

JANUARY - FEBRUARY 2010

Greetings! In exactly one month, the world will tune-in to Canada—literally—when the 2010 Winter Olympic and Paralympic Games begin on February 12 in Vancouver and Whistler, BC. I know that past-participants of our annual *STUDY CANADA Summer Institute* will be impressed by the completed preparations of VANOC, the local organizing committee. I hope that classrooms across the US connect to the Olympics since the Games serve as a wonderful opportunity to not only witness exceptional athleticism and international cooperation but also to learn about the host country and people, including the Four Host First Nations whose traditional lands in Canada play host to the events.

Vancouver 2010 will long be remembered as the first time that indigenous peoples were integrally involved in *all* aspects of the Games—from venue construction bids to legacy rights. These Games have also raised the bar in terms of environmental sustainability. Just think what “teachable moments” can be shared with students in connection with just these two aspects of the upcoming Games...and I’m happy to devote this resource notice to additional ideas, resources and curricula so that your students can start learning even before the Games begin!

For those interested in even more resources than are included here, I will gladly email two documents that offer greater depth and detail. Simply reply with your request for one or both of the following:

- 1) ***Vancouver 2010: Backgrounder and Resources for Teaching about Canada & the Olympics***
- 2) ***K-12 Classroom Resources for Teaching and Learning about Vancouver 2010 and the Olympic Movement***

I know that many of you will also focus on Black History Month next month in your classrooms so be sure to notice Ruth Writer’s recommendation below. I am pleased to note, too, that next month’s *K-12 STUDY CANADA Resource Flier* will also focus on Black Canadian history and feature an article by author and journalist, Evelyn C. White, which celebrates black educator John Craven Jones. If not on our mailing list, be sure to check online for the pdf posting at www.k12studycanada.org/news_resource_flier.asp.

Please do contact me if you’d like to join the K-12 STUDY CANADA mailing list, learn more about our teacher loan-kits, our “STUDY CANADA” workshop [*don’t postpone registration if interested!*] and other teaching materials. I am excited about all that 2010 holds for teaching about Canada and welcome feedback about other topics to focus on in the future, too. Best wishes to all in the New Year! Tina Storer

Please ensure your server accepts messages and notify me if you receive duplicate notices or wish to be removed from the Listserv.
Western Washington University and University of Washington jointly perform K-12 STUDY CANADA outreach as a US Department of Ed.-funded National Resource Center for Canada in the US. Annual Embassy of Canada grants also provide support.

1) **WHO AM I?** [Adapted from original by Robin Thompson, Canadian Tourism Commission, San Francisco]

I am exotic and foreign, yet near and safe.
My mountains, lakes, valleys, and coastlines are so beautiful they make you gasp.
I am home to some of the friendliest, hospitable, well-educated (and funniest) people on the planet
I am a peaceful and orderly nation. I am a melting pot of cultures and embrace diversity.
I am globally recognized for an outstanding quality of life, a stable democratic system,
and one of the healthiest economies in the world.
Breathe my fresh clean air and drink my plentiful clean water.
I am more than maple. I am more than hockey.
I am a waterfall with a 1,443 foot vertical drop. I am a 1,200 pound polar bear.
I invented the basketball, insulin, the spaceship arm, the blackberry (to name a few).
My geography is vast and diverse touching three oceans.
I am often U.N.-endorsed as the best country in the world in which to live.
I am hosting the Vancouver 2010 Olympic and Paralympics Winter Games.
My hair is combed, my shoes are shined and grooming is complete.
Our national fervor is building momentum to flag-waving frenzy.
Who Am I? I am Canada.
I am ready to welcome the world before, during, and after the 2010 Winter Games,
To showcase our country to a massive global audience of four billion.
You are invited to come and be inspired to return.
Bring your family, your friends, your students.
Our warm friendly smiles are ready to welcome the world.
We are expecting you.

2) GAMES TIME: RESOURCES FOR TEACHERS

So that educators can extract maximum learning benefit from the extensive media coverage and commentary that will occur before, during and after the Games, VANOC has compiled an Index of Teacher Resources at www.vancouver2010.com/more-2010-information/education-programs/games-time--resources-for-teachers_193322dl.html. To find the curriculum that best suits your needs, subject areas can be sorted by grade level(s). Resources include information on events, interactive material for students, and teacher-specific materials.

3) CANADIAN OLYMPIC SCHOOL PROGRAM

The Olympic School program, presented by the Royal Bank of Canada (RBC), is the Canadian Olympic Committee's primary education program and aims to reach Grade 2-12 students. Students and teachers can catch Olympic fever while learning from the free lesson plans, polls, contests, interactive components, the interactions with Canada's finest athletes available through the program. For example, at the elementary school level, students can learn about the values of fairness, excellence, leadership, respect, physical activity, and sustainability through the stories of Gaétan Boucher, Natalie Lambert, Thomas Grandi, Jamie Salé and David Pelletier. Each story is available in three different reading levels: Bronze (grade 2-3), Silver (grade 4-5) and Gold (grade 6-7). At the secondary level, students can link to applied learning projects that require them to use acquired skills and theory in hands-on ways to solve real life Olympic problems. New releases include projects on Financial Literacy and Math. Learn more at www.olympicschool.ca/default.aspx?PageID=1000&LangID=en.

4) MAKE YOUR PEACE: AN OLYMPIC TRUCE GUIDE FOR EDUCATORS

Vancouver 2010 aims to pursue the Olympic Truce goals of protecting the interests of athletes and contributing to peaceful and diplomatic solutions to conflict around the world. Building on Canada's long history of promoting peace, the Vancouver 2010 Olympic Truce aims to extend the ideals of Olympism through an open invitation to act in the Olympic spirit – mutual understanding in the spirit of friendship, solidarity, and fair play - on creating everyday peace at home, in schools, in the workplace, and in communities in Canada and abroad. It is tradition for the Host Country to present the United Nations General Assembly with a resolution calling for a truce during the Olympic Games and for the installation of a truce "wall" in the athletes' village. As an extension of these program elements, the "Make Your Peace" program at www.olympictruce.org can be brought into your own classrooms as it offers opportunities and activities that ask students to reflect and act on the Olympic Truce in their own ways.

5) VANCOUVER 2010 OLYMPIC TORCH RELAY

The torch relay has already journeyed across Canada but students can still follow it in British Columbia at www.vancouver2010.com/more-2010-information/olympic-torch-relay/olympic-torch-relay-interactive-map. [This interactive map offers a fun way to approach geography and to learn more about our provincial neighbor.]

6) VANCOUVER 2010 AND ENVIRONMENTAL SUSTAINABILITY

The U.N. Environment Program and Vancouver Organizing Committee (VANOC) agreed to enhance the environmental performance of these Games and to increase public awareness of the importance of environmental sustainability. Here are just a few ways that Vancouver 2010 will be the "greenest" Games to date:

- All new buildings have solar panels and feature green roofs.
- Harvested rainwater irrigates the green roofs and landscaping.
- In-slab hydronic systems heat/cool buildings and an innovative heat-exchange system uses sewer pipe heat.
- All parking is underground and no new spectator parking was built (see below)
- All event tickets include free public transportation and an inexpensive Olympic Bus Network (OBN). 20 of the vehicles are fueled by hydrogen fuel cells to further reduce environmental impacts.
- After the Games, the two athletes' villages will convert to community housing. Combined, they have the capacity to house 4,500 athletes and officials. This temporary use will convert to 156 units of permanent affordable housing in Vancouver as well as additional housing for resort workers in Whistler.

For more information visit: www.inhabitat.com/2008/07/10/2010-winter-olympics-going-green and www.ctvolympics.ca/about-vancouver/news/newsid=13964.html.

7) FOUR HOST FIRST NATIONS

The 2010 Winter Olympic and Paralympic Games are being held on the traditional and shared territories of the Lil'wat, Musqueam, Squamish and Tsleil-Waututh—collectively known as the *Four Host First Nations*. From the outset, it was clear that the active participation and support of these indigenous peoples would set an important precedent for the Games and would create lasting legacies for their communities. The International Olympic Committee (IOC) confirmed that this was an important factor in Vancouver's winning the bid. Learn more about indigenous participation at www.fourhostfirstnations.com and visit Whistler's new cultural centre online at www.slcc.ca. View the video at www.youtube.com/watch?v=cIJ3Jkz4CZA so that students learn about the art and culture of these four indigenous peoples [4 min 19 sec].

8) VANCOUVER 2010 LEGACIES

Every Olympic host city hopes to gain long-term benefits for their community and Vancouver and Whistler are no different. Many legacies are already benefiting the region's border security infrastructure and, though less visible, these improvements will forever improve the important Canada-US tourist and trade relationships. Some other legacies are listed below (see also www.ctvolympics.ca/about-vancouver/news/newsid=13964.html):

- The "Canada Line", a 19-kilometre rapid transit line that now connects the airport to downtown Vancouver.
- Once *the* most expensive road improvement project in the world, the Sea-to-Sky Highway between Vancouver-Whistler now offers safe passage for the Olympic Bus Network and for all who travel between the two host cities long after the Olympics are over.
- A new convention centre on Burrard Inlet (with a beautiful grass roof!) will make downtown Vancouver an even more enticing city for hosting future conferences.
- The Richmond Oval, a speedskating facility built 14 km from downtown, will be converted into a recreation complex after the Olympics. [Sidenote: One of the building's signature features is its wood roof. The wood was salvaged from trees killed by mountain pine beetles.]
- The Squamish Lil'wat Cultural Center in Whistler will continue teaching about regional indigenous peoples.

9) ADOPT A COUNTRY – CURRICULUM THAT LINKS THE OLYMPICS TO GLOBAL CITIZENSHIP

"Adopt a Country" is a school-based program for BC students that can be adapted for your own classes to build awareness of global citizenship, learn about other countries, and connect with peers around the world. The *School Guide* at www.sharingthedream.gov.bc.ca/adopt-a-country/docs/en/adopt-a-country_guide.pdf offers details on how to adopt one of the Vancouver 2010 participating countries and suggestions on how to integrate this program into existing class work.

10) ILANAAQ THE INUKSUK: SYMBOL OF VANCOUVER 2010

[Adapted from: www.bcstories.gov.bc.ca/history_culture.html]

Ilanaaq is the name of the Vancouver 2010 logo, a welcoming and contemporary design in the style of a Canadian Inuit stone marker called an "*inuksuk*" [pronounced "in-nook-shook"]. "*Inuksuit*" [pronounced "in-nook-sweet"] is the plural form used to describe these stone sculptures that are traditionally used by the Inuit as directional guides for the harsh Arctic terrain. For Canada, these sculptures have also become a symbol for leadership, cooperation, friendship and the human spirit. The name "*Ilanaaq*" itself means "friend" in Inuktitut, the language of the Inuit, and was designed by Vancouver-based artist Elena Rivera MacGregor. Rivera MacGregor claims that her winning design represents the culture, environment and people of Canada and certainly the international panel of nine judges who selected her entry from 1,600 others must agree!

11) VANCOUVER 2010 MASCOTS AND CURRICULA

Quatchi, a young sasquatch, and Miga, a sea-bear, represent the Olympics, while Sumi, a Thunderbird, represents the Paralympics that follow afterward. All are based on mythological characters though Muk Muk, their sidekick, is a young Vancouver Island marmot. Meet them all on YouTube at: www.youtube.com/watch?v=xPabt1tCV9A or share the picture book *Miga, Quatche and Sumi* with your class [Whitecap Books - ISBN 978-1-55285-958-2]. Two lesson plans that can combine the Vancouver 2010 mascots with the stories of past Olympic mascots like Schuss from Grenoble, France in 1968. See curricula at: www.k12studycanada.org/resources_lesson_plans.asp and www.la84foundation.org/6oic/OlympicCurriculum/mascots.pdf.

12) ALL ABOUT THE MEDALS

The Royal Canadian Mint will produce **615** Olympic and **399** Paralympics medals at their headquarters in Ottawa for the 2010 Winter Games and every medal will be a one-of-a-kind work of art — another first in Games history. Teach students why an orca whale (Olympic) and raven (Paralympic) were depicted by Corrine Hunt (a Canadian designer/artist of Komoyue and Tlingit heritage) and show them how all medals interconnect by design. Share an interesting 7-minute video at www.vancouver2010.com/olympic-medals/vancouver-2010-medals.

Learn more about the medals -- and the Games' motto "With Glowing Hearts / *Des plus brillants exploits*" -- at: www.cbc.ca/canada/british-columbia/story/2009/10/15/bc-vancouver-olympic-medal-design.html and www.vancouver2010.com/olympic-news/n/news/feature-stories/meet-the-medals_170520LO.html.

MEDALS BY NUMBERS

1976 the last year the Royal Canadian Mint created medals for the Olympic Games
2.05 kilograms of gold was used to produce the gold medals
30 steps are involved in the medal fabrication process
95 millimeters is the width of a Paralympics medal
100 millimeters is the diameter of all Olympic medals
500 to 576 grams is the weight of medals (among the heaviest in Olympic and Paralympic history)
903 kilograms of copper was used to produce the bronze medals
1,950 kilograms of silver used to produce the silver medals

13) OLYMPIC PODCASTS FOR YOUR CLASSROOM

- Official Video from VANOC: www.youtube.com/watch?v=CQ0t5pdSME8
- VANOC podcasts on a variety of topics from individual athletes, competition events, torch relay, venues and more: www.vancouver2010.com/olympic-news/podcast
- Footage of the Olympic Torch Relay: www.youtube.com/watch?v=RKD86FbPiY
- A film showing the beauty and diversity of Vancouver, B.C.: www.youtube.com/watch?v=9lllahj-2j4
- 2010 Winter Olympics commercial featuring children: www.youtube.com/watch?v=WGUNzSxW9Sw
- Vancouver 2010 Winter Olympic Games aim to have the smallest carbon footprint possible. They enlisted the David Suzuki Foundation's climate specialists to recommend the most effective ways to achieve that goal: www.youtube.com/watch?v=DuvpyPPhxFY

14) INSPIRE YOUR STUDENTS. INSPIRE YOUR TEACHING. INSPIRE YOURSELF.

That is the slogan used on the homepage of the www.olympicschool.ca website where many useful resources for teaching values through stories about Olympians and Paralympians can be downloaded. Fundamental Principles of the Olympic Charter state that "Olympism is a philosophy of life; exalting and combining in balanced whole qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example, and respect for universal, fundamental ethical principles." These stories of triumph and disappointment can engage learners in discussions about important value issues. Through their achievements, youth can explore and connect values to their own lives, and perhaps begin to see their world in new and different ways.

15) BOOKS ABOUT THE OLYMPICS

- ***Miga, Quatchi and Sumi: The Story of the Vancouver 2010 Mascots*** by Michael Murphy and Vicki Wong, Illustrator. (Vancouver: Whitecap Books, 2008) is a children's storybook that creatively provides a "backstory" for how these mythological became the mascots for the 2010 Olympic and Paralympic Games.
- ***The Complete Book of The Winter Olympics: Vancouver Edition – Winter 2010*** by D. Wallechinsky (Vancouver: Greystone Books, 2009) is considered the "Bible of the Winter Olympics". Now in its 8th edition, this authoritative text is filled with history, statistics, and anecdotes ranging from the astonishing to the bizarre. Published in anticipation of Vancouver 2010, it has everything you want to know about the Winter Olympics.
- ***A Path of Northern Lights- Complete Edition: The Vancouver 2010 Olympic Torch Relay*** (Toronto: John Wiley & Sons, available March 2010) will be published in March (pre-orders available at amazon.com). Through its stunning photographs and stirring personal stories, readers of all ages will be able to experience the joy, excitement and pride felt as the 2010 Olympic and Paralympic Torch made its journey across Canada.

16) LINKS TO THE OFFICAL OLYMPIC-PARALYMIC WEBSITES

- The Official Website of the Olympic Games www.olympic.org
- The International Olympic Academy www.ioa.org.gr/links.htm
- Official Site of Vancouver 2010 Olympic and Paralympic Games www.vancouver2010.com
- Team USA www.teamusa.org
- International Paralympic Committee www.paralympic.org
- Paralympic Education: It's the Real Deal www.paralympiceducation.ca
- Sochi (Russia) 2014 Winter Olympic Games Homepage <http://sochi2014.com>

17) CANADIAN RECIPE OF THE MONTH: SPANAKOPITA!

[From *The Canadian Cookbook: History, Folklore and Recipes with a Twist* (Edmonton, AB: Lone Pine Publishing, 2006)]

In honor of the Olympics, this month's recipe recognizes Canada's Greek immigrants, of course...

Canada's first Greek immigrants, fleeing difficult conditions surrounding the 1821 revolution in their homeland, settled in Montreal and Vancouver. The main wave of Greeks came to Canada after World War II, peaking in the late 1960s; there are now upwards of 250,000 Greeks in Canada. The Greek community in Canada has held fast to its traditions and language, mostly due to the strong influence of the Greek Orthodox Church, with dozens of parishes dotted across the country. Greek festivals are held annually in a number of cities, including Toronto, Vancouver, Ottawa and Calgary. Our Greek immigrants have enriched Canada in many ways, not the least of which has been introducing their delicious and easily recognizable cuisine, whose roots are based in antiquity.

Ingredients:

- 1/3 C (75ml) butter
- 1/3 C (75ml) flour
- 2 C (500ml) whole milk
- ½ tsp. (2ml) nutmeg
- Fresh ground pepper to taste
- Pinch sea salt
- 3 lb (1.5 kg) fresh spinach washed
- 3 C (750ml) Greek feta cheese
- Juice of ½ lemon
- Dill and chopped green onion (optional)
- 1 package Greek phyllo pastry
- 1 C (250 ml) unsalted butter (melted for brushing)

Tip:

Spanakopita can be made ahead and stored, well- wrapped and refrigerated, for up to 2 days. Alternatively, they can be arranged in a single layer in freezer bags and kept up to 2 months in a freezer. Bake frozen spanakopita (do not thaw) in the same manner as above, adjusting the cooking time to about 20 to 25 minutes.

Directions:

In a small pot, melt 1/3 C (75 ml) butter. Stir in flour and cook over low hear for 5 minutes. Scald milk in another pan and pour into butter and flour, stirring and cooking for 10 minutes until you have a smooth thick sauce. Season with nutmeg, salt and pepper and set aside.

Bring a large pot of water to a boil. Cook spinach for 1 minute, and then plunge into ice water. Drain and squeeze out as much moisture as possible. Chop spinach and place in a large bowl. Crumble feta on top. Pour sauce over spinach and feta, and add lemon juice. Stir well and adjust seasonings. Dill and green onion are popular additions that can be incorporated at this stage.

Preheat oven to 400° F (200°C). To prevent them from drying and becoming brittle, cover the stack of phyllo sheets with a clean, damp kitchen towel as you work. Place 1 sheet of the phyllo on a work surface with short side facing you and brush with melted butter. Fold phyllo into thirds, lengthwise. Place a heaping tablespoon of spinach mixture near corner of strip nearest you, and then fold pastry over filling to form a triangle. Continue to fold pastry around filling, ending with seam on bottom. Place triangles on a parchment-lined baking sheet and brush with butter. Continue to make spanakopita until filling is all used. Bake until golden brown about 15 minutes.

18) RUTH WRITER'S REVIEW OF CANADIAN LITERATURE

The Book of Negroes by Lawrence Hill (Toronto: Harper Collins Publishers Ltd., 2007.) ISBN 1-55468-156-1

Through his own admission, Lawrence Hill stole the book that sparked his interest in writing his novel *The Book of Negroes*. The owner of the stolen book was his father Daniel G. Hill, a celebrated black historian of Canada's African heritage. The resulting novel rightfully won Lawrence Hill the Commonwealth Writer's Prize for "best overall book"

and was also selected for the 2009 *Canada Reads* program sponsored by the CBC. To honor Black History Month, pick up a copy. Your senses will awaken; you will not be able to put the novel down until it is completed. I found it to be the best novel written about the African experience I have ever read.

The Book of Negroes follows the life story of Aminata Diallo [Meena Dee]. Born in a small interior African village of Bayo, Aminata learns to be a midwife alongside of her mother and learns to read from her Muslim father. By 1845, the free eleven-year-old child had few cares in the world. This dramatically changes when slave traders raid her village, kill her family, and take her captive. Thus begins Book One, the first of four, chronicling the story of her enslavement.

Hill writes with brutal and explicit detail the story of the coffles leading to the coast. Readers learn of the West African culture as Aminata recalls her youth. Readers also discover the day-to-day trials of those marching toward the coast toward a life of slavery or death along the path. Many have read of these journeys but few have thought of the minute details of survival.

The slave castle—similar to the one visited by President Obama—awaited Aminata on the coast of the “widest river” ever seen by the victims of slavery. The brutality of those few days on the coast leaps off the pages of this novel. One can easily envision the sights, sounds, and smells of the castle and the “door to nowhere.”

Hill vividly portrays the terror aboard the slave ship that transported Aminata, now known as Meena, through the deadly “breaking in period” and her life as a slave on an indigo plantation in South Carolina. He intertwines the stories of other slaves and the whites who control them in page turning regularity.

Readers learn of the role blacks played during the Revolutionary War in New York City through the eyes of Meena. After the war, she assisted registering those blacks who were Loyalists in the “Book of Negroes” to enable some to emigrate from the new United States to their new life in Nova Scotia. Although many assume the Black Loyalists were treated with the utmost respect, Hill depicts the reality of living in the harsh land of Canada as otherwise.

Eventually with the help of abolitionists and the first “back to Africa” movements, Meena travels again over the ocean to be reunited with her native land. As Aminata journeys full circle, readers learn so much about the lives of those who experienced the personal terror of slavery. I highly recommend that anyone interested in the history of slavery or the triumph of the human spirit read this award-winning novel by Lawrence Hill.

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