in any direction. For the super keeners, strive for a full Blackout Bingo where every square is coloured in. The possibilities are endless!

This worksheet is easily modified to suit your target language or cultural festival of choice; such as Kwanza, Chanukah, or Festivus for that matter! Download a free modifiable version from [www.bcatml.org](http://www.bcatml.org) under the Resources section (Members Only). I would love to hear how you used this simple activity with your students! Please email me at [rlavrenc@sd40.bc.ca](mailto:rlavrenc@sd40.bc.ca). Enjoy and may your season be merry and filled with fun holiday cheer!



Prénom: \_\_\_\_\_

Si tu as fait les activités ci-dessous, colorie chaque case pour voir si tu as fait un bingo !

	<h1>BINGO</h1> <h2>vacances de Noël</h2>			
J'ai mangé de la dinde	J'ai embrassé quelqu'un sous le gui	J'ai chanté des chants de Noël	J'ai fait un bonhomme de neige	J'ai écrit une lettre à Père Noël
J'ai fabriqué un cadeau	J'ai fait du toboggan	J'ai envoyé des cartes de vœux	J'ai bu du chocolat chaud	J'ai fait des anges de neige
J'ai construit un fort de neige	J'ai assisté à la messe de minuit		J'ai eu une bataille de boule de neige	Je suis allé(e) patiner
J'ai écouté de la musique de Noël	Je suis tombé(e) dans la neige	J'ai lu un livre	J'ai rendu visite à ma famille	J'ai joué à un jeu de société
J'ai aidé à décorer le sapin de Noël	J'ai joué avec un de mes cadeaux	J'ai préparé une recette	J'ai regardé un film de Noël	J'ai pendu mon bas devant la cheminée

Nomme cinq autres activités que tu as faites pendant les vacances de Noël !

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_



Name: \_\_\_\_\_

Colour in each box for all the activities listed below to see if you won a Bingo!



# BINGO

## Christmas holidays



I ate some turkey	I kissed someone under the mistletoe	I sang Christmas carols	I made a snowman	I wrote a letter to Santa Claus
I made a gift	I went tobogganing	I sent greeting cards	I drank some hot chocolate	I made snow angels
I built a snow fort	I went to midnight mass		I had a snowball fight	I went skating
I listened to Christmas music	I fell in the snow	I read a book	I visited family relatives	I played a board game
I helped decorate the tree	I played with one of my gifts	I prepared a recipe	I watched a Christmas movie	I hung up my Christmas stocking

List five other activities that you did over the Christmas holidays!

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_



# BCATML lobbies the Ministry of Education to include a Languages 11 Graduation requirement

Rome Lavrencic



BCATML has written to Minister of Education, Honourable Rob Fleming, requesting that the Ministry of Education add a Languages 11 course requirement for high school graduation. This letter comes on the heels of another letter last month submitted by the Standing Committee On Language Articulation (SCOLA) - one of the sub-committees of the British Columbia Council on Admissions and Transfer (BCCAT) for postsecondary education.

BC's redesigned curricula explores the qualities of the Educated Citizen both implicitly and explicitly, especially within the Core and Curricular Competencies of second languages curricula. BCATML believes that these qualities need to be encouraged and explored over the continuum of learning beyond the currently mandated Grade 8 year. The inclusion of a Language 11 course requirement (and beyond) will help foster life-long learners who will benefit immensely from learning an additional language and acquire many skills that will enhance society. BCATML believes that now is the critical time to lobby the Ministry considering the number of reports published recently advocating for the improvement and support of French programmes in British Columbia as well as other world languages.

In the last six months, the Ministry has received reports and letters from Canadian Parents for French BC and Yukon Branch, the Standing Committee On Language Articulation, the BC Association of Teachers of Modern Languages (we wrote the previous Minister of Education in May 2017), and the Senate Committee on Official Languages. On May 31, 2017, the Senate Committee released its report, *Horizon 2018: Toward Stronger Support of French-language Learning in British Columbia* encouraging the BC government to work with French-language stakeholders to implement 17 important recommendations, with federal government support for the sustainability and enhancement of French language programmes throughout British Columbia. The full report can be found by visiting <https://sencanada.ca/en/sencaplus/news/urgent-demand-for-french-education-in-bc-unfulfilled/>.

BCATML will continue to update members, including the Ministry's response, via our website at [www.bcatml.org](http://www.bcatml.org). We invite you to review the letter we have submitted on the following pages.

Stay tuned for more information.



**BCATML**  
BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES

Minister of Education, the Honourable Rob Fleming  
British Columbia Ministry of Education  
620 Superior Street  
Victoria, BC V8V 2P8      Wednesday, November 24, 2017.

**Re: Graduation requirement for inclusion of Language 11 course credit**

On behalf of the BC Association of Teachers of Modern Languages (BCATML), I am writing to ask that the Ministry of Education examine its graduation requirements to include a Language 11 course credit in order to receive a BC Dogwood Diploma for all high school graduates.

The current Language Education Policy requires the study of a second language for Grades 5 to 8. In a time of globalization, knowledge of a second language is an essential skill that needs to be in every graduate's toolkit. All nine BC second language curricula have a rationale stating clearly that acquiring a new language opens doors to a world of new experiences. Recent research states that as students study a new language they develop an understanding and appreciation of other cultures, beliefs, and ways of life, while also developing a deeper understanding of their own cultural and personal identity. When students are exposed to another culture through its language, they begin to understand the role that language plays in making connections with others. Language learners develop new ways of thinking and communicating with others while gaining a new perspective on their own lived experiences and the world around them.

A number of organizations have recently called upon the provincial government to support second language acquisition to Grade 11. On June 22, 2017, Canadian Parents for French BC Yukon Branch wrote to Ministry representatives Nancy Walt, Jan Unwin, and Linda Beddouche urging the inclusion of a Language 11 course as part of the BC Graduation Requirement. A copy of this letter can be found by visiting [http://www.bcatml.org/uploads/3/9/5/8/39584835/cpf\\_letter\\_on\\_grad\\_reqs\\_22june2017.pdf](http://www.bcatml.org/uploads/3/9/5/8/39584835/cpf_letter_on_grad_reqs_22june2017.pdf). As well, the Standing Committee On Language Articulation – a sub-committee of the BC Council on Admissions and Transfer for postsecondary education – wrote your office earlier this month expressing its support for and endorsing a Language 11 course requirement for graduation. The BCATML also wrote to the Ministry in May 2017 lobbying for the inclusion of a Language 11 course requirement. Lastly, the Senate Committee on Official Languages released the report, *Horizon 2018: Toward Stronger Support of French-language Learning in British Columbia* on May 31, 2017. This report cites 17 essential recommendations on which the federal government should act in order to meet its obligations under the Canadian Charter of Rights and Freedoms and under the Official Languages Act. The report recommends that the BC government work with French-language education stakeholders to implement the 17 recommendations, with federal government support. Of particular interest, the Senate's report focuses on the need to address the barriers to accessing French programs in BC and the need for improvements. An expansion of opportunities for language study through to a minimum of Grade 11 would be one of many steps that our provincial government could take to respond to the Senate's urgent request to improve access and quality of French language learning in secondary schools across British Columbia. In so doing, there would be an increased number of bilingual BC graduates equipped with useful global skills.

The development of intercultural competency is increasingly seen as a vital element in both domestic and international education. Language education plays a significant role in helping to prepare our learners to become truly global citizens of tomorrow. Acquiring an additional language not only challenges the mind, it also teaches understanding, encourages patience, and fosters open-mindedness. It is a well-known fact that knowledge of an additional language strengthens first-language skills. The ability to speak two or more languages generally enhances cognitive development, as well as critical and creative-thinking skills. It also enhances a student's confidence as a learner, facilitates the learning of additional languages, and contributes to academic achievement in a variety of subject areas. As their strengths develop, language learners become more flexible and adaptable in new and unforeseen situations. For example, second-language



learners tend to be divergent thinkers, with improved memory and attention span. In fact, there are many cognitive, academic, economic, societal, and intercultural benefits to learning a language as outlined by Mary G. O'Brian and her team in the newly published Executive Summary Literature Review on the Impact of Second-Language Learning. Moreover, many countries require secondary students to study two additional languages and this has shown resounding success in the development of the global citizen.

In 2014, the BC Ministry of Education published Graduation Years Curriculum: Proposed Directions which explains that the curriculum for the graduation years would be developed within domains, including one for Languages (p.2). BCATML supported this direction as we felt it fostered the development of the Educated Citizen of the redesigned curricula. Specifically, studying languages allows students to be thoughtful and to think critically while communicating information from a broad knowledge base. Language students tend to be productive and gain satisfaction through achievement and strive for physical well-being. Acquiring an additional language fosters cooperation and the development of a principled and respectful learner, regardless of differences. Lastly, language students are acutely aware of the rights of the individual and are prepared to exercise the responsibilities of the individual within the family, the community, Canada and the world.

The redesigned curricula for second languages capture these qualities and the concept of the Educated Citizen both implicitly and explicitly, especially with the Core and Curricular Competencies. We believe that these qualities need to be encouraged and can only be done so over the continuum of learning beyond the currently mandated Grade 8 year. It is our belief that the inclusion of a Language 11 course requirement (and beyond) will develop life-long learners who will benefit immensely from learning an additional language and acquire many skills that will enhance society.

Sincerely,

Rome Lavrencic  
BCATML President  
psac51@bctf.ca

CC: Diane Tijman, President, CPF BC & Yukon Branch; Nancy McKeraghan, President, CPF National Branch  
CC: Charlotte Jones & Mirabelle Tinio, Co-Presidents, Standing Committee On Language Articulation  
CC: Glen Hansman, President - BCTF; Janice Neden, Assistant Director PSID - BCTF

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# DIWALI

amandeep chhina

Every year, Diwali is celebrated by the staff and students of Princess Margaret Secondary School. The Festival of Lights is organized every year by the Punjabi classes under the guidance of their teacher Mrs. Chhina. On this day, everyone comes together to celebrate the religious and cultural significance of Diwali, which is to celebrate the triumph of good over evil. Diwali is a celebration to spread positivity and light in everyone's lives.

On this day, staff and students wear vivid and colorful Punjabi clothing or other colourful outfits. In the spirit of giving and celebration traditional Punjabi food is served to everyone which includes samosas, pakora, naan, chana (chick pea) masala, and many other dishes. Furthermore, on this day, we have many stalls set up to showcase the Punjabi culture to the other members of the community.

Some of the stalls we had were diva painting, mehndi (henna) tattooing, rangoli and cultural artifacts. To prepare for the day, students are involved in several cultural dance performances such as the traditional bhangra dances and Bollywood dance. During this time, students collect donation from our community in order to give out Punjabi Pride Community scholarships to the grade 12 students. These scholarships are meant to recognize the contribution that the students put in to promote learning of Punjabi language and culture. It also recognizes students' performance and growth throughout the years.

All of this was possible to do thanks to the local businesses or shops who kindly donated us money and food. Grade 12 students sent the thanks letter to all the businesses' who gave us donations. This year an amount of \$1500 has been collected with our students efforts. All earnings will be awarded in the form of scholarships to the top Punjabi 12 students of this year. Last year, we gave three scholarships of \$500 each from the money collected from the celebration. The school administrators and faculty supported and appreciated the efforts of the organizers.



# Surrey students dominate first-ever youth Punjabi writing awards

By Sheila Reynolds (first published in News, Surrey Schools)

Thursday, November 9, 2017

Winners, from top: Banpreet Kaur Athwal from Queen Elizabeth Secondary; Navkiran Baath from Panorama Ridge Secondary; Ramneed Kalkett from Princess Margaret Secondary; Karndeeep Kaur Kular and Sukhraman Kaur Lidder from L.A. Matheson Secondary. Students from Surrey Schools won five of eight prizes in an inaugural youth Punjabi creative writing contest launched this year. The Dhahan Prize Youth Award is the first of its kind in B.C. and is intended to promote acceptance and understanding through storytelling and sharing experiences, as well as promote literacy and strengthen the Punjabi language among Canadian-born youth. The contest invited Grade 11 and 12 students from across the province to submit their Punjabi-language stories. About 30 short stories, between 800 and 1,000 words were submitted and translated into English. An independent jury judged the stories and winners were selected. Winners of the Dhahan Prize Youth Award include:

**Banpreet Kaur Athwal** - Queen Elizabeth Secondary; **Khud Te Vishvaas Karo** (Believe in Yourself);

**Navkiran Baath** - Panorama Ridge Secondary; **Ik Chhoti Sikhya** (A Small Lesson);

**Ramneed Kalkett** - Princess Margaret Secondary; **Sheeshay Vich Ik Nazar** (A Look in the Mirror);

**Karndeeep Kaur Kular** - L.A. Matheson Secondary; **Aakhri Saffar** (The Last Journey);

**Sukhraman Kaur Lidder** - L.A. Matheson Secondary; **Afsos** (Repentance);

Dasmesh Punjabi School's **Gursimar Kaur Buttar** and **Chiragroop Singh Kahlon**, and Burnaby South Secondary student **Vikesh Sharma** were also winners. Winners received \$500 each and their stories will be compiled in an anthology that will be published in both Punjabi and English.

L.A. Matheson Secondary and the Surrey School District partnered with Dhahan Prize and Coast Capital Savings to develop the framework for the youth prize.





# Compassion and Wellness in Teaching: an Early-Career Teacher's Journey to Feeling Well

By Nicole Jarvis, BCECTA Vice President

Have you ever felt stressed, frantic, overextended, confused, overwhelmed, or stretched too thin in teaching? Hi. You are not alone. I see you, and you do not need to go through it alone, and it can – and will – get better.

On January 9th, while on my way to work, I was involved in a serious car accident. I was just four months into my first 1.0 full-time-equivalent load: two classes of Core French 8 and two classes of Core French 11. I was heading to my school, located in a major urban centre, just six blocks from the highway exit. I had just taken the exit when the accident occurred. My life had already been complicated for a while... heck, I was a new teacher, and Lord knows that is far from easy. For awhile it seemed as though life just stopped, but then something really crazy and beautiful emerged. As a result of the accident, I was forced to focus on self-care and wellness. My hope is that by sharing my story, others can reflect on where they are in their own journey towards wellness in teaching, and maybe they can take some tangible steps towards taking better care of themselves. I hope by time you finish reading my story you feel better informed and equipped to access some really amazing resources available for emotional and physical health.

When the accident happened, all I could think of was my students. The firefighter who came to my rescue said that a number of teachers were involved in the car accidents that morning. This kind individual witnesses trauma every single day, and he said he would go to my classroom one day and tell my students how brave I had been. Shaking, I said, "No... if that happens you need to tell them I was scared and that I cried, so that they will know it's okay to be scared and to cry". The firefighter's name was Tim. One day I would like to find him and bring him flowers, to say thank you for staying with me in those scary first moments while we waited for more help to arrive.

Once in the ambulance, I remember talking on the paramedic's cell phone, in tears, telling the school secretary that I would not be making it into work for awhile. I was incredibly scared, shellshocked, and I felt inadequate to deal with the situation. In fact, this feeling of inadequacy was not new. It has been lingering ever since I began as a student teacher. It always felt like I could not do 'enough' to feel good about my teaching. I had no idea that hitting this low point would help me, in the long run, feel better than I could ever imagine!

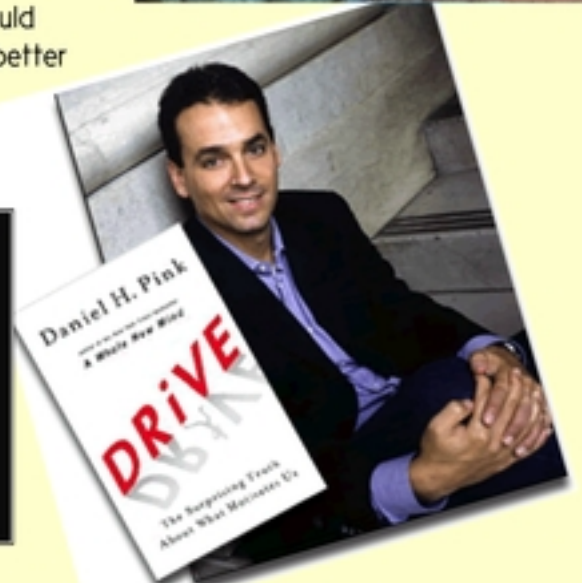
I loved my students deeply, and this was my very first position after TTC'ing for four years. I was stressed and overwhelmed, with no prep time and over 100 students. Nonetheless, I had developed a growth mindset, with my grade eight class especially, and even though I was definitely imperfect, they were thriving! I recommend listening to the audiobook version of Drive by Daniel Pink, and Growth Mindset by Carol Dweck. Explicitly teaching with Growth Mindset is incredibly powerful and just listening to Drive alone will transform how you teach!



In a growth mindset, challenges are exciting rather than threatening. So rather than thinking, oh, I'm going to reveal my weaknesses, you say, wow, here's a chance to grow.

— Carol S. Dweck —

AZ QUOTES





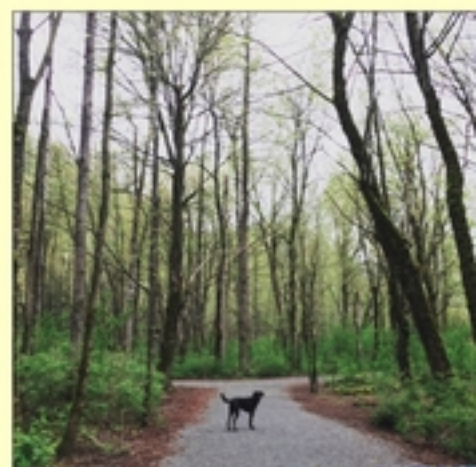
In that first full-time teaching contract, I felt especially inadequate in regards to being able to make decisions regarding assessment, but I tried to reassure myself that I would learn with time and that it was okay to not be perfect. I am kind, funny, bubbly, encouraging, and it is a perfect fit with grade eights because they are in what I call 'the kindergarten of high school' - they were new to the school, just like I was, and they felt lost, like me, so we figured out how to navigate the experience of thriving in high school together. My students lit up in my classroom, got excited about learning a new language, and knowing how good they felt with me as their teacher, made me feel proud of myself despite the stress and isolation of being a new teacher in a new school. Just a few weeks before my car accident, a student surprised me with a card that validated I was doing enough.

I ended up staying on medical leave from January until September, and I am still on a partial medical leave on Thursdays and Fridays, since returning. The headaches, light sensitivity and sound sensitivity come back with a vengeance if I overdo it. Our cognitive load as teachers is quite high: we make a ton of executive decisions in a single day, and it results in cognitive strain: my brain literally starts to hurt.

Before all of this happened, I was used to being busy. I was good at being busy, or so I thought... after all, I did not know any different because I had never really experienced living with balance. Then life stopped and I was forced to slow down and take care of myself, and to let others help care for me also. Something sacred emerged... a kind of shiny silver lining to a tragic situation. What I discovered was that I did not know how good a human being I could be, until I was forced to engage in self-care.

I borrowed a friend's dog to help me feel safer and less alone when going for walks; focusing on the dog distracted me. I started tracking medical appointments in a planner because if I didn't write them down, I would forget. I would double, triple, and quadruple-check the appointments because I felt super confused with anything logistical - dates, scheduling, chronology are all still confusing for me, eleven months later. I took advantage of my medical benefits going for regular massage therapy, and I enrolled in the BCTF's Health & Wellness program, in order to gain emotional and financial assistance with medical expenses once my insurance was exhausted. The BCTF paid for half of my psychiatry costs so that I could continue to afford cognitive behavioural therapy to treat PTSD and major episodic depression. Talking with a psychiatrist is honestly one of the best decisions I have ever made, and I highly encourage ALL teachers to see a counsellor or a psychiatrist if they are feeling stressed. Your health benefits will often cover at least three sessions; your local Employee & Family Assistance Program (EFAP) can also provide you with some counselling.

The BCTF's Health and Wellness program might also help you with cost-sharing and advice. I am so grateful for our union's help. I can assure you that our union services exist for good reason. Do not hesitate to use what is offered to us if and when you need help. We are paying for it already through our union dues, so call them if you feel stressed, mentally or physically unwell, confused, or overworked.



## BCTF Health & Wellness program contacts:

By phone: 604-871-1921

Toll free: 1-800-663-9163 (local 1921)

By email: [benefits@bctf.ca](mailto:benefits@bctf.ca)





What has emerged from being forced to slow down? I've learned how powerful my sense of well-being can become when I focus on self-care. If ever there was a positive outcome to this experience it is that - even though I still suffer from headaches, cognitive strain and confusion - I have created a balanced life for myself. I am more in-tune with my emotional and physical health. The BCTF Health and Wellness program allowed me to access the help of an amazing occupational therapist who helped me figure out how to access cost-sharing to help pay for part of the costs to attend yoga. I could better afford to get a gym pass and hire a personal trainer, after I graduated from massage therapy and physiotherapy, based on my doctor's recommendations. The health and wellness program also helped pay for part of the psychiatry costs when I had exhausted all my benefits. I now make the time to exercise regularly - never in my life would I have learned how to lift weights! It feels amazing! Now when I do not exercise, I notice my energy levels, clarity of mind, and sleep all suffer. I never skip Sunday yoga. I still take hot baths and use epsom salts and essential oils to help with muscle recovery and relaxation. I make a point of walking to the beach & exploring nature in order to give my brain a break from the rat race we call work. The result is that I am better able to focus when I am at work. Taking care of myself makes me a better human, and a better teacher. Remind yourself that you make a difference. It isn't always clear, but you do. And when you slow down to focus on what matters, when you're least expecting it, students might come out of the woodwork to affirm what you do.



This grade 11 student hadn't been handing in work because he was convinced nothing he did was good enough. He struggled to make choices - he overthought the choices, so never chose, he never did the work. I encouraged him do something was better than doing nothing: so pick something and just dive in. If you make a mistake, oh well! Who cares! That's part of learning. I didn't know it then, but later when he gave me this card, I found out that our chat really hit home for him.



**Unit:** Inequality in the French-Speaking World **Lesson:** West Africa

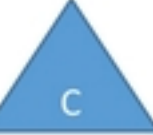


November 6, 2017

French 12

15 students

Prepared by Mikaela Ramdial

**Stage 1 – Desired Results**

 <p><b>Communication</b> - Connect and engage with others to solve problems Acquire and interpret information (includes inquiries) Collaborate to plan, carry out, and review constructions and activities</p>	 <p><b>Thinking</b> - Analyze and critique - Question and investigate</p>	 <p><b>Personal &amp; Social</b> - Relationships and cultural contexts - Valuing diversity</p>
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**Big Idea(s):** Becoming more proficient in French allows us to explore career, travel, personal growth, and study abroad opportunities. With increased proficiency in French, we can discuss and justify opinions with nuance and clarity.

**Essential Question(s):** Why does the ability to speak French give you access to perspectives that are otherwise unheard or unseen?

<p><b>Curricular Competencies:</b></p> <ul style="list-style-type: none"><li>• Recognize different purposes, degrees of formality, and cultural points of view in a variety of texts</li><li>• Engage with Francophone communities, people, or experiences</li><li>• Recognize and explain connections between language and culture</li><li>• Identify and explore opportunities to continue language acquisition beyond graduation</li><li>• Identify and explore career opportunities requiring proficiency in French</li></ul>	<p><b>Content Competencies:</b></p> <ul style="list-style-type: none"><li>• Elements of a variety of common texts</li><li>• Present timeframe</li><li>• Expressing, supporting, and defending opinions</li></ul>
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**Stage 2-Learning Plan**

<p><b>Potential Barriers to Success</b></p> <ul style="list-style-type: none"><li>• Lack of participation from students</li><li>• There may be a large difference in who long it takes some students to understand the text than others</li><li>• Student don't see the values of the activities</li></ul>	<p><b>What will you do?</b> (differentiation/adaptations)</p> <ul style="list-style-type: none"><li>• Tell students to have one person at their table responsible for each question</li><li>• Be present with the student who need more motivation to get going on the work</li><li>• Be explicit about the connection between activity and final assignment</li></ul>
<p><b>Infusing Aboriginal Education/First People's Principles of Learning</b></p> <ul style="list-style-type: none"><li>- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).</li><li>- Learning involves recognizing the consequences of one's actions.</li><li>- Learning is embedded in memory, history, and story.</li></ul>	<p><b>PDP Goals:</b></p> <p>1: The development of a clear, coherent and justified view of education that realizes the powerful, and sometimes negative, impact that our Eurocentric education system has had, and continues to have, upon students.</p> <p>5: The development of knowledge about curricular content, educational theory and effective practice that demonstrates the ability to understand and work with subject-specific content seen through Canadian, Indigenous and global lenses.</p>



## Resources / Materials Required / Technology

<http://www.cnn.com/2017/10/25/opinions/niger-questions-ask-opinion-mudd-liepman/index.html>

<http://www.rfi.fr/afrique/20171103-mort-4-soldats-americains-niger-version-officielle-remise-question-etats-unis>

Question Worksheet for students to work through

photos and a PowerPoint

### Stage 3 – Assessment Evidence

<b>Formative</b> (before/during) Assessment of prior knowledge Comprehension of the texts Exit slip	<b>Summative</b> (at the end) Not until November 14th	<b>Self (Assessment/Reflection)</b> Not until November 14th
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### Stage 4 – Teaching Plan

Time:	Teacher Does:	Students Do:
8:40 – 8:50	<b>Mental Set/Hook:</b> List the former French colonies and their dates of independence from France. Ask students to gather as much as they know about West Africa as possible	Students discuss all that they know about West African countries (what do they remember from the news, school, rumors)
8:50 – 9:00	<b>Input/Information:</b> Information about Niger from the Human Development Index. Niger’s reputation as the worst place in the world to be born a woman	Take notes on a copy of the PowerPoint slides to add any information that I add on top of the PowerPoint information
9:00 – 9:20/25	<b>Guided Practice:</b> Present different news article excerpts about Niger from the European point of view and give questions that lead students through the readings: 1) What is the issue that is being presented 2) Who is providing the information 3) Who is receiving the information 4) What message does the picture given communicate 5) What side of the story is not being presented? What perspectives are missing?	Students translate, read and work to understand the given newspaper excerpts with the goal of answering the questions and being able to participate in the discussion.
9:25-9:35	<b>Discussion:</b> Question and “What is Eurocentrism and how does it affect how we perceive the poorer countries of the world? How could we get an alternative perspective?”	Students participate their ideas based off of prior knowledge and what they found in the newspaper excerpts.
9:35-9:50	Introduce my experience in Niger and the different ways to perceive its reality. French as the key to knowing and hearing this perspective of the world.	Listen, look at the pictures and ask as many questions as they have
9:50-10:02	Exit slip: How do we hear the perspectives of a people that don’t produce a lot of literature or media to read?	Write down their ideas in French

**Homework / Teacher Preparation for next class:** Prepare for work period

## BCATML Newsletter Guidelines

The BCATML Newsletter SPEAK! is the official publication of the B.C. Association of Teachers of Modern Languages, a provincial specialist association of the B.C. Teachers' Federation. Three issues are published each calendar year.

### STATEMENT OF PURPOSE

The BCATML Newsletter SPEAK! is the professional journal of the BC Association of Teachers of Modern Languages. As such it:

- 1) acts as a communication vehicle for ideas, trends and new developments in the field;
- 2) supports a professional network of Modern Language teachers who are committed to innovative teaching strategies;
- 3) promotes the learning and teaching of additional languages through the BC curriculum.

Subscription to SPEAK! is included with membership in the BCATML. The 2017-18 fees are: BCTF members \$40, Associate members \$63; students/TTOC/retired and community-based teachers \$15. Payment of fees by attending the annual fall conference includes the BCATML Newsletter, membership in CASLT (Canadian Association of Second Language Teachers) and information about conferences, workshops, projects, and other BCATML publications and activities. BCATML memberships run for 12 months from the time applications are processed by the BCTF staff.

### NOTICE TO CONTRIBUTORS

Articles submitted for publication should be sent with a covering letter that contains:

- the author's full address, telephone number and/or email address
- a short description of the author and his/her current work
- a brief disclaimer allowing the editor editing and publishing rights

Please also include, where possible:

- a photograph of the author, if available
- a photograph or high resolution graphic to accompany the article.

We encourage material submitted by email in .doc and .pdf format as most articles are reformatted to our publication style. Graphics should be sent as separate files.

Please send articles as an e-mail attachment to: [msagarcia314@gmail.com](mailto:msagarcia314@gmail.com). Length of articles usually varies from 300 to 1,000 words. Articles longer than 1,000 words may be shortened for publication. Authors must take particular care with diagrams and drawings. These should be done in high contrast so as to be easily reproduced. Please do not submit items from copyright publications if you have not included permission to publish them. The editor reserves the right to alter the text in any way necessary to conform to the objectives and mandates of the BCATML.

**Submission Deadlines:** November 1st, March 1st, Aug 1st

**Submission topics:** curriculum implementation, back to school, cultural festivals & celebrations, aboriginal ways of knowing and perspectives aligned to the curriculum, assessment & evaluation, reporting, use of technology in a second language classroom context, etc

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