

September 2010

Much is on your plate as you begin another school year. *The Interim Plus* will once again offer you some ideas for incorporating into your lesson plans where applicable. We intend it to be a learning resource for you, helpful in lightening your preparation time when it comes to life and family issues that you may wish to explore and integrate into your lesson plans. The objective is not to present you with a detailed lesson outline (although periodically that will be the case) but rather with material from which you can select questions, content, or new ideas.

This first edition will address five items: the new PPM 119 policy memorandum in Ontario that calls for more inclusive schools; a sample short story that illustrates the concept of inclusiveness; youth involvement in local elections; two lesson outlines that show how a geography course can include consideration of an important public issue like abortion; and a reminder about this year's version of the Father Ted Colleton Scholarship Program.

The Equity and Inclusive Education Strategy

The main aim of the PPM 119 is to improve the education experience for all Ontario students so that all will have equal "opportunities to learn, grow, and contribute to our society". It stresses the importance of creating in our schools a climate that is "respectful, supportive, and welcoming to all." It will take a number of years to fully implement the policy. Although the mandate is well-intentioned, there are always potential pitfalls of which one should be aware in order to avoid them. Some of the problems associated with the policy, if manipulated by radical elements in schools, can be found at www.campaignlifecoalition.com.

For our purposes the policy actually offers an opportunity to teach to the strengths of the school system, by remaining loyal to the past traditions, principles and values that have made Canada the free country it is today. One of those foundational principles is the belief that parents have primary responsibility for teaching their children, and therefore schools ought to respect the wishes of parents in teaching about moral topics.

Everyone has responsibility for creating a respectful and welcoming environment for all students. But this should not be done at the expense of truth, nor result in moral confusion or systemic conflicts, nor undermine parental rights, nor threaten freedom of religion.



For Catholic schools in particular, there may be an inherent conflict between Catholic moral principles and the Ontario Human Rights Code whose principles are constantly cited in the policy implementation guidelines. Which will take precedence if/when the two sets of principles/beliefs come into conflict in the classroom? Will the reassurances of section 19. (1) [This Act shall not be construed to adversely affect any right or privilege respecting separate schools enjoyed by separate school boards or their supporters under the Constitution Act, 1867 and the Education Act. R.S.O. 1990, c. H.19, s. 19 (1).] hold up in actual practice?

An example will suffice. Take the topic of marriage: in the context of the Ontario Human Rights Code it might be discriminatory to criticize the legal definition of marriage as the union of two persons; whereas in Catholic church teaching marriage is the sacred union of a man and a woman for the purpose of loving one another and open to the procreation of children as an expression of that love.



This comprehensive PPM 119 has the potential to change Ontario education and that in other jurisdictions. It will impact on all aspects of the school system over time – from course curriculum and resources to co-curricular clubs, from the hiring and training of staff to the development of student leadership, from the discipline of students to the forging of new community partnerships, from the selection criteria for leadership positions to the collection of data to monitor effectiveness of its implementation.

To make sure that the policy does not result in negative consequences for students, parents or teachers, all partners in education must act with perspicacity and caution at each stage of implementation.

Inclusiveness, Brotherhood

The theme is inclusiveness and here is a story about how a young person different from his peers was treated in a special way. It is a story about life choices. It is a story about how to include or exclude. It is a story that was forwarded to me via the internet. Teachers can use this story to lead off class discussion on any number of sub-themes: honesty; special needs; respect; friendship; nature of story-telling. You may choose to let the class actually listen to the retelling of the story by a professional story teller. It can be heard at <http://www.youtube.com/watch?v=ai0oXFKI-fM>.

What would you do if faced with the choice?

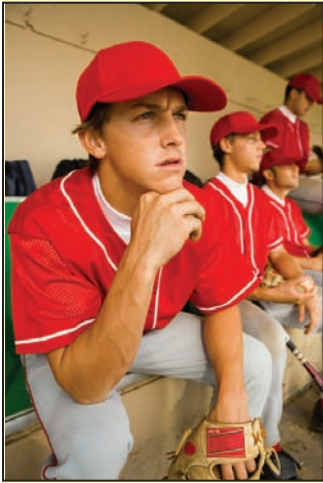
At a fund-raising dinner for a school that serves learning-disabled children, the father of one of the students delivered a speech that would never be forgotten by all who attended. After extolling the school and its dedicated staff, he offered a question: "When not interfered with by outside influences, everything nature (God) does is done with perfection. Yet my son, Shay, cannot learn things as other children do. He cannot understand things as other children do. Where is the natural (perfect) order of things in my son?"

The audience was stilled by the query. The father continued. "I believe that when a child like Shay, physically and mentally handicapped comes into the world, an opportunity to realize true human nature presents itself, and it comes in the way other people treat that child." Then he told the following story:

Shay and his father had walked past a park where some boys Shay knew were playing baseball.

Shay asked, "Do you think they'll let me play?"

Shay's father knew that most of the boys would not want someone like Shay on their team, but the father also understood that if his son were allowed to play, it would give him a much-needed sense of belonging and some confidence to be accepted by others in spite of his handicaps.



Shay's father approached one of the boys on the field and asked (not expecting much) if Shay could play.

The boy looked around for guidance and said, "We're losing by six runs and the game is in the eighth inning. I guess he can be on our team and we'll try to put him in to bat in the ninth inning."

Shay struggled over to the team's bench and, with a broad smile, put on a team shirt. His father watched with a small tear

in his eye and warmth in his heart. The boys saw the father's joy at his son being accepted.

In the bottom of the eighth inning, Shay's team scored a few runs but was still behind by three. In the top of the ninth inning, Shay put on a glove and played in the right field.

Even though no hits came his way, he was obviously ecstatic just to be in the game and on the field, grinning from ear to ear as his father waved to him from the stands.

In the bottom of the ninth inning, Shay's team scored again. Now, with two outs and the bases loaded, the potential winning run was on base and Shay was scheduled to be next at bat. At this juncture, do they let Shay bat and give away their chance to win the game?

Surprisingly, Shay was given the bat. Everyone knew that a hit was all but impossible because Shay didn't even know how to hold the bat properly, much less connect with the ball.

However, as Shay stepped up to the plate, the pitcher, recognizing that the other team was putting winning aside for this moment in Shay's life, moved in a few steps to lob the ball in softly so Shay could at least make contact.



The first pitch came and Shay swung clumsily and missed. The pitcher again took a few steps forward to toss the ball softly towards Shay.

As the pitch came in, Shay swung at the ball and hit a slow ground ball right back to the pitcher.

The game would now be over. The pitcher picked up the soft grounder and

could have easily thrown the ball to the first baseman. Shay would have been out and that would have been the end of the game.

Instead, the pitcher threw the ball right over the first baseman's head, out of reach of all teammates. Everyone from the stands and both teams started yelling, "Shay, run to first! Run to first!"

Never in his life had Shay ever run that far, but he made it to first base. He scampered down the baseline, wide-eyed and startled.

Everyone yelled, "Run to second, run to second!"

Catching his breath, Shay awkwardly ran towards second, gleaming towards second base, the right fielder had the ball ... the smallest guy on their team who now had his first chance to be the hero for his team. He could have thrown the ball to the second-baseman for the tag, but he understood the pitcher's intentions so he, too, intentionally threw the ball high and far over the third-baseman's head.

Shay ran toward third base deliriously as the runners ahead of him circled the bases toward home. All were screaming, "Shay, Shay, Shay, all the Way Shay".

Shay reached third base because the opposing shortstop ran to help him by turning him in the direction of third base, and shouted, "Run to third! Shay, run to third!"

As Shay rounded third, the boys from both teams, and the spectators, were on their feet screaming, "Shay, run home! Run home!"

Shay ran to home, stepped on the plate, and was cheered as the hero who hit the grand slam and won the game for his team.

"That day", said the father softly with tears now rolling down his face, "the boys from both teams helped bring a piece of true love and humanity into this world".

Shay didn't make it to another summer. He died that winter, having never forgotten being the hero and making his father so happy and coming home and seeing his Mother tearfully embrace her little hero of the day!

Questions

1. What may have prompted the boys in letting Shay play on their team to begin with?
2. If it is more like a parable, what is the moral lesson of the story?
3. What would you have done if you were the pitcher on Shay's team?
4. In what way did Shay have courage?
5. In what important way does the storyteller reading the story on YouTube change the story? (listen carefully to his retelling. The change is subtle but very significant)
6. How is the lunchroom a good place to practise inclusiveness?
7. "It has been said that every society is judged by how it treats its least fortunate amongst them". What kind of society did those 18 baseball players belong to?
8. How do you react to the story being read by Wayne Dyer? How did people in his audience react?
9. Is the story believable? Is it maudlin or powerful?
10. How can you help build a welcoming and safe school environment?

Local Elections



Voter turnout for municipal elections is usually sparse. It seldom exceeds 40% of eligible voters. There are many reasons for this, and yet the level of government that is closest to the people is municipal government both as to the scale of what it does

and the services that it provides. The dates for such elections vary across the country. The following provinces elect municipal governments this fall (Alberta, Manitoba, Prince Edward Island, Saskatchewan and Ontario).

The people will go to the polls and often there has been little debate of local issues and virtually none of educational issues that ought to be important to school board elections. The election dates for 2010 are either late October (like in Ontario or early November like in Saskatchewan). Here are some suggestions as to how to make students take an interest in the process.

In the Canadian and World Studies (Civics) Courses there is scope for studying local government, and this is more relevant because of the impending local elections. The learning objectives of these courses can be met by planning lessons that examine the structure and functions of the municipal government and the political decision-making process. **The lessons** answer such questions:

- How do we resolve important societal and community issues in the face of so many diverse and divergent views influenced by differing values?
- What in local politics can affect the personal lives of students and also the future of our community?

The lessons can be organized into three strands: Informed, Purposeful & Active Citizenship in a democratic society

Informed Citizenship

- Understanding the need for Democratic Decision Making
- Learning about the legal rights and responsibilities of a Canadian Citizen

Purposeful Citizenship

- Understanding the fundamental beliefs and values of democratic citizenship
- Analyzing responses to civic issues that involve multiple perspectives at a local level

Active Citizenship

- Applying appropriate inquiry skills for research and questions
- Organizing information using various tools (charts, videos, etc.)
- Understanding the various ways in which individual citizens can participate in the election process

Learning Activities I

Have students research and answer these questions as a start:

Questions

1. What do you believe are some reasons why municipal elections get such poor voter turnout?
2. List the main functions of municipal governments.
3. Which of these functions or responsibilities would you consider most important? Explain your answer.
4. Why was education made a provincial responsibility?
5. How do local taxes pay for education services? What are other revenue sources for the support of education?
6. What can be done to engage people in general and especially young people in local elections?
7. What can be done to change the political attitudes of youth, including the ways in which young people might be encouraged to take a greater interest in politics generally?
8. Could the internet be used as a means of increasing political awareness amongst Canadian youth and providing information on how to participate?
9. Are there specific sites that would be helpful in engaging young people? What is possible with Facebook, YouTube, Twitter? (www.campaignlifecoalition.com and www.theinterim.com should get mentioned)

10. Regarding election campaigns at whatever level: "Voters have many resources and modes of communication to help them become well-informed both before and during election campaigns: media coverage, interviews, pamphlets, door-to-door canvassing, political advertisements, all-candidates meetings, public debates, news-reports, radio talk shows, neighbourhood coffee socials".
- Are these sources equally reliable?
 - Are some sources more effective and trustworthy than others?
 - Who or what determines what the main issues for an election are to be: the media, special interest groups, the voters?
11. Do political parties take an active role in municipal elections? Why or why not?

Learning Activities II

Youth and their Involvement in the Political Process



What can be done to change the political attitudes of youth, including the ways in which young people might be encouraged to take a greater interest in politics, local and national? It is a great challenge, but exposing them to the opportunities

may result in some of them catching the political bug. More importantly they would become better informed young citizens. Here are a few comments from youth:

"If the candidates reached out to young people more (like taking the time to go to schools, organizing an event), young people would feel that their votes and opinions matter and are important." James

"Many youth feel that there is no need for them to get involved in politics because it doesn't make a difference. Parents who show interest in politics could bring up their children to be aware of the political issues and how their opinion could change society." Leona

"In high school we are too caught up in our everyday lives whether it is social or academic. For us to step out of that, politicians will have to reach out to us by making an effort to show that our opinions are useful. Most of us don't realize that our current politicians are making laws that will affect us in the future." Madison

Here is a starting list of ways in which young people could learn more about politics through volunteer direct action and /or challenging learning activities:

- offer to work in election campaign for the local candidate of their choice

- help organize an all-candidates meeting
- serve on phone calling team during an election campaign
- keep a journal during the election, analyze the issues as they develop, make a daily or weekly report
- hold mock debates on the main local issues, choosing one topic per day for a one week period
- analyze the media portrayal of the local campaigns and their coverage of same
- analyze the source of campaign finances
- study the relative effectiveness of campaign advertising
- analyze the political cartoons which may appear during the course of the municipal campaign
- role play a newspaper editor to decide which local leader to support in an editorial and based on what criteria
- role play various sections of the public (rural/urban, job category, socio-economic class, regional geography, age group, gender, ethnicity) as voters
- invite a news reporter from your local newspaper or the high school student newspaper to speak to the class about the challenges of interviewing political candidates or their operatives.
- play a snippet of a television news show in which a candidate is interviewed. Have students critique the interview. Did the interviewer ask good questions? Did the subject answer what was asked? Did the interviewer remain fair and objective? (there are many YouTube samples to choose from, for example ...)
- One method for motivating young people to become involved in local or national elections is to have them Video record 'ALL-CANDIDATES' meetings and/or party nomination meetings and /or working in a political election campaign.

YouTube

YouTube is a video-sharing site and a new means of communication very popular among youth. In the last few years, YouTube has been flooded with videos from youth expressing their ideas and displaying their talents. YouTube has transformed the way in which news, ideas and information are spread. Members of YouTube can post videos and clips, reach viewers and view/comment on others' clips or videos.

Two Lessons on population issues

These lessons are submitted by Dan Pigeau of Paul Dwyer Catholic High School in Whitby, Ontario. We thank Dan for the generous sharing with colleagues and we encourage others to emulate him in this regard. Please don't be bashful in sharing your good ideas and lessons so that other pro-life educators across the country may benefit from the sharing of resources.

Geography of Canada- Gr.9

Curriculum Connections

Analyze connections between Canada and other countries, recognize the similarities among cultures and the need to respect cultural differences. The lesson could take 1-2 periods.

Introduction

As an introduction to the lesson

1. Either handout to students various newspaper articles dealing with the G8 and G20 that took place in Ontario in June 2010 or assign students to search the internet for such articles (Toronto Star, National Post, Globe & Mail, Calgary Herald, Vancouver Sun, Montreal Gazette, etc.). Include The Interim and LifeSiteNews as legitimate news sources for this assignment as well.
2. Organize students into groups of two or three. As a group they will choose and read an article and summarize it.
3. The teacher should make sure that some of the articles deal with the opposition parties in the House of Commons trying to force abortion into Canada's proposal for helping women in developing countries (i.e. maternal health)

Body of Lesson

1. Once students have read and summarized the article they will present their findings to the class.
2. Once this has been completed the teacher will lead the class in discussing the significance of the G8 and the G20 meetings. What is the purpose of such meetings? When did they start up? Who participates? Why was Canada the host nation?
3. The teacher will ask the class to identify and list different problems that exist around the world (famine, disease, drought, wars, climate change, poverty, globalization, etc).



different problems that exist around the world (famine, disease, drought, wars, climate change, poverty, globalization, etc). The teacher can then talk about refugees and immigrants and

the connection between Canada and other countries in this context. The teacher could also talk about other injustices such as China's one-child policy, genocide, the treatment of women and children in various cultures, etc.

As a side discussion the teacher could bring the focus to a consideration of Canada's place in the world. Begin by asking the following questions:

1. What is good about living in Canada?
2. What is bad about Canada, or what could be fixed to make Canada a more just country?

3. If you had to live in another country where would you choose to live and why?
4. Where would you not want to live and why?

Conclusion

Conclude by going back to the articles on the G8 and G20 and the idea of the opposition parties trying to add abortion to the agenda. For a discussion ask the students:

"Based on your knowledge of the problems that exist in third world countries what do you think richer countries should be doing to help them?"

Do you think women in third world countries need food, water, education, medication, trained doctors and nurses to help them, medical supplies and equipment, or do you think that the Liberals, NDP and Bloc were right and abortion is what these developing nations need?"

Sources for maternal health initiative

<http://www.lifesitenews.com/ldn/2010/feb/10021005.html>

<http://www.lifesitenews.com/ldn/2010/mar/10031710.html>

<http://www.theinterim.com/issues/abortion/g8-backs-abortion-free-maternal-health-initiative/>

<http://www.theinterim.com/columnist/wrong-priorities-for-africa/>

<http://pqasb.pqarchiver.com/thestar/access/1953387401.html?FMT=ABS&FMTS=ABS:FT&type=current&date=Feb+3%2C+2010&author=Susan+Delacourt&pub=Toronto+Star&edition=&startpage=A.1&desc=Ignatieff+challenges+PM+to+back+aid+for+abortion>

<http://www.theglobeandmail.com/news/politics/mr-harper-maternal-health-isnt-very-healthy-without-a-choice/article1474941/>

<http://www.theglobeandmail.com/news/world/g8-g20/maternal-health-do-you-agree-with-our-governments-position/article1556811/>

<http://www.theglobeandmail.com/news/world/g8-g20/maternal-health-do-you-agree-with-our-governments-position/article1556811/>

<http://www.theglobeandmail.com/news/national/birth-control-wont-be-in-g8-plan-to-protect-mothers-tories-say/article1502796/>

Gr. 12 Geography Canadian and World Issues: A Geographic Analysis

Curriculum Expectations

Many learning outcomes can be addressed through this course. A few could be pursued through activities that include these:

- explain how the earth's natural and human systems are interconnected in multiple, complex ways;
- analyse the causes and effects of economic disparities around the world;
- compare the cultural, economic, and political aspirations of selected groups and the effects of their actions on local, national, and global issues

Introduction to the lesson

As an introduction the students can be given these questions to get them started on thinking about population issues globally.

1. Do you think the world is over-populated? Explain
2. Is there enough food in the world for everyone? If there is, then why are people starving?
3. What methods are different countries using to limit population growth? Give examples. Are any of these methods more acceptable or objectionable than others?
4. Why are countries trying to do this?
5. What would be the negative consequences of having a shrinking population?
6. Do you think this is a global issue and why?
7. How does abortion play a role in this issue in Canada and the United States?
8. What are your personal thoughts on trying to limit population growth?

Body of Lesson

Once students have answered the questions and you have discussed the issue with them you can have them read the attached LifeSiteNews article, and you can show them clips from <http://overpopulationisamyth.com/pop101/>. There are 3 clips that deal with this issue. The clips are entitled: **Food: There's Lots of It**, **Overpopulation: The Making of a Myth**, and, **Kids: A Stable Population**.

There is also an interesting movie that could be watched called **Demographic Winter** that deals with the same issue. The film can be purchased and the trailer for the movie can be viewed at <http://www.demographicwinter.com/index.html>, there is also a second movie that can be purchased from the site called **Demographic Bomb**.

Following the viewing of the clips and the reading of the article from LifeSite News, ask the students to add to or modify their original thoughts/answers to the questions first posed.



Conclusion

The question of population growth and/or limitation constitutes an important global social issue in an increasingly mobile world population and an economically interdependent world. Good conclusion to the topic may be to have students in groups do more research whereby they research a country and determine what that specific country's issue is as far as population growth is concerned. Select diverse nations in terms of size, wealth, education, and geographic location (for example, Kenya, Vietnam, India, Australia, Switzerland, Russia, Mexico). The students can discuss short term and long term problems for that country, and come up with strategies for that country to use. Each country should have different problems even if they have the same root problem.

Example:

Both Canada and Ethiopia are experiencing population growth. Canada could afford to feed its people but Ethiopia may not. However, if both Ethiopia and Canada were shrinking how would the respective countries fare? Why?

Each student would be given their own country to research and would have to present their findings and strategies to the class.

**Article For Geography-Taken from
www.lifesitenews.com**

Vatican: Population Growth is a Means of Overcoming Poverty, Not a Cause of It

By John-Henry Westen

February 9, 2010 (LifeSiteNews.com) - As nations around the world are beginning to feel the effects of plummeting birth rates, the Vatican's representative to the United Nations has stressed that population growth is the key to overcoming poverty. Speaking before the Economic and Social Council of the United Nations, Archbishop Celestino Migliore said, "too often population growth is viewed as the cause of poverty whereas it is a means of overcoming it, for only within the work force can the solution for poverty be found."

The archbishop explained: "where economic growth rates have declined, the answers lie not in trying to close society to others and pushing for population decline but rather in creating a society which is open to and encourages life." He added, "Promoting life and the family and finding ways to integrate the contribution of all people will allow societies to realize their full potential and achieve development."

While population control was pushed at the Copenhagen summit on climate change and is still funded in the billions by the world's elite, population control measures have largely been discredited as a valid means of reducing poverty.

University of Calgary political scientist Tom Flanagan recently spoke of the "now discredited theory that poverty in the Third World is based on overpopulation," in comments to the National Post. "I don't think any serious scholar believes that anymore," he added.

The Vatican push against population control measures was raised by the pope last year. In his World Day of Peace message for January 1, 2009, Pope Benedict XVI deplored the "international campaigns afoot to reduce birth-rates, sometimes using methods that respect neither the dignity of the woman, nor the right of parents to choose responsibly how many children to have; graver still, these methods often fail to respect even the right to life."

Smashing any appeal to undertake population control in the name of alleviating poverty, the pope added: "The extermination of millions of unborn children, in the name of the fight against poverty, actually constitutes the destruction of the poorest of all human beings."

In his message, the Pope brought demographic evi-

dence to defend his views. "Nor must it be forgotten that, since the end of the Second World War, the world's population has grown by four billion, largely because of certain countries that have recently emerged on the international scene as new economic powers, and have experienced rapid development specifically because

of the large number of their inhabitants. Moreover, among the most developed nations, those with higher birth-rates enjoy better opportunities for development. "In other words, population is proving to be an asset, not a factor that contributes to poverty," the pope concluded.

Yahoo! Forum for Teachers

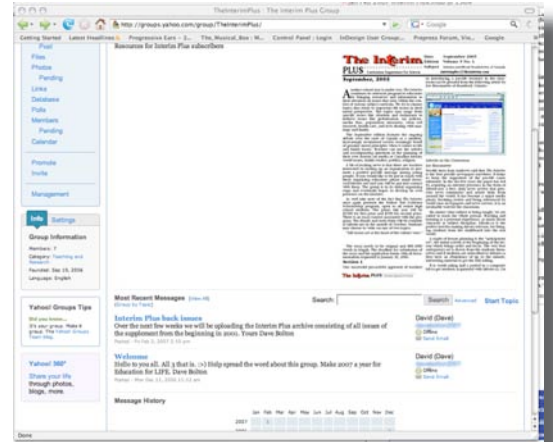
Lastly, we bring to teachers' attention the formation of a Yahoo! group to serve as a forum for pro-life educators to exchange ideas, views, and communicate their thoughts and teaching strategies on key life issues of the day. You are encouraged to join the group and make your own contributions. This is one simple way to expand the culture of life.

The address is:

<http://groups.yahoo.com/group/TheInterimPlus/>

Please tell friends and colleagues about this new link for communicating with like minded educators. There is so much to be done and so few to do it, especially when the few do not realize how numerous they actually are because they are not in contact with one another. Nominate friends and fellow teachers. Send this call out to them.

Also, if you have a resource to share we will gladly post it for others to access.



How to join The Interim Plus via the group page:

- 1.1. Locate the group (<http://groups.yahoo.com/group/TheInterimPlus/>).
- 2.2. Click on the Join This Group button on front (home) page, as seen above.
- 3.3. If you are not signed in, you will be asked to enter your Yahoo! ID. If you do not have a Yahoo! ID, you can register by clicking on the Sign Up link.
- 4.4. Set your membership preferences. When you join, you can choose a profile you would like to display to the group, select the email address at which you would like to receive group messages, choose how you receive group messages, and more.

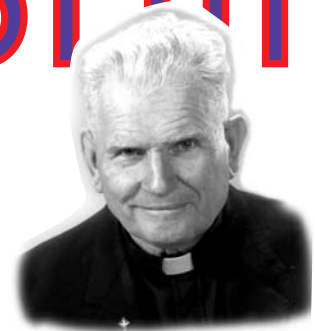
Father Ted Colleton Scholarship 2011

Please take the time to read about this scholarship program and the essay topic that marks this year's version. Some teachers suggested a topic that could serve the dual purpose of meeting the scholarship essay writing requirement and an assignment for a particular course. We hope that the theme selected for 2011 meets this recommended objective. Details regarding applications, time-lines, eligibility, length of essay, and other criteria can be found at **www.theinterim.com**. Please refer potential candidates to that site.

A small poster is on the next page. This may be printed out as needed.

FATHER TED COLLETON 2010-2011 SCHOLARSHIP

**\$1500 first prize,
\$800 second prize
\$500 third prize**



Program is open to senior high school students, grades 11 & 12. An essay component is part of the program. Candidate must write an original essay (800 -1000 words in length) on the following theme:

Dishonest language leads to dishonest debate and bad laws.

Archbishop C. Chaput of Denver

Why and how is that a serious problem when dealing with the abortion issue?

Contest closes November 30, 2010

Applications package, preferably by email or postmarked no later than November 30, 2010 must be submitted to

dirocco@theinterim.com if by email

or

**Father Ted Colleton Scholarship
104 Bond Street, Suite 306
Toronto, ON M5B 1X9**

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