for many children coming back to school this September, the question “What did I do on my summer vacation?” won’t be answered with tales of tennis lessons and summer camps.

These are the children who live in the fire zones in one of the hottest summers in the province’s history.
Some of the fires covered areas 50 times as large as Vancouver’s Stanley Park, with flames shooting 100 meters high. They consumed large portions of communities including homes, businesses and public buildings. Children were evacuated on minutes’ notice and faced long night-time drives to safe communities often involving backtracking to safer roads out of the fire’s reach.

Instead of summer camp, they joined hundreds of others in far-away community centres and gymnasia, cold meals and nights of wondering whether they had a home to return to. As August entered, school officials in the Interior of British Columbia worked to ensure an orderly return to school program while keeping one eye on the smoke halls.

The fires, whether caused by nature or negligence, provided some important life-long learning to the young people whose lives were so closely affected. They learned about the awesome power of nature, the importance of people working together, the fragile nature of possessions, and the importance of resiliency in the face of adversity.

Bringing Kids back

Terrance Sullivan is the Superintendent in School District 73 where communities were hard-hit by forest fires over the summer. Landscapes talked to Terrance in late August to learn how the School District was gearing up for the return of students.

He explained that there would be a meeting with all school principals at the end of August to identify the issues to be contended with at the beginning of the school year and develop response strategies. Among the school principals, three were taking on new jobs in the town of Barriere, where homes and businesses had been destroyed.

Among the issues to be discussed at the principals’ meeting, according to Terrance, was the probability that the crisis would not be going away “any time soon.” Added to that were the issues of homelessness, out-of-work parents, safe water, evacuation strategies for the schools, air quality, back-up communications plans as well as the uncertainty and confusion to be felt by many students.

Landscapes will follow-up in its next issue with a further report on how the schools responded.

Nesting grouse bravely follows instinct

Noel Hendrickson

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“Shortly after I discovered the principal’s copy of Landscapes in the staff room I received my own. I enjoy your publication very much, and I focused strongly on environmental education with my first class last year. As a new teacher, I have been laid off, of course, and I don’t want to miss upcoming issues.”

– Laurelei Primeau, Port Coquitlam

“I would appreciate being added to your mailing list for Landscapes. I currently work as a home school instructor. As well, I work part-time for the Skawahlook First Nation.”

– Gina Peters, Chilliwack.

“I read it because it is very informative. It has a nice overview of interesting articles and resources and websites. I am looking at ways we can integrate environmental education in the classroom.”

– Mable Sluis, John Knox Christian Schools

Landscapes is published quarterly by FORED BC and circulated free-of-charge to members, educators and all BC schools. FORED BC is a non-profit education association that provides resources to educators and consultation to organizations in business and government in developing effective education partnerships.

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Switching to a new school in the middle of the year is not generally an attractive prospect for a ten year old girl. Questions like “Will I make new friends?” or “Will there be anything to do?” are understandable. When your old school is in the heart of Vancouver and you join your new school in the new Territory of Nunavut on a freezing Arctic January day, the questions are a little more complex.

This is what faced Kelsey Gage when her father took a five-month television assignment in the frozen north in January of this year. Kelsey didn't ask herself whether she could make a difference during her five-month stay in Iqaluit, but she did. A number of dogs would agree.

Nunavut is a territory that spans two million square kilometers of Canada extending north and west of Hudson Bay to the North Pole. The average age of its 29,000 residents is 22 and 85% of the population is Inuit. There are 26 communities with populations that range from 25 to 6,000 in the largest town Iqaluit. It has the highest cost of living in Canada; there is one person for every 70 square kilometers, four different languages spoken, and a lot of stray dogs.

Shortly after arriving, Kelsey tuned in to the dog problem. Dogs are a traditional part of the Inuit culture but changing times and a lack of spaying or neutering services mean that dozens of them roam the snow-bound streets at night. They roam in packs and many acquire aggressive behaviors so that occasionally the dogs are culled.

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Some of the dogs gathered also qualified for free air

Delivered a simple message “Dogs are our friends we want to do something to help.” They gathered stray puppies and brought them to the community’s dog pound. There they visited them during the week to spend time with them and help with their socialization to humans. Some of the dogs gathered also qualified for free air trips to the south where they could be adopted.

Back in Vancouver where she attends False Creek Elementary School Kelsey stays in touch with her former northern classmates and brought one of them down to spend two weeks at summer camp. The Dog Safety Society continues. In the words of her father Marc, “Kelsey left Iqaluit a better place by being there.”

Ocean Reflections

The Journal of the B.C. Science Teachers’ Association offers these sober reflections on the health and importance of oceans.

Among them:

- Canada has the world’s longest coastline at 243,792 kilometers.
- The average Canadian uses 370 litres of water per day, which is the most per capita in the world.
- Approximately 800,000 seabirds and 120,000 dolphins, whales and seals are killed annually in drift nets used for tuna and squid fishing.

Continued to page 16...
ON THE TRANS FAT HIGHWAY

The television commercials targeting teenagers’ junk food cravings have a routine format. It goes something like this.

Teenagers with exuberant expressions are shown bounding into a kitchen, sometimes on skateboards or roller blades. Off camera, a perky announcer’s voice is urging “Mom” to get the “Pizza Superpops” or “Tasty Twisted Fries” into the microwave fast! Dads apparently don’t cook. The scene never takes place at a family dinner hour. There is never an eating utensil or napkin in sight. Nobody uses a chair.

The camera zooms in for close facial shots of delirious teens

Against a background of “age appropriate” music, the camera zooms in for close facial shots of delirious teens cramming Twisted Fries or Superpops into open mouths while bobbing their heads in shared rapture. By comparison, sled dogs are dainty eaters.

In 30 seconds, the commercials manage to combine two messages, poor nutrition and boorish manners. Mom is portrayed as a galley slave. The advertising people who develop these are called “Creative Directors.”

So far, none of these commercials have come up for a CARB AWARD, “Commercials Advocating Repulsive Behaviors.”

Better table manners

PROMOTING ROBOTICS

The largest high school robotics competition in Canada was held this year in Mississauga, Ontario and attracted 2,500 students from across the country in teams representing 51 high schools. The competition is called FIRST, an acronym meaning For Inspiration and Recognition of Science and Technology. Competing students have six weeks to design, prototype, and test a robot in a specific weight class. Awards are also given for web design, marketing and public relations.

Subsequent to the competition, nine Canadian schools traveled to the international championship in Houston, Texas, competing with 290 schools. One Canadian school finished in the top 12 per cent of schools in the preliminary rounds and another Canadian school advanced to the divisional semi-finals.

Canadian high schools interested in competing in next year's competition can find registration information on the web at www.firstcanadianregional.org.
The Fraser Basin of British Columbia's Fraser River is large enough to contain all of California. It stretches from the Rockies to Richmond, BC, and is home to two-thirds of the province's population. The Fraser Basin Council has developed a set of sustainability indicators to measure the health of the Fraser Basin. The indicators cover social, economic, and environmental measurements.

Some of the indicators are negative, including more advisories to boil water in some parts of the basin as well as an increase in respiratory illnesses. On the social side, the Council finds that less people living in the basin are volunteering and they are giving less to charities. Environmental concerns range from the explosive growth of the Mountain Pine Beetle to the fact that half of the salmon stocks are in decline. The Council finds that one in ten species of wildlife in the basin has shown significant declines in population and can be considered to be either threatened or endangered.

The report entitled *Snapshot on Sustainability* confirms that scientists predict there is a one in three chance of a Fraser River flood of record proportions in the next 60 years. There are more than 100,000 homes in the Fraser River's floodplain.

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**Provincial Intermediate Teacher’s Association**

**Fall Conference in Victoria October 24th and 25th!**

If you are an intermediate or middle school teacher, TOC, or student teacher, the PITA Fall Conference promises to be one of the best conferences ever with new ideas and great presentations including those from Leyton Schnellert, Diana Cruchley, Judy Rouke, Bob Stodder, Liz Moore, and Brian Nikula, Red Cedar Book Awards, Destination Imagination, Premier’s Sports Award Program, Engaging Science and Project Wild along with an Education Marketplace with tonnes of free and purchasable resources. But there's more—lunch, snacks a wine and cheese and a one year membership in PITA as well as visits to Royal BC Museum, Undersea Gardens and a guided bicycle ride on the heritage Galloping Goose Trail if you are so inclined.

The conference will feature over 70 sessions and hands-on workshops for grades 4 through 9 on LA, Math, PE, SS, CAI, Art, Drama, Special Ed, new textual resources and opportunities to learn with laughter, for full information and a program plus registration form, open up the PITA website at: www.pita.bc.ca

Professionalism and fun in Victoria on October 24/25

Reduced registration fees for TOCs and Students
The challenge was to create an event that would have youth aged 14 to 18 years of age examine how the things they carry such as clothing, food, and values, as well as what they do (playing, traveling and socializing), affect eco-systems and communities both at home and abroad. To stage the event, Pacific Cinematheque in partnership with the Greater Vancouver Regional District invited 170 students, in June, to a Vancouver program including digital presentations, computer games, a speakers’ corner and a mall of ideas where participants could shop for resources, opportunities and inspiration.

The objectives of the conference called “The Things We Carry Conference and Resource Fair” were to build skills, knowledge, and motivation among young people to be sustainable consumers and active global citizens, to showcase youth products and to strengthen networks among students, teachers and organizations involved in sustainability. Designed to appeal to grades 11 and 12, the conference attracted a number of teachers as well. Morning workshops included topics such as globalization and the consumer culture. In the afternoon, participants visited the mall of ideas where 20 organizations involved in youth environmental and global issues had representatives to discuss their work and propose areas where students could become involved. Participating organizations covered a diversity of interests including the Sierra Club, Red Cross, David Suzuki Foundation and Amnesty International.

Youth testimonials of the event were highly favourable. Said one participant, “It made me aware of issues and showed me how many people are involved in environmental awareness.”

The B.C. Agriculture in the Classroom Foundation (AITC) is a private, non-profit society created to develop educational resources with agricultural subject matter for B.C. classrooms. In addition to its learning resources, AITC offers workshops for teachers and a summer institute for educators where teachers can develop learning activities on agriculture in a farm setting on Vancouver Island.

To measure the effectiveness of its programs, the foundation surveyed over 800 teachers in B.C. who have been involved in its programs and obtained a 22 per cent response rate on the survey. Among those who replied, 69 per cent were teachers who have been in practice for more than ten years.

Among the responses, the highest number of educators (29 per cent) indicated that they were introduced to the foundation’s resources through workshops. By comparison only 7 per cent of the respondents indicated that they were introduced to the resources through websites. When asked about the usefulness of the education resources, fully 92 per cent of those who replied rated them as useful.

Among the success measurements considered important to teachers in using AITC resources, 70 per cent felt that the information contributed to student understanding of how food is produced in the province. In terms of impact on the development of student values and attitudes, 60 per cent of teachers said the resources enhanced respect for land and water that supports food production, while 22 per cent indicated that the discussions contributed to student understanding of competing positions on agricultural issues.

A division of Walt Disney is marketing a new type of DVD that will self-destruct after 48 hours. The products, called EZ-D will play perfectly for 48 hours after the package is opened but once it is exposed to oxygen, a chemical reaction makes it unreadable to consumers after that time. The theory is that consumers can then toss it in the trash. A spokesman for the environmental group Computer Take Back Campaign calls it illogical “to take a durable, re-useable product like a DVD and turn it into a product that becomes waste in 48 hours.” Although the company contends that consumers can mail the DVDs for recycling, the environmental group counters that the entire concept appears to be aimed at a lazy segment of the public.

Technology wonders soon become trash.
A nation-wide survey in the U.S. identified the cars which teenagers have on their wish lists. The first five spots on the list were held by Honda, Volkswagen, Pontiac, Saturn and Mazda. Those at the bottom included Toyota, Dodge, Buick and Chrysler.

According to a spokesperson for the survey firm NFO WorldGroup, cars such as Toyota rank low as a top seller with teenagers because it is perceived as a car driven by their parents. “The problem with those low-ranking brands, Toyota for example, is that they are cars their parents drive” said Andy Turton, adding, “Toyota came out for example, is that they are cars

Turton said that Chevy and Ford, while not favoured by the teens, enjoyed a place in the middle of the pack because they are considered ‘straight-forward and honest’ adding that “teens pride themselves on being able to spot tricks in advertising.”

Another conclusion of the survey was that teens prefer small cars because “they feel safer and can better manage the dimensions.”

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Public Confidence and Teacher Assessment

In an article appearing in the Journal of the B.C. Principals’ and Vice-Principals’ Association, two authors examine the link between public confidence in education and the thorny issue of teacher assessment. The authors, Dr. Judy Halbert and Dr. Linda Kaiser are both employees of the B.C. Ministry of Education. They suggest that the issue of assessment is closely linked to a search for certainty in their professional and I know best.”

The study canvassed the views of a number of researchers on the topic. In a paper entitled Leadership for Excellence in Assessment prepared by R. Stiggins of the Assessment Training Institute in Oregon, it is suggested “the reason

A national survey taken in the US of more than 3,500 kindergarten teachers asked them to identify problems and challenges in children’s adjustment to kindergarten. The teachers surveyed reported that about one-third of the students in their classrooms had experienced difficulties in making the transition to school and also reported that about one-fifth of the students had difficulty making adjustments which teachers termed ‘serious concerns.’

Of the kindergarten teachers surveyed, about 46 per cent reported that at least half of the students in their classes had difficulty following directions. Other problems frequently reported by teachers included lack of academic skills (reported by 36 per cent), a disorganized home environment (35 per cent), difficulty working independently (34 per cent), lack of a formal pre-school experience (31 per cent), and difficulty working as part of a group (30 per cent). The study was reported in Early Childhood Research Quarterly.

At least half of the students in their classes had difficulty following directions.”

Not ready for team play

Environmental IQ

The study by the Roper Organization in the United States conducted over the past five years showed once again that fewer than one-third of Americans have even “a passing knowledge of the most straightforward environmental topics.”

This year’s study found that 10 per cent fewer Americans were educating themselves about the environment than were a year ago, 58 per cent take some action to save electricity in the home, 36 per cent participate in recycling, 23 per cent read labels on pesticides, and 61 per cent “sometimes read an article about the environment.

The study also found that television remains the major source of environmental education for adults (62 per cent) and is the leading major source for students (72 per cent). By comparison, about one-half of students say that their parents and teachers are a leading source of environmental education. The Internet is listed as a source of environmental information by just 9 per cent of students.

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Walk to School

International Walk to School Week will be held from October 6th to 10th 2003 and BC students will join millions of their counterparts worldwide in the exercise. A total of 28 countries are participating. In British Columbia the event is coordinated by the Way To Go! school program.
The United Nations has approved the Decade of Education for Sustainable Development 2005-2015. The resolution includes an invitation for governments to contribute to a Decade of Education for Sustainable Development activities. At the end of the year the United Nations General Assembly will discuss plans for the ten-year program. For information on educational activities, educators can contact the International Commission Chair, Brian Day, at www.dayinternet.com.

From the publication First Nations Education in Canada: The Circle Unfolds (Vancouver UBC Press, 1995.)

Mangled Metaphors

The following is a selection of metaphors and analogies drawn from the essays of American high school students. The list is provided courtesy of Blitz Magazine.

• The plan was simple, like my brother-in-law Phil. But unlike Phil, this plan might work.
• The young fighter had a hungry look, the kind you get from not eating for a while.
• Her vocabulary was as bad as, like, whatever.
• It hurt the way your tongue hurts after you accidentally staple it to the wall.
• His thoughts tumbled in his head, making and breaking alliances like underpants in a drier without Cling-Free.
• He was deeply in love. When she spoke he thought he heard bells, as if she were a garbage truck backing up.
• The hailstones leaped from the pavement, just like maggots when you fry them in hot grease.
• Her face was a perfect oval, like a circle that had its two sides gently compressed by a Thigh Master.

Apprentice Scholarships

The secondary school apprenticeship scholarship program is currently under review by the Ministry of Education to bring it in line with changes in industry training. Traditionally, these scholarships were offered for students who sustained their apprenticeship activities and were provided to assist with tuition or the purchase of tools, equipment and materials necessary for the trade. The Ministry has indicated that changes in eligibility will be communicated to the school districts during the coming year.

Junior Forest Wardens

The Junior Forest Wardens of B.C. offer a variety of programs to improve students’ understanding of the role of Forestry in their lives. Programs are offered both in a school setting and as outdoor experiences. The association is always eager to involve adult volunteers and offers a variety of after-school programs. Information on the organization can be obtained at www.juniorforestwardens.org.
**WHALES: OCEAN ADVENTURES FOR THE CLASSROOM.** Tap into your students’ fascination with whales and the undersea world via these ready-to-use lesson ideas that use ocean themes to teach all curriculum subjects. This is a rich collection of classroom activities that have been extensively field tested in year long elementary level oceanography units and conference presentations for teachers over a number of years. Grade 3-7 cross-curricular. Cost: $15. Call to order, or visit on-line at www.puffin.ca/form.htm.

**RACE ROCKS.** This site, provided by Lester B. Pearson College, was created to enable people to view the sensitive ecological area of Race Rocks, a series of islands between the southern tip of Vancouver Island and the state of Washington. A series of four video cams provide continuous live streaming video from strategic points on the island. The information on ecosystems gives information on biological components, environmental data, energy systems, research projects, education and more. Also available are sections that outline the history of this protected area and the impact of the development of the marine resources on the First Nations people. Lesson plans are available that can be adapted to be used in any curriculum. Grades 4-12.

**THE HONEYBEE CENTRE.** The Honeybee Centre is a commercial honey farm, research laboratory, and visitor attraction. Classes can participate in an educational tour of the honey farm, learn about bee farming, honeybee biology, and more. Children can safely view honeybees working in a large observation hive, watching the queen lay eggs and worker female bees tend to brood. Teachers should plan for 2 hrs on-site time. Class four times are held daily at 9:30 a.m., 11:30 a.m. and 1:30 p.m. Cost for tour: $5 students, teachers and supervisors FREE! For an additional $3 per person, visitors can make their own beecaww candles OR a beehive nest. Each teacher receives a complimentary kit.

**FOOD, OUR PLANET - Feature Article.** EarthSave Canada is a non-profit, educational organization promoting awareness of the health, environmental, and ethical consequences of our food choices. The 3-page article, Our Food, Our Planet provides an interesting twist on how the food choices we make have a profound impact on the environment. Light is shed on the benefits of a move towards a more sustainable plant-based diet. This resource is suitable for intermediate grades and could be useful in nutrition discussions or as a platform for debate. Cost: $0.50.

**GROWTH**

**TEACHING TOGETHER:** A richly illustrated series that promotes good health. Grades K-7. Cost: $22.95 CD, or $19.95 cassette + S&H.

**THE GREEN EARTH CLUB 2.** The Green Earth Club 2 video is part of a series produced to make young people aware of the environmental choices we make in daily life, and show how people can make a difference. Segments include: spotlight on EnviroKids children who have taken up their own environmental projects, Green Tips about reducing, reusing and recycling, Get Activated, and reviews of books, shows and movies about the environment. Search the web site database for more information and to explore the other videos in this series. Order on-line. Cost: $35.95

**EarthSave BC**

**Dairy Farmers of Ontario**

**EAT YOUR VEGETABLES:** A richly illustrated series that promotes good health. Grades K-7. Cost: $22.95 CD, or $19.95 cassette + S&H.

**Pearson College,**

**Toastmasters**

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**KIDS IN CLASSROOMS:** A richly illustrated series that promotes good health. Grades K-7. Cost: $22.95 CD, or $19.95 cassette + S&H.

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Based on interviews by Landscapes staff and other information sources, Education Policy & Perspectives is a regular feature, containing current news on Ministry of Education policies, related legislative developments and commentary by key interest groups in education.

Each year the proposed budget for education in British Columbia is debated in the Legislature as part of what are called the Estimate Debates. While the purpose of the debates is to probe government’s intentions with respect to the $four billion plus education budget, sometimes they bog down on smaller issues. The following are excerpts from the debate between The Honourable Christie Clark, Minister of Education and Jenny Kwan (NDP) on the question of whether or not school boards will get more money to buy gasoline for school buses if the price of gas goes up.

The debate starts with Kwan posing the following question to the Minister “I want to ask the Minister this question very specifically. I will say it very slowly so she actually gets the question, and maybe she will actually attempt to answer it. Will the Minister give a commitment to school districts that if gas prices go up ... this Minister will provide funds to cover those districts’ costs. Will she? Yes or no.”

Honourable C. Clark: “I could answer that question as slowly as it was asked, but I don’t have any questions written phonetically in front of me. There were over 400 formulas that the previous government used to use in its resource cost model to try to fund school districts. We have simplified that formula. If she would like me to go specifically through the formula with her again - I know we did this, I think, pretty profoundly last year.”

When pressed further for an answer on the same question the Minister replied “You know what? The member might have heard an answer in my question if she had been listening, but perhaps my voice is wasted. Perhaps my answer is wasted. Perhaps all our time is wasted if no one can actually hear what the answers to the questions are in this Chamber.”

J. Kwan: “I asked the Minister a very simple question - a very, very simple question. All she has to do is say yes or no. It is not really complicated. She went on and on about it, and she never actually answered the question.”

Honourable C. Clark: “Here’s the answer. Districts are for the first time being insented (sic) to go out and try to make sure that their transportation systems are working efficiently - transporting as many students on as long a distance as they need to much better.”

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Will it run out of gas?
Elements of Critical Thinking

A study suggests there are five types of tools that students need to develop in order to increase their competency as critical thinkers. These include:

- Background knowledge - the information about a topic required for thoughtful reflection.
- Criteria for judgement - the considerations or grounds for deciding which of the alternatives is the most sensible or appropriate.
- Critical thinking vocabulary - the range of concepts and distinctions that are helpful when thinking critically.
- Thinking strategies - including models for making decisions, organizing information and role-playing.
- Habits of mind - the values and attitudes of a careful and conscientious thinker including being open-minded, fair-minded, independent-minded, and having an inquiring attitude.

The study is summarized in the June issue of Dimensions, published by the B.C. Social Studies Teachers’ Association.

Robert Service

Canadian Literature Lacking

A report commissioned by the Writers’ Trust of Canada and authored by Dr. Jean Baird included a survey of Canadian teachers to determine the role of Canadian literature in the curriculum. According to the report, only 31 per cent of schools have a Canadian Literature course and the number of such courses has declined over the past few years.

The Essence of Public Participation

An anonymous cynic once said “Things in which the public are interested are not always in the public interest.” Humor aside, this view is a conundrum on the mysterious tendency of the general public to become fixated on marginal issues while ignoring some major policy issues that have a profound impact on society. Some observers credit this to a phenomenon called “consultation fatigue” to describe a public mindset that places little faith in public participation processes. After attending a conference of the International Association For Public Participation, Jean Ciriani wrote about the challenges of effective public participation in the publication Educational Leader.

Ciriani says “Public participation must start with a question that the decision-makers have not yet answered.” She draws upon some of the core values for public participation developed by the Association. These include:

- Public participation includes the promise that the public’s contribution will influence the decision — the public participation process involves participants in defining how they participate.

The issue has particular relevance in view of the broadly shared concensus that the role of education should include the emplacement of citizenship skills. If students are to be encouraged to take an active role in processes relating to key public policies, it follows that those processes should offer the clear potential to determine outcomes.

NEW GRADUATION PROGRAM

Firstly in September 2004, students entering Grade 10 will graduate under a new set of requirements. Copies of a publication entitled The Graduation Program 2004 are being distributed to all teachers in B.C. in schools that include grades eight to twelve. Additional information will be distributed in the fall of 2003 to Grade 9 students who will be the first group affected by the new graduation program. Further details of the program can be accessed on the Ministry of Education website at www.gov.bc.ca/bced/.
Each year the forest protection crews managed by FORED BC take the time to get involved in educational outreach programs with local students. This year, the Valhalla crew stationed in Slocan, B.C. continued the program by giving students a hands-on insight into the role of forest fire fighters. The training event held in late May would make a lasting impression on the students who could not have known at that time that this would be a record year for fires in British Columbia.

Students from Stanley Humphries Secondary School in Castlegar participated in drills with the FORED crew. Shelly McKay, the career prep coordinator at Stanley Humphries, wrote, “The students were excited about the chance they had to see some of the things that members of your crew are involved in. Having the students participate was valuable!”

Crew leader Justin Mulcahy adds “Education remains a central goal of our crew. We had great success with Stanley Humphries Secondary School and have scheduled future educational events for the fall.”

Giving students a hands-on insight into the role of forest fire fighters.

Education remains a central goal of our crew.

Students from Stanley Humphries
Audrey Perun and Eve Haveman have recently joined FORED, adding their expertise to the association’s education outreach efforts.

They will be working on developing new environmental education learning resources and will also create and pilot a workshop, using hands-on activities, to introduce teachers to the international award-winning FORED magazine Landscapes. Both will be involved in curriculum review, looking at new Ministry of Education IRPs to identify where environmental content and activity materials could be introduced to support them.

Audrey brings over ten years teaching experience at all levels. She has a strong practical and theoretical background in developing teaching materials and workshops for many audiences, in topics ranging from special needs to environmental education.

Eve has five years with the Vancouver School Board, teaching Art and English as a Second Language. A UBC grad, she has created motivational environmental units for her students on topics such as global warming and endangered animals. She likes to put a “fresh twist” on educational aids and “surprise students into learning.”

On October 30th, the organization Learning for a Sustainable Future will host students and teachers at a forum called Sustainable Cities: Linking Education to Action. The event will be held at the Faculty of Education of the University of British Columbia. Invitations are also being extended to parents, school trustees, community and environmental leaders and government officials.

The goal of the forum is to provide knowledge and understanding of sustainability issues, encourage thinking and inquiry about future planning, and showcase success stories in sustainable community living. For a $10 registration fee for students, resources provided will include case studies of success stories, community sustainability action tools, and placement opportunities for high school students. Teachers’ kits will include resource materials and classroom activities corresponding with the B.C. curriculum.

Sponsoring partners include lower mainland school boards, FORED BC, Shell Canada, the Sierra Club and the University of British Columbia.
**Salad Days**

Salad Days is a campaign that promotes healthy eating habits through skateboarding and face stuffing with a healthy eating message. There is no indication on how the Creative Directors will combine images of commercials on young minds to combine to produce undesirable eating habits. The combination of poor nutritional value and bombardment of television can be a defensive position to the effect that they never suggest children eat healthy foods.

**12 in a fishnet**

Continued from Page 4...Collision on the Trans Fat Highway

defensive position to the effect that they never suggest children eat hamburgers or French fries three times a day. Critics counter that the combination of poor nutritional value and bombardment of television commercials on young minds combine to produce undesirable eating habits. The risks become higher for children who do not embrace an active lifestyle. The snack food industry may be moving to change their menus. One of the larger French fry producers has already introduced an optional non-hydrogenated French fry.

There is no indication on how the Creative Directors will combine images of skateboards and face stuffing with a healthy eating message.

Continued from Page 12...Questions and Answers?

J. Kwan: “Under all that rhetoric the answer then is simple; it’s no. That’s what the Minister is saying, essentially. She went on and on and on about a whole bunch of other things, but actually never provided a simple answer to a simple question - yes or no.”

Continued from Page 13...Teachers Helping Teachers

**ACCESS DOESN'T EQUAL UNDERSTANDING**

“Computers are not teaching machines. A computer connected to the Internet is a school library at a child’s fingertips. But the entrance to a room full of books does not guarantee a student will read or make sense of anything.”

These are the views of Judith Comfort a teacher-librarian at Doctor Charles Best Secondary in Coquitlam.

Writing in the journal of the B.C. Teacher-Librarians’ Association, Comfort adds that, “accessing information instantly does not make anyone learn faster. Reading with understanding is a subtle process that takes time.”

Continued from Page 13...

The keynote speaker at the annual conference of the Association for Supervision and Curriculum Development was Edward James Olmos, a prominent Mexican-American star of television and movies. He offered his personal perspective on multi-culturalism in the United States. Said Olmos, “Where I grew up, we were not part of a melting pot; we were part of a salad. We had Korean-Americans, Chinese-Americans, Japanese-Americans, Mexican-Americans, first generation Russian Orthodox, and African-Americans - but this beautiful salad that we were all a part of had not been tossed yet, it had not been mixed.”

Commenting on the challenges of identity and integration, Olmos said, “If you are Mexican-American you know how difficult life can be in America. You need to be more Mexican than the Mexicans and more American than the Americans. You don’t want to lose your identity but you want so desperately to be part of the society where you live.”

He challenged educators to foster a greater sense of community among their students, recalling a lesson from his mother who told him that while everyone is selfish, there are two kinds of selfish people; foolish, selfish people and wise, selfish people. He explained “The foolish one gets up, goes to work, comes home, makes sure the family is okay, says his prayers, and goes to bed. The smart selfish person, on the other hand, does all of these same things but just before he goes to bed, he opens his door to make sure his neighbour is okay.”

He exhorted his audience to be wise, selfish people.