

WHAT IN THE WORLD?



LEVEL 1 (GRADES 5 AND UP)

Sports
Gambling

The
Paris
Summer Games

Iran and Israel:
Rising Tensions

All About
Cyberattacks

2023/2024: ISSUE 8



A monthly current events resource for Canadian classrooms

Routing Slip: (please circulate)

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WHAT IN THE WORLD

WHAT IN THE WORLD?

Level 1, 2023/2024: Issue 8

PUBLISHER

Eric Wieczorek

EDITOR-IN-CHIEF

Janet Radschun Wieczorek

ILLUSTRATOR

Mike Deas

CONTRIBUTORS

Krista Clarke

Rosa Harris

Catriona Misfeldt

Erin Thomas

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LesPlan Educational Services Ltd.



#1 - 4144 Wilkinson Road

Victoria BC V8Z 5A7

www.lesplan.com

info@lesplan.com

PHONE: (toll free) 888 240-2212

FAX: (toll free) 888 240-2246

TWITTER: @LesPlan

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our publications.

HAY'SXW'QA!

LesPlan is grateful to the Lkwungen Peoples, the

Songhees and Esquimalt Nations, on whose unceded

land we now live, and do our work.

We welcome your comments and appreciate your suggestions. Please contact us at any time.

MISSION STATEMENT

LesPlan Educational Services Ltd. aims to help teachers develop students' engagement in, understanding of, and ability to critically assess current issues and events by providing quality, up-to-date, affordable, ready-to-use resources appropriate for use across the curriculum.



I have had many parents comment to me about how great they think *What in the World?* is, and they look forward to each month's issue coming home... This is a great resource for a small country school to explore the global issues that affect us all.

K. Camelon, Grade 7/8 teacher

Admaston, ON

PUBLICATION SCHEDULE

A publication schedule listing the release dates for each issue is posted on the Subscriber page of our website at:

www.lesplan.com/subscribers

SUGGESTED APPROACH

WHAT IN THE WORLD? now offers even more flexibility to teachers and students while meeting key curriculum outcomes and utilizing best practice. In response to the need for students to develop 21st Century skills, the topics, themes, or big ideas of selected articles or the issues arising from them as well as the accompanying activities address many of the following competencies:

- Communication
- Collaboration
- Critical and Reflective Thinking
- Creative Thinking
- Personal and Social Responsibility (Citizenship and Character Education)
- Historical Thinking Concepts

Each article is accompanied by **Before** and **After** reading activities, appropriate to the topic or competencies embedded in the article:

Before Reading Activities	set the context and purpose for reading
After Reading Activities	help students consolidate, extend, and transform their thinking

After reading activities offer options from each of the skills below. The components accompanying each article may be used as a whole or individually, depending on the teacher's goals and the needs and interests of the class.

Literacy	Inquiry	Media Literacy
<ul style="list-style-type: none"> • comprehension questions • focused reading or notemaking strategy and accompanying organizer 	<ul style="list-style-type: none"> • online exploration • critical thinking questions • self-directed inquiry project 	<ul style="list-style-type: none"> • analyzing visuals (e.g., news photos, editorial cartoons, infographics, maps) • evaluating sources

To allow for further differentiation, **WHAT IN THE WORLD?** is available in two levels to meet students' varied reading abilities.

A Word file for each issue is also provided online, so teachers can quickly and easily modify articles and/or assignments as required.

Note: To facilitate assessment, a comprehension quiz is included for each article. Teachers may also find the **Assessment Rubric** (p. 57) to be useful for providing students with formative, strength-based feedback, and/or assessing students' responses holistically.

DID YOU KNOW?

Our PDFs work seamlessly with assistive reading technology, and the Word version of this document can be uploaded to Google Classroom and many other online platforms.

**BEFORE READING**

1. Write "gambling advertising" on the board.
2. Survey the class by asking them the following questions:
 - Have you ever seen ads for gambling sites? (*yes/no*)
 - If yes, where did you see them? (*E.g., during sports games on television; while playing online games; on social media; etc.*)
 - Can you name any professional athletes who have appeared in gambling ads? (*E.g., Gretzky, McDavid, De Grasse, Matthews, O'Neal, Barkley, Ronaldo, etc.*)
3. Tell students that GGTU (Gambling, Gaming and Technology Use), an Ontario mental health and addiction group, surveyed Ontario students in 2019 to find out how many of them had gambled online. In small groups, have students discuss what fraction of Ontario students they think said that they had gambled online. *Note: It is illegal for people under 19 to gamble using regulated channels but some get started through video games or by betting on video game competitions.*
4. Have students share their predictions. Then, share the actual answer with the class: 1/3 of Ontario students said they had gambled.
5. Ask students why they think that gambling is an addictive activity. (*E.g., winning is exciting; when you win once you think you can win again; you earn money when you win; sometimes people keep gambling to win back money they've lost; etc.*)
6. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (p. 58) as needed.



Theodore Oliver of Saskatoon began **gambling** seriously at the age of 23. He quickly became addicted to online betting. He **prioritized** it over everything else. That included food, bills, and even relationships.

“I’d be down hundreds of dollars, my eyes burning and bloodshot from staring at the screen,” Mr. Oliver recalls. “I desperately needed a win. I hadn’t paid my rent in more than three months. In my twisted way of thinking, [I believed] winning would fix everything.”

Now 26, he’s been recovering from this destructive behaviour. But he’s still haunted by how he felt when he was addicted. And he still has to control the urge to bet, he says. The reason? Every day he sees ads encouraging him to try his luck at beating near-impossible **odds**.

“I find myself constantly reminded of that darker time by the stream of gambling ads,” he says. “But the temptations are loosening their hold on me.”

BOMBARDED!

Avoiding those ads is an uphill battle for people like Mr. Oliver. That’s especially the case for those who watch sports on TV. They’re exposed to nearly three gambling ads every minute during a typical sportscast.

How do we know? A recent study looked at five NHL and two NBA games played over a five-day period in October 2023. CBC Marketplace and England’s University of Bristol did the research. They found that gambling ads took up nearly 40 minutes of a three-hour game.

These pro-gambling messages took many forms. They included betting company

DID YOU KNOW?

About \$15 billion was bet on sports in Canada in 2020 but only three percent, or about \$500 million, was done legally.

logos, commercials, sponsored segments, and information about odds. Less than three percent of the ads talked about age restrictions or where to get help with a gambling addiction.

ALL BETS ARE ON!

There’s a reason pro-gambling ads are everywhere now. It has to do with the Safe and Regulated Sports Betting Act that became law in August 2021.

The new law made it legal for people to bet money on individual games like the Grey Cup. Up until then Canadians could lawfully bet only on lotteries or on multi-sport contests called parlays.

DEFINITIONS

GAMBLING: the activity of betting money, for example in a game or on a horse race

ODDS: the connection between two numbers that shows how much money someone will receive if they win a bet

PRIORITIZE: to treat something as being more important than other things



All four federal parties backed this change to Canada's **Criminal Code**. Their logic? Canadians were already betting billions of dollars on single games anyway. They were doing so illegally or via the so-called **grey market**. By removing the ban, lawmakers hoped to keep that money out of criminal hands. What's more, the taxes the government could collect from these betting purchases could be used to pay for social programs.

The law left it up to the provinces and territories to decide how to handle this change. Each of them promptly launched single-game gambling products, available through their provincial lottery setups.

COMPETING FOR BETTORS

Ontario went further. It let private companies get into the act. It formed an agency, iGaming Ontario, to oversee gambling operators who quickly began competing for a piece of the pie. Gambling sites and businesses boomed. Between October 1 and December 31, 2023, 49 operators and 72 gaming websites sprang up.

Ontarians responded big time. They bet \$3.1 billion on sports and e-sports. That was more than one and a half times what they had spent on this kind of gambling in the preceding three months.

Private companies became more eager than ever to cash in. To gain more customers, they began filling the airwaves with ads. And many ads used high-profile athletes to make gambling more enticing.

A POSITIVE FIRST STEP

That set off alarm bells. Experts say people **susceptible** to risky gambling behaviour shouldn't have to deal with big-name stars urging them to bet.

"Using hockey stars like Wayne Gretzky and Connor McDavid makes betting look like a surefire money-maker, and fun," says health journalist André Picard. "The reality is, losing is the norm. Multimillionaire athletes peddling sports betting are [like] the doctors who were featured in smoking ads prior to the 1950s. History won't be kind to them."

The Alcohol and Gaming Commission of Ontario (AGCO) regulates the province's gambling sector. Last August, it ordered the industry to

A BAD BET

Problem gambling affects all ages. But young people are especially vulnerable. Gambling, Gaming and Technology Use (GGTU) is a mental health and addiction group in Ontario. It says that teen gambling can lead to an adult addiction.

The GGTU reports that one-third of Ontario students surveyed in 2019 had gambled. Worse, some four percent of high school students reported symptoms of low- to moderately-severe gambling problems. And two percent had severe symptoms.

People under 19 can't legally gamble. However, they may learn the habit through video games that award prizes with black market cash value or through betting on organized e-sport video games. The best advice? Don't start. But if you have already, ask an adult for resources to help you quit.

stop using athletes and other celebrities in ads. Still, many people want all gambling ads outlawed.

"[They] hurt people," says expert Bruce Kidd. "We want to minimize, if not eliminate, that harm." ★

DEFINITIONS

CRIMINAL CODE: a federal law that defines most criminal offences

GREY MARKET: an unofficial but not illegal system of selling goods or services

SUSCEPTIBLE: likely to be influenced or harmed by something



COMPREHENSION QUESTIONS

1. When a person bets money on the result of a sports contest this is called:

2. How much money did Canadians gamble on sports in 2020?

3. Name the law that was enacted in August 2021. Which other law did it change?

4. How did this new law change gambling across Canada? Explain.

5. Why did Parliament pass this law?

6. Describe how this new betting opportunity was applied across Canada.

7. How did Ontario's approach differ from other jurisdictions? What businesses were set up?

8. How much money did Ontario residents wager on sports betting from October 1 to December 31, 2023?

9. How did many of the for-profit betting companies respond to this large increase?

10. What changes to sports betting ads featuring athletes were introduced last August?



QUESTIONS FOR FURTHER THOUGHT

1. The article begins by sharing the story of Theodore Oliver, a recovering gambler. What was your initial reaction after reading Mr. Oliver's story? What questions would you like to ask him about his experience?

2. The article tells us that the federal government removed the ban on single-game gambling to keep money out of the hands of criminal betting organizations. It also states that the taxes the government has collected from these betting purchases could be used for social programs. Do you believe that the government's decision to legalize single-game gambling has had more of a positive or negative impact on Canadians as a whole? Provide examples to support your ideas.

3. The Alcohol and Gaming Commission of Ontario (AGCO) recently changed the rules for sports betting advertising in the province. Professional athletes can no longer appear in these ads unless they are promoting responsible gambling. The AGCO also restricted certain characters and figures from appearing in sports betting ads because they may be more appealing to minors. As you see it, what impact will these restrictions have on the gambling habits of the viewers who watch these ads? Support your ideas with reasons.



QUESTIONS FOR ONLINE EXPLORATION

Note: The links below are listed at www.lesplan.com/links for easy access.

1. What is the impact of sports betting, iGaming, youth gambling, and addiction?

<https://whereparentstalk.com/profiles-category/the-impact-of-sports-betting-igaming-youth-gambling-and-addiction/> [11:36] (interview) & [25:43] (podcast)

<https://www.sportsnet.ca/more/article/agco-prohibits-use-of-pro-athletes-to-advertise-market-internet-gaming-in-ontario/>

2. Check out these infographics about sports betting in Canada:

<https://www.statista.com/chart/29943/online-sports-betting-users-and-penetration-canada-uk/>

<https://www.ipsos.com/en-ca/sports-betting-everywhere>

What did you learn from the data?

3. Are you worried about someone who might be gambling too much? These sites might be helpful:

<https://aidejeu.ca/en/>

<https://kidshelpphone.ca/get-info/against-odds-how-cope-gambling-problem/>

<https://www.camh.ca/en/health-info/mental-illness-and-addiction-index/problem-gambling>

4. Read about Bill C-218 and how it has changed sports betting in Canada:

<https://www.cbc.ca/sports/single-event-sport-gambling-to-become-legal-as-bill-c218-passes-in-senate-1.6075816>

What questions do you have?

5. Watch the CBC Marketplace investigative report on the effects of winning and how it leads to riskier betting: <https://www.yout-ube.com/watch?v=CMCzarexozI> [22:11]

Why do you think this type of research is important?

6. Visit the GGTU (Gambling, Gaming and Technology Use) website to learn about the organization's work in supporting those affected by problem gambling: <https://kmb.camh.ca/ggtu/>

What kinds of resources are available?



YOUR TASK:

Examine the editorial cartoon, then answer the following questions on a separate piece of paper:

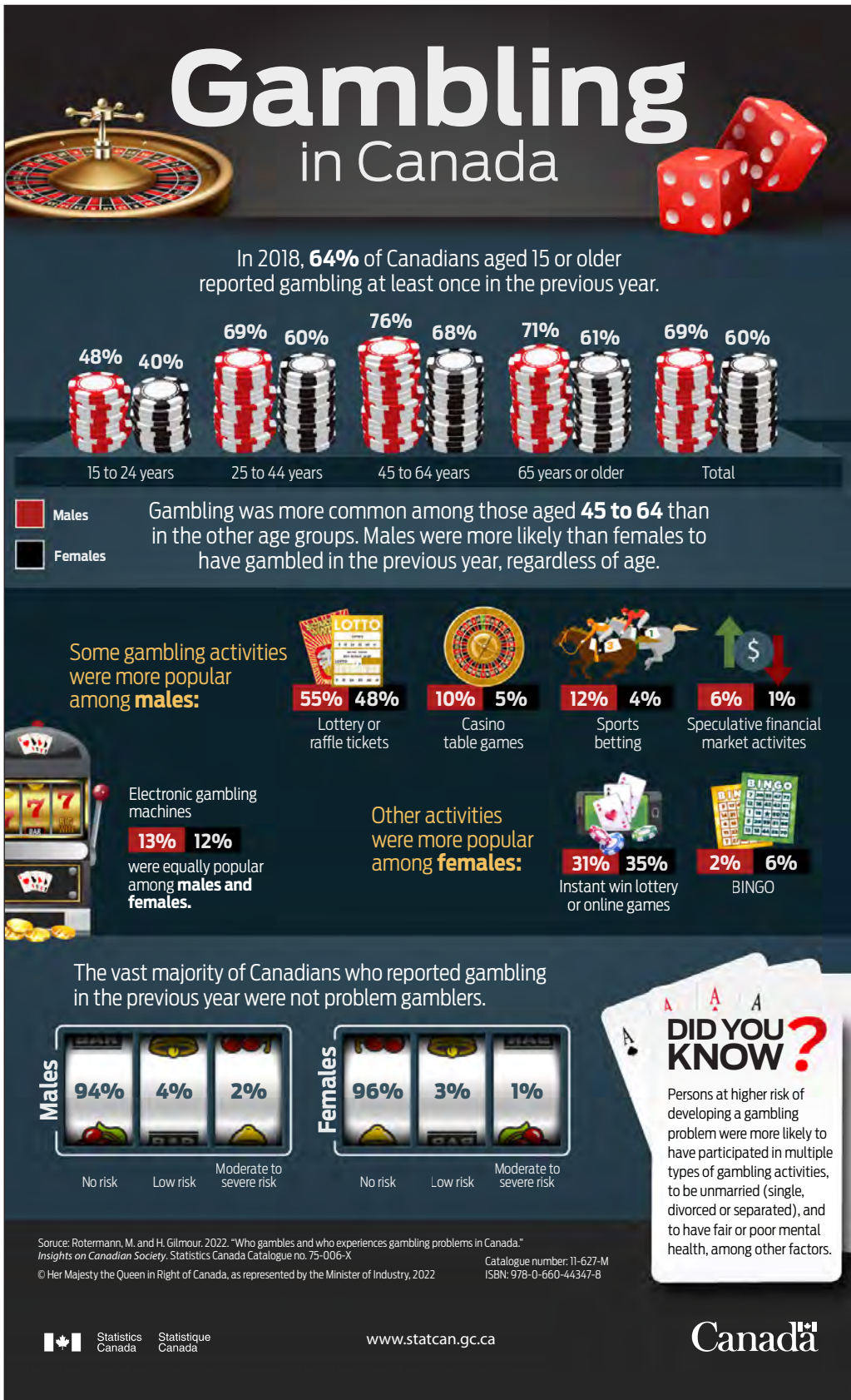
1. What do you *already know* about gambling commercials in Canada? Explain.
2. Describe what you *see* and *read* in the cartoon.
3. As you see it, what might the cartoonist be saying about gambling commercials? Explain.
4. For what reasons do you agree with the cartoonist? For what reasons do you disagree? Explain. ★



NATIONAL

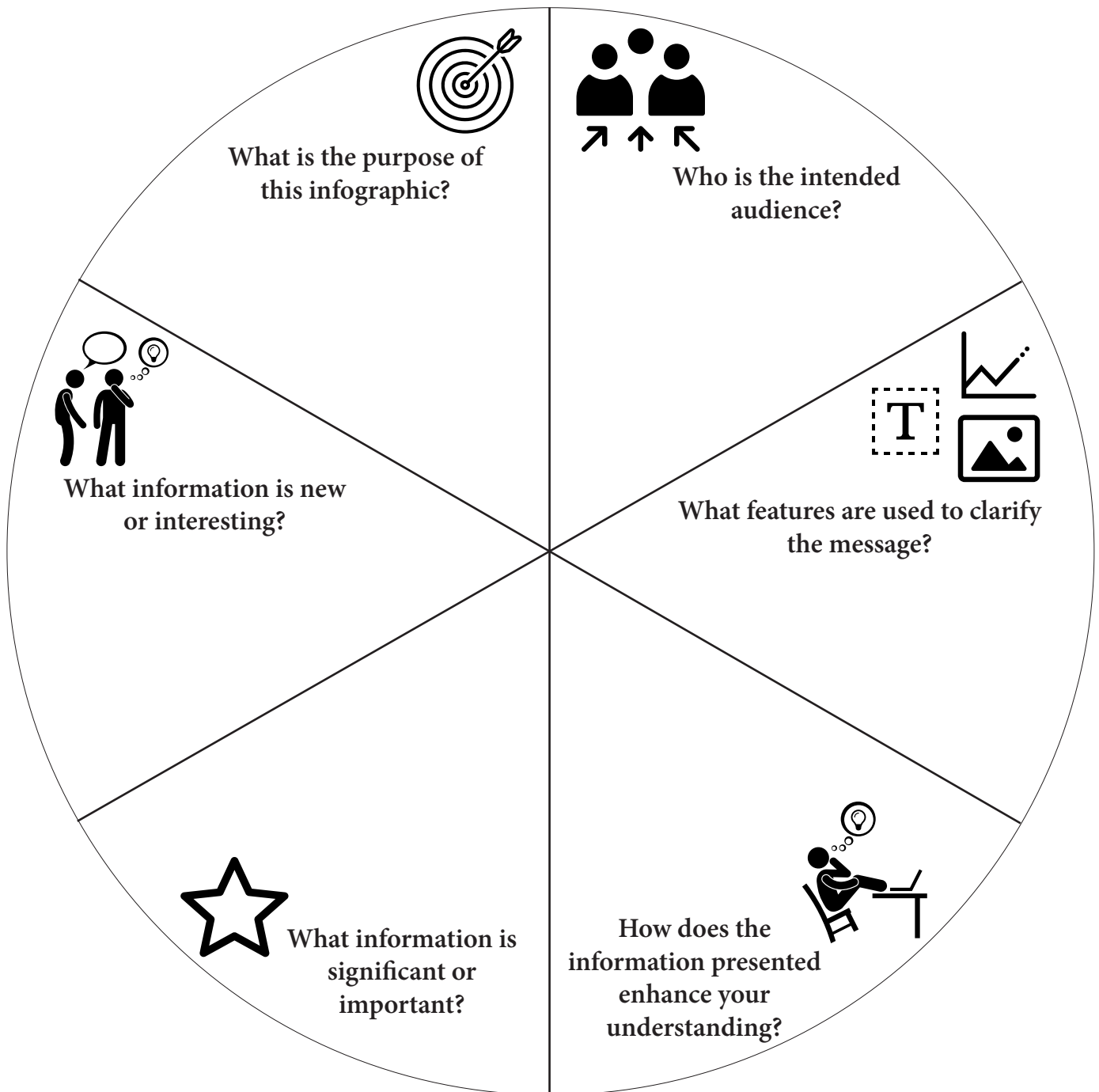
THE RISKY BUSINESS OF GAMBLING ADS

INFOGRAPHIC





ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?



GRAPHING

1. Complete the table below to show:

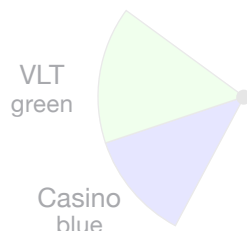
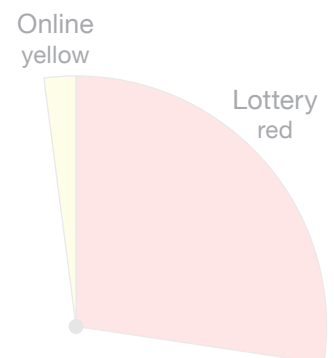
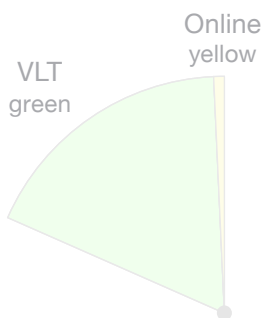
- a) money collected by governments from **Lottery**, **Casino**, **VLT** and **Online** gambling in the three reporting periods listed;
- b) the total funds collected by governments for each of the three reporting periods;
- c) the percentage for each category as compared to the total.

Page 12 from the following source will help:

<https://prism.ucalgary.ca/server/api/core/bitstreams/1ccob359-8cbe-477d-9100-cfa38a9focbe/content#:~:text=Net%2orevenue%2oand%2onet%2oincome,in%2ocomparison%2oto%2oprevious%2oyears>

	2016 - 17	percent	2018 - 19	percent	2020 - 21	percent
Lottery	\$3,927,720,790	27.3%			\$4,136,942,699	57.8%
Casino			\$8,394,098,615	54.2%		
VLT	\$2,546,767,000	17.7%			\$1,085,409,000	15.2%
Online			\$318,475,000	2.1%		
Total						

- 2. Create a 3 part pie chart to show the sources of gambling revenue to governments for the 3 periods listed. Make the 2018-19 diagram about 10 percent larger than the 2016-17 diagram. Make the 2020-21 diagram about half the size of the 2016-17 diagram.
- 3. Shade the sections of each chart as follows: **Lottery** - red **Casino** - blue **VLT** - green **Online** - yellow
- 4. Label your three charts with a proper title.
- 5. Examine your pie charts. What observations can you make and what conclusions can you draw? Explain.



**BEFORE READING**

1. Divide the class into small groups. Provide each group with a sheet of paper and a pen.
2. Write the title "Let the Summer Games Begin!" on the board.
3. Tell students that each group will have 10 minutes to brainstorm all 32 sports that will be contested at the 2024 Summer Olympic Games in Paris.
4. Provide hints if necessary. For example, Track and Field (Athletics) is considered to be one sport but it has many variants that are called events. Cycling and Aquatics also have a number of events but are each considered to be one sport.

Please refer to this list when providing hints:

Aquatics	Archery	Badminton	Basketball
Breaking	Boxing	Canoe/Kayak	Cycling
Equestrian	Fencing	Football (soccer)	Golf
Gymnastics	Handball	Hockey	Judo
Modern Pentathlon	Rowing	Rugby 7s	Sailing
Shooting	Skateboarding	Sport Climbing	Surfing
Table Tennis	Taekwondo	Tennis	Track & Field (Athletics)
Triathlon	Volleyball	Weightlifting	Wrestling

This chart may also be helpful:

<https://www.sportico.com/leagues/olympics/2024/new-olympic-sports-2024-paris-1234775913/>

5. Debrief the activity as a class. For a challenge, ask if students can identify the newest Olympic sport of these 2024 Games. [*Breaking (Breakdancing)*]
6. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (p. 58) as needed.



INTERNATIONAL

LET THE SUMMER GAMES BEGIN!



Excitement is building as the world gears up for the 2024 Summer Olympics. The Games – the XXXIII Olympiad – will take place in Paris, France, from July 26 to August 11.

Some 10,500 athletes on 206 teams will stream into the city. They will compete in 329 medal events in 32 sports.

READY TO SHINE

Some 15 million visitors will descend on the French capital to watch. Canada plans to give them their money’s worth. We’re scheduled to send 210 athletes to the Summer Games – 83 men and 127 women. They will compete in 23 sports as varied as archery, table tennis, and wrestling. We’ll even take part in a new competition this year – breaking, also known as breakdancing.

Team Canada is expected to do well. Neilsen Gracnote is a data-crunching company. It

predicts that Canada will win 22 medals – six gold, seven silver, and nine bronze. That would be our second-highest Summer Games total ever. It would equal what we earned at the Atlanta Summer Games in 1996 and the Rio de Janeiro Summer Olympics in 2016. Our biggest haul? The 24 medals we collected at the Tokyo Games in 2021.

PODIUM PROSPECTS

So who are we pinning our hopes on? Fans are keeping a keen eye on 17-year-old swimmer Summer McIntosh. She is a four-time World Aquatics champion and two-time Commonwealth Games gold medalist.

Sprint canoeist Katie Vincent is another athlete to watch. She could take silver in the women’s singles and doubles events.

Also expected to make the podium are 800-metre runner Marco Arop; decathlete

THE PARALYMPICS

Between August 28 and September 8, Paris will also host the Paralympic Games.

These Games are a multi-sport international event for athletes with physical disabilities. They started in the United Kingdom in 1948 with a wheelchair archery competition organized for injured soldiers.

An estimated 4400 Paralympic athletes will compete this summer in Paris in 549 events. Team Canada plans to send 43 athletes who will participate in nine sports. Medal hopes are high for para cyclist Charles Moreau, among others.

Pierce LePage; judo contender Christa Deguchi; and breaker Phil Wizard.

HISTORIC SITES

The Stade de France, an arena in a northern suburb of Paris, will host the main sports



competitions. Events will also take place at historic sites in and around the capital.

For example, a beach volleyball playing field has been built near the Eiffel Tower, one of Paris's best-loved landmarks. As well, 19 kilometres outside Paris, the Château de Versailles will host **equestrian** and **modern pentathlon** competitions. It is the former residence of King Louis XIV. The venue for surfing will be some 15,000 kilometres away in Tahiti.

KEEPING IT SAFE

Keeping everyone safe is a top priority for France. The nation is on the highest security alert level in the lead-up to the Games. Some 45,000 French police, 18,000 soldiers, and 20,000 security guards are on tap to be deployed. Police from other countries are also helping.

President Macron pledged to take all necessary measures to ensure a safe and successful Games. The goal, he said, was "to show that [France] can do extraordinary things."

A SYMBOL OF OPTIMISM

For their part, the athletes and spectators are looking forward

OLYMPIC HISTORY

The Olympics originated some 3500 years ago in Greece, but were **abolished** by the Roman Emperor in 394 A.D. Why? Because he felt that a **pagan** festival should not be held in a Christian empire. However, the Games were reintroduced to the modern world in 1894 by 24-year-old Baron Pierre de Coubertin. He believed that sport benefits humankind and encourages world peace.

The Olympic rings are the official symbol of the Olympic movement. The five interlacing blue, yellow, black, green, and red rings set upon a white background represent the union of five continents – Australia, Europe, Asia, Africa, and the Americas. The colours were chosen because at least one of them is found on the flag of every country.

The most revered symbol of the competition is the Olympic flame. According to Greek mythology, Prometheus stole sacred fire from the gods and brought it to Earth, where it became the symbol of human reason, freedom, and creativity.

For each Olympics, a new flame is started in the ancient Olympic stadium in Olympia, Greece. The flame then lights a torch that is passed from runner to runner in a relay – first around Greece, then in the country where the Games will be held.

The Olympic Torch Relay left Olympia on April 16 and arrived in Marseille, France on May 8. The flame sailed to the host country on an historic 19th-century French tall ship. The plan was for some 10,000 torchbearers to visit 400 towns and cities, including six French overseas territories – French Guiana, New Caledonia, Réunion Island, French Polynesia, Guadeloupe, and Martinique. One place where it won't go? Saint-Pierre and Miquelon, the small French islands 20 kilometres off the island of Newfoundland. Organizers likely thought the islands were too remote – and its population of 6000 too small – to merit a visit by the relayers.

to cooperation and healthy competition.

"The Olympics are a wonderful **metaphor** for world cooperation," said musician John Williams, who has composed

many Olympic themes. "[It's] the kind of competition that's wholesome and healthy, an interplay between countries that represents the best in all of us. ★

DEFINITIONS

ABOLISH: to officially end something, especially a law or system

EQUESTRIAN: to do with riding horses as a sport

METAPHOR: a way of describing something by comparing it with something else that has some of the same qualities

MODERN PENTATHALON: a sport that includes swimming, fencing, showjumping, and cross-country running/shooting

PAGAN: connected with religious beliefs that are not part of any of the world's main religions



COMPREHENSION QUESTIONS

1. When and where did the Olympics originate?

2. What happened to the Olympic Games in 394 A.D.?

3. Explain what Baron Pierre de Coubertin did in 1894? What were his reasons for doing this?

4. Where will the 2024 Summer Olympics take place? When will the Games start and finish?

5. How many teams and how many athletes will compete in the Games?

6. How many athletes will represent Canada at these Games?

7. What sporting event will occur after the Summer Olympics have finished?

8. List at least two important facts about these Games.

9. What is the most revered symbol of the Olympics? Explain the historical meaning of this symbol.

10. Explain what happens in Greece to launch every Olympic Games. What happens after the flame is lit?



QUESTIONS FOR FURTHER THOUGHT

1. The history of the Olympic Games dates back to ancient Greece about 3500 years ago, but the Olympics were abolished by the Roman Emperor in 394 A.D. Baron Pierre de Coubertin reintroduced the Games to the modern world in 1894, saying that he believed that sport benefits humankind and encourages world peace. Do you agree or disagree with his perspective? Support your opinion with reasons.

2. Despite the atmosphere of international cooperation at the Olympic Games, the International Olympic Committee (IOC) has announced that Russian and Belarusian athletes will not take part in the Opening Ceremony at the 2024 Olympics in Paris. Athletes from both countries were banned following Russia's invasion of Ukraine in February 2022. Do you agree or disagree with this decision? Give reasons to support your response.

3. Andre de Grasse, a Canadian sprinter and six-time Olympic medalist who will be competing for Canada in Paris, had this to say: "*Never let your success go to your head. Never let your failures get in your heart.*" As you see it, what does he mean by this statement? In your opinion, how do Olympic athletes like Andre De Grasse inspire youth? Give examples to support your thinking.



INTERNATIONAL

LET THE SUMMER GAMES BEGIN!

QUESTIONS FOR ONLINE EXPLORATION

Note: The links below are listed at www.lesplan.com/links for easy access.

1. Visit the official Olympic Games websites for all of your general questions about the 2024 Paris Games: <https://olympics.com/en/>

2. Visit the official Canadian Olympic team site to learn about who will be representing Canada in Paris this summer:

<https://olympic.ca/>

<https://olympic.ca/athletes/>

<https://paralympic.ca/paris>

3. Explore all of the Summer Olympic sports that will be contested in this year's Games:

<https://olympics.com/en/sports/>

<https://www.sportico.com/leagues/olympics/2024/new-olympic-sports-2024-paris-1234775913/>

<https://paralympic.ca/paralympic-sports>

Which sport is new to this year's Games?

4. Learn about the venues where some events will take place, some of which will be overseas departments of France:

<https://olympics.com/en/paris-2024/venues>

<https://www.worlddata.info/europe/france/index.php>

Which of these locations would you like to visit the most? Why?

5. Learn why French President Macron is considering reorganizing the Opening Ceremony:

<https://www.cbc.ca/sports/olympics/paris-olympic-opening-ceremony-seine-river-stadium-security-1.7173801>

6. Who should Canadians be watching to bring home medals for Canada at the 2024 Paris Games?

<https://www.cbc.ca/sports/the-buzzer-newsletter-canada-medal-predictions-paris-2024-1.7176812>

<https://solutionsmedia.cbrc.ca/en/paris-2024/paralympic-athletes-to-keep-an-eye-on-at-paris-2024>

<https://www.cbc.ca/kidsnews/post/100-day-countdown-to-2024-paris-olympics-starts-now>

Who will you be cheering for in Paris? Why?



INTERNATIONAL

LET THE SUMMER GAMES BEGIN!

Photographs are useful sources of information. Learning to “read the clues” in photographs can help us learn about historical or contemporary events, time periods or people. The “5W” questions (Who, What, Where, When and Why) is a technique used by reporters when investigating an event – and may be helpful in interpreting a photograph. Each of the 5W questions can help us focus on **clues** (*hints or pieces of information that help us find out something*) or evidence in the picture. We can then use these clues to help us draw **conclusions** (*answers or ideas that we think of because of a clue*) about what is happening in a photograph.

Consider the picture below:



(AP Photo/Daniel Cole)



LET THE SUMMER GAMES BEGIN!

1. Use the chart below to help you interpret what is happening in the photograph. Record as much evidence as you can for each question.

	Clues (<i>what you see in the picture</i>)	Conclusions (<i>what you think about what you see</i>)
Who is in the photograph?		
What are the people doing?		
Where is the action taking place?		
When did the action in the photograph take place?		
Why is the action happening?		

2. **Write a caption:** Develop a complete and believable explanation (or caption) for the photograph. A good explanation answers all of the 5W questions, is supported with evidence, and leaves no doubts about the conclusions.





MAP ANALYSIS

Examine the accompanying map. Then, answer the following questions.

A. Reading the map:

1. What is the title of this map?

2. What is the purpose of this map?

3. How are the cities, countries, and water bodies labelled?

4. How are directions represented on the map? Give an example.

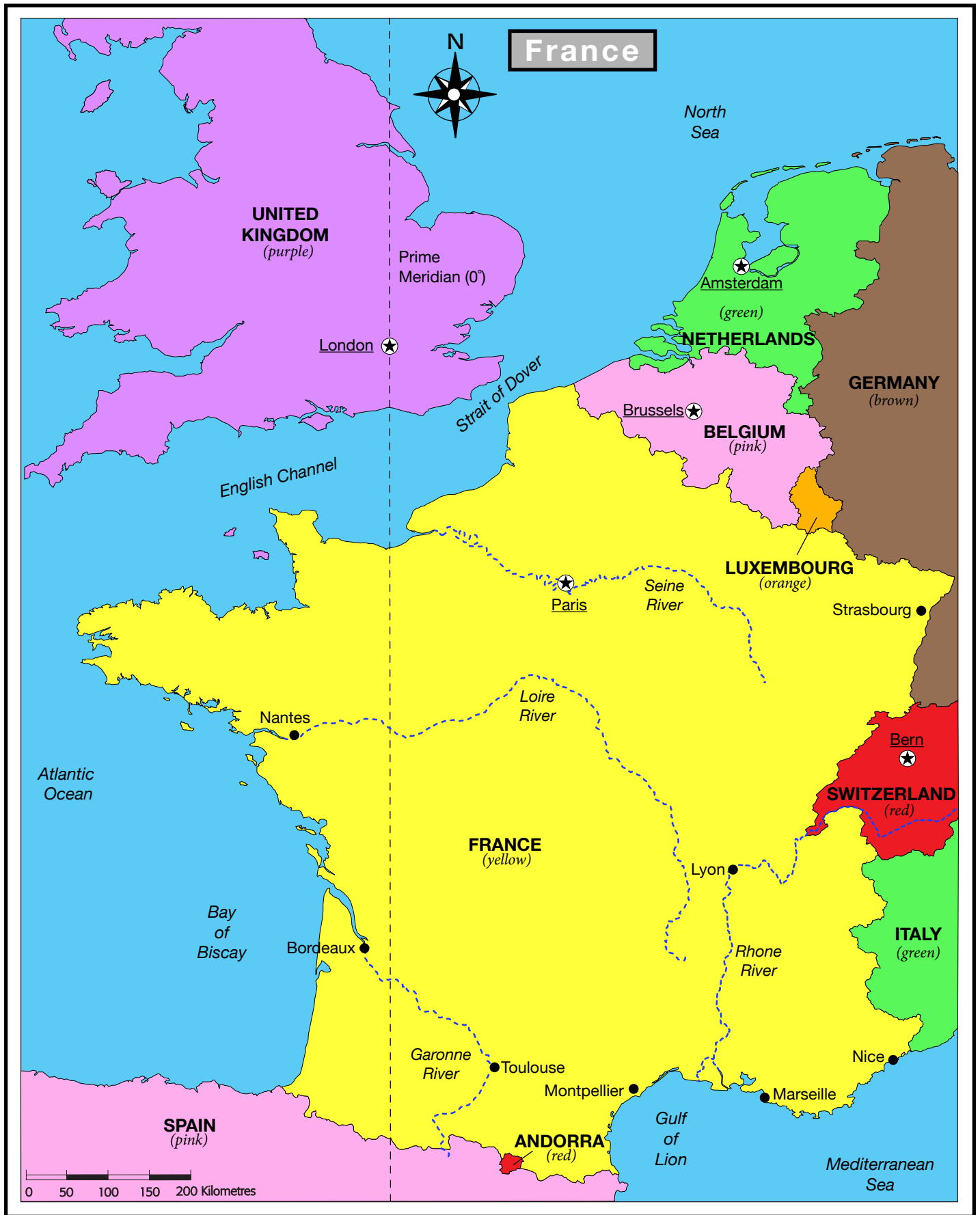
5. How is distance shown on the map? Give an example.

6. What is the capital of France?

B. Analyzing the map:

1. Describe the location of France relative to other features on the map. Aim for 5 to 10 descriptors. (*E.g., France is located to the west of Switzerland.*)

2. In what ways does this map help you to better understand the context of the 2024 Summer Games? Explain.





INFOGRAPHIC



Paris 2024 Olympic torch

Designer *Mathieu Lehanneur* (left), was inspired by three symbols of Paris Games: Equality, Water and Peacefulness

Apr 16, 2024: Torch lit by rays of sun in Olympia, Greece. Flame will then be carried by 10,000 people during Olympic torch relay

Jul 26: Torch arrives at Opening Ceremony in Paris, France



Olympia
300km
186 miles



2,000 torches produced:
Made from **ArcelorMittal XCarb steel** from recycled and renewable sources

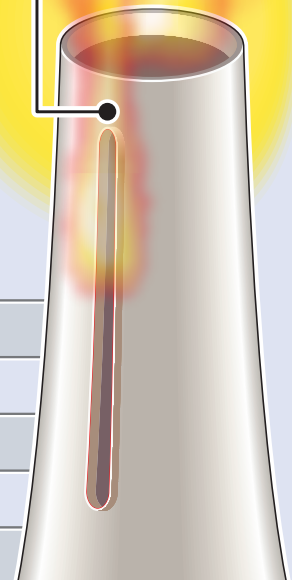
Upper section: Polished so light of surroundings bounces back

All-weather torch: Flames seep through slit in side before funnelling upwards.

In poor weather, flames will only sway but not die down

Lower section: Imagery of waves expresses peacefulness and reflects rippling waters of River Seine

Length:	70cm
Minimum diameter:	3.5cm
Maximum diameter:	10cm
Weight:	1.5kg
Fuel:	Renewable biopropane



Source: Paris Organising Committee Picture: Lionel Gasperini

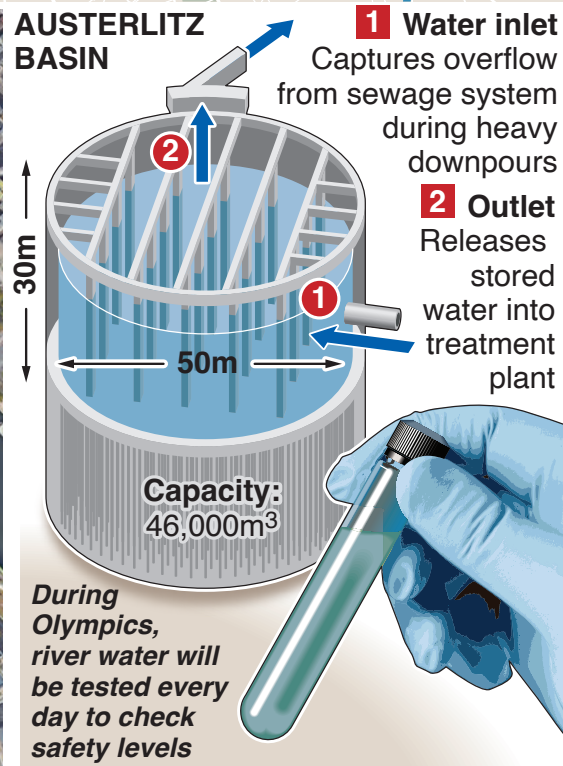
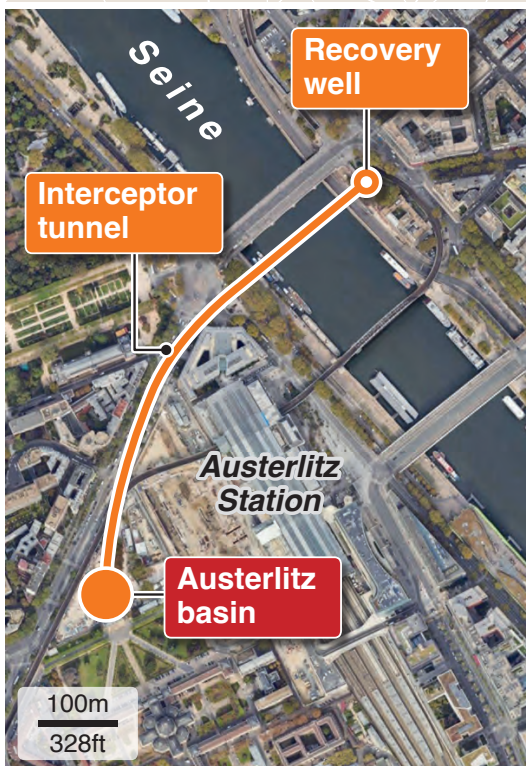
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INFOGRAPHIC

Giant basin to clean Seine for Paris Olympics

A colossal underground reservoir, dug next to Austerlitz station at a cost of \$1.5bn, aims to reduce the risk of pollution in the Seine and make the river suitable for bathing again



Sources: City of Paris, Sade, Artelia, Reuters

Picture: Google Earth

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INFOGRAPHIC

Paris 2024 Olympic medals

The Paris Olympic medals contain ironwork from the Eiffel Tower, the first time any host city has incorporated pieces of a national monument

FRONT

Hexagon: Original metal recovered from structure during renovation, reflecting shape of France

Claws: Shaped like tower's rivets, attach hexagon using technique similar to affixing gemstones in jewellery

Radiating lines: Designed to reflect light – nod to Paris's nickname as *City of Light*

RIBBON

Inspired by latticework of tower, blue ribbon for Olympics and red for Paralympics – red shade inspired by original paintwork on tower

BACK

Greek goddess of victory, **Nike**, with Acropolis on left and Eiffel Tower on right

PARALYMPICS

View of tower from beneath. Stamped with Paris 2024 in braille, in homage to **Louis Braille**, French inventor of writing system for visually impaired

Medal specifications

Diameter:	85mm
Thickness:	9.2mm
Weight Gold:	529g
Silver:	525g
Bronze:	455g

Designed by jewellery firm **Chaumet** and produced by France's mint – **Monnaie de Paris**

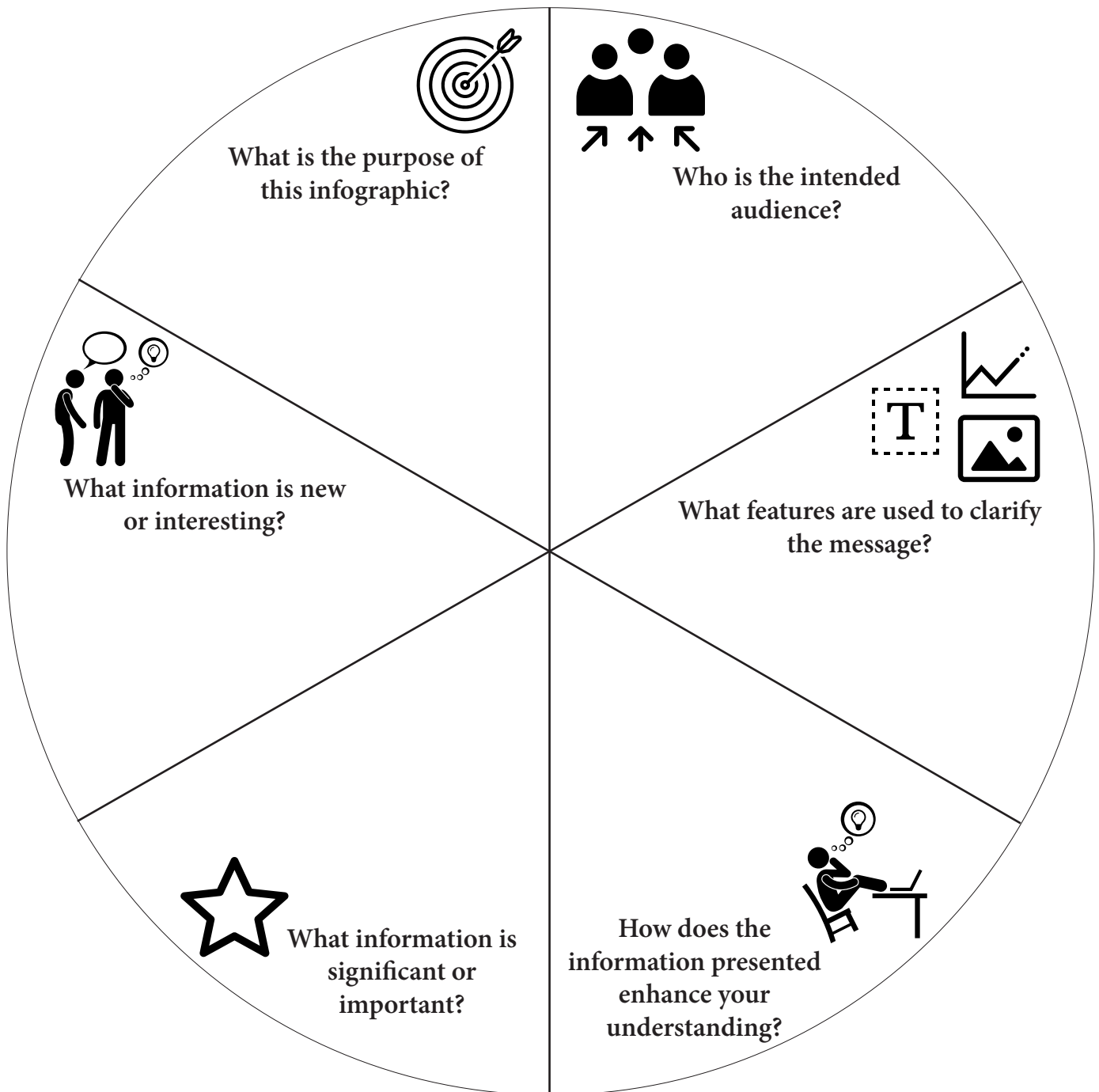
Source: Paris2024

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ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?

**BEFORE READING**

Please note: This article contains sensitive content. Please refer to the teacher resource page **Facilitating Discussions on Sensitive Topics** (pp. 55-56) before approaching this topic with your class.

Sensitive Content	At a Glance	Learning Outcomes
<p>This article is about the rising tensions between two Middle East nations, Iran and Israel. Please note that the article details and the supporting resources are difficult and touch on the topics of exchanges of drone and missile attacks on foreign consulates, and explosions near a nuclear facility and military base. The article also mentions the rising friction between regional neighbours as well as the possibility of other nations being drawn into the fighting. The article provides historical details of events in the region to create context for the current tensions.</p> <p>It is normal for some students to feel a range of emotions when confronted with these topics. Encourage students to express any concerns they have about the material and discuss accommodations with them as needed.</p>	<ul style="list-style-type: none"> • On April 1, an airstrike on an Iranian consulate in Damascus, the capital of neighbouring Syria, killed 12 people including two senior Iranian officials; • Israel never claimed responsibility for this attack, but Iran and the international community claim that Israel was responsible; • On April 13, Iran responded to this attack by lobbing a barrage of 300 armed drones at Israel; • With support from the United States, the United Kingdom, France, and Jordan, Israel managed to intercept the majority of these missiles before they entered Israel; • Israel retaliated. On April 18, three explosions were heard near the Iranian cities of Isfahan and Tabriz, sites that are close to a nuclear facility and military base; • Iran claimed little harm was done and that no Israeli missiles had landed; • The tensions between Iran and Israel have been apparent since the 1979 revolution in Iran. But, until the April 13 attack, Iran had never struck Israel directly; • Iran is believed to have backed political and paramilitary organizations in neighbouring allied countries, namely Hezbollah in Lebanon, Hamas in Palestine, and the Houthis of Yemen, all considered anti-Israel terrorist groups by the West. 	<p><i>After reading this article, students will...</i></p> <ul style="list-style-type: none"> • understand the recent events and the history of the tensions between Iran and Israel; • explain the network of relationships between neighbouring countries in the region and western allies; • consider the importance of international cooperation and negotiations in de-escalating these tensions to avoid a wider regional conflict.

**BEFORE READING**

1. Write the title of the article on the board: **Tensions Rise Between Iran and Israel**.
2. Write the following headings on the board: *Who? What? Where? When? Why? How?*
3. Provide sticky notes to small groups of students. Encourage each group to come up with 2 questions per question word to identify what they'd like to find out about this topic. (*Note: Students may not be following this story, so simple questions should be encouraged, such as "Where are Iran and Israel?", "Why are there tensions between them?", "How did these tensions start?" that do not require any background knowledge of this event.*)
4. Have groups post each of their questions under the appropriate heading on the board. They should also 'stack' questions that are similar to those of other groups as they add them.
5. Debrief as a class and invite students to set a purpose for reading the article (perhaps using one of the unanswered questions from the Before Reading activity), referring to the resource page **Setting A Purpose Before Reading** (p. 58) as needed.



The Middle East was on high alert in April. The reason? Israel and Iran, long-time enemies, were angrily exchanging drone and missile attacks.

The conflict sparked fears that the ongoing **shadow war** between these two nations could escalate. It could even spread to involve Syria, Yemen, and the United States (U.S.).

ONSLAUGHT IN THE AIR

The display of hostility began on April 1. That was when Israeli missiles struck Iran's **consulate** in Damascus, the capital of neighbouring Syria. The attack killed 12 people. Two top Iranian generals were among the dead.

Israel didn't claim responsibility for the raid. However, Iran and other countries say the Jewish state carried out the attack. So

Iran vowed revenge. And on April 13 it launched a **barrage** of over 300 armed drones and missiles at Israel.

With help from other countries, Israel's air defenses fended off Iran's **retaliation**. No one was killed. But the attack was significant. It was the first time that Iran had attacked Israel directly from its own territory.

Then, on April 18, Israel struck back. This time, explosions occurred near the Iranian cities of Isfahan and Tabriz. These sites are close to a nuclear facility and a military base. A long-range air defence system was destroyed. However, this response was relatively mild. Analysts say that it wasn't meant to do great harm. Its purpose was to show Iran that Israel can penetrate its defenses. If it wanted to,

it could hit sensitive, precise targets. However, it didn't want to provoke a war.

For its part, Iran downplayed the incident. It insisted that no damage had resulted. Iranian officials claimed that Israeli drones had been shot down and that no missiles had landed.

DECADES OF ANIMOSITY

Israel and Iran were not always bitter enemies. For most of the 20th century, they were allies. But relations between the two nations deteriorated after the 1979 Iranian Revolution. The ruler of Iran, Mohammed Reza Shah, was removed from power. The Shah's **autocratic** pro-Western **monarchy** was replaced by an Islamist republic. It was headed by Ayatollah Khomeini.

DEFINITIONS

AUTOCRATIC: describing a person or group with complete power that makes decisions without asking anyone else's advice

BARRAGE: concentrated artillery bombardment over a wide area

CONSULATE: an office that helps citizens of one country who are living in a foreign country

MONARCHY: a form of government with a monarch as the head

RETALIATION: the act of doing something harmful to someone because they have done or said something harmful to you

SHADOW WAR: a form of armed conflict, conducted secretly in the nexus between war and peace where different actors utilize different means to obtain their goals



Iran's new **theocratic** regime became hostile towards Israel. It strongly opposed Israel on **ideological** grounds. It believed that the Jewish state had no right to exist.

SHADOW WAR ACTORS

During this time, a dispute between Israel and hostile forces in neighbouring Lebanon boiled over. That led to a three-month war in 1982.

Iran and Lebanon both have large **Shia Muslim** populations. They are also allies. So Iran helped establish Hezbollah in Lebanon. It is a highly influential political and **paramilitary** organization. The group has an armed wing comprised of thousands of fighters. It also has a huge arsenal of weapons. The West considers it a terrorist organization. Hezbollah has fought against Israeli soldiers on many occasions. It often launches rocket attacks against Israel from southern Lebanon.

In its quest to **eradicate** Israel, Iran has also strongly backed Hamas. Hamas is the militant group that has governed Gaza, a Palestinian territory within Israel, since 2007. The U.S.,

Canada, and many other nations say that Hamas is a terrorist organization as well. U.S. officials believe that Iran has financed, armed, and trained Hamas for decades.

Other anti-Israel terrorist groups that are backed by Iran? The Houthis of Yemen, Palestine Islamic Jihad, and the Popular Front for the Liberation of Palestine-General Command.

NUCLEAR TENSIONS

Adding to the tensions in the region, Iran has been working to develop nuclear weapons since the 1980s. Many western countries object to Iran's efforts to establish nuclear capability. Israel in particular sees Iran's nuclear plans as a grave threat to its national security.

Various countries have tried diplomacy and **sanctions** to try to convince Iran to abandon its nuclear plans. Israel has also carried out cyberattacks against Iran's nuclear facilities and assassinated Iranian nuclear scientists.

In 2015, Iran agreed to a United Nations proposal to restrict its nuclear program. In return, crippling economic sanctions that had been in place since 1995 would be lifted. However, the agreement fell apart in 2018 and sanctions were once again imposed on Iran. Then in November 2020, Israeli agents assassinated Mohsen Fakhrizadeh, the chief of Iran's nuclear program.

Israel is also suspected of conducting an organized effort to assassinate top Iranian officials. Iran claims that in 2022 alone, Israel killed seven members of Iran's military Revolutionary Guard.

A RAY OF HOPE

So what's next? By late April, there were signs that the tension between Israel and Iran wasn't going to continue increasing. Both countries sent quiet signals to allies and diplomats that they didn't want to take their dispute to the next level, preventing a wider regional war.

Will this fragile arrangement last? The world can only hope so. ★

DEFINITIONS

ERADICATE: to destroy or get rid of something completely

IDEOLOGY: a set of beliefs, especially one held by a particular group, that influences the way people behave

PARAMILITARY: organized like an army, but not belonging to an official army

SANCTIONS: a threatened penalty for disobeying a law or rule

SHIA MUSLIM: one of the two main branches of Islam (the other being Sunni Muslim)

THEOCRACY: government of a country by religious leaders



COMPREHENSION QUESTIONS

1. What happened in Iran in 1979? Describe the government that took power after this occurred.

2. Describe Israeli-Iranian relations before this overthrow. How did things change after 1979?

3. What happened between Israel and Lebanon in 1982?

4. How did Iran become involved in Lebanon? Describe the new military organization that was created.

5. Which other group has Iran supported that is also hostile to Israel?

6. Describe what happened on April 1 in Syria's capital.

7. How did Iran respond to this attack on April 13?

8. How successful was this attack? Explain.

9. How did Israel respond five days later? What did Iran say happened?

10. Describe the extent of Israel's response and the 'message' that was sent.



QUESTIONS FOR ONLINE EXPLORATION

Note: The links below are listed at www.lesplan.com/links for easy access.

1. Watch this summary of the recent tensions between Israel and Iran:

<https://www.cbc.ca/player/play/video/1.7179670> [9:30]

What did you learn?

2. How did Israel's defence systems manage to intercept the onslaught of drones and missiles from Iran?

<https://www.cbc.ca/player/play/video/1.7175499> [11:18]

What new information did you learn?

3. Learn more about Israel's response to the April 13 attack, which took place on April 18 near a nuclear plant and military base in Iran:

<https://www.cbc.ca/news/world/israel-iran-missiles-1.7178447> [0:48] [2:22] [2:06]

What details stood out to you?

4. According to CBC war correspondent Chris Brown, Iran and Israel have shown signs that they have taken a step back from a catastrophic regional war. Hear his analysis of the current situation:

<https://www.cbc.ca/news/world/chris-brown-analysis-israel-iran-1.7178527> [8:13]

Do you agree or disagree with his report? Explain.

5. Where do Israel and Iran go from here? Learn more about the complicated history between the two countries and what might come next: <https://www.cbc.ca/player/play/audio/1.7181786> [26:32] (podcast)

What do you believe is the most important consideration in this conflict? Explain.

6. Learn more about the international and regional alliances with Iran and Israel:

<https://www.cbc.ca/news/world/israel-iran-saudi-arabia-jordan-1.7176154>

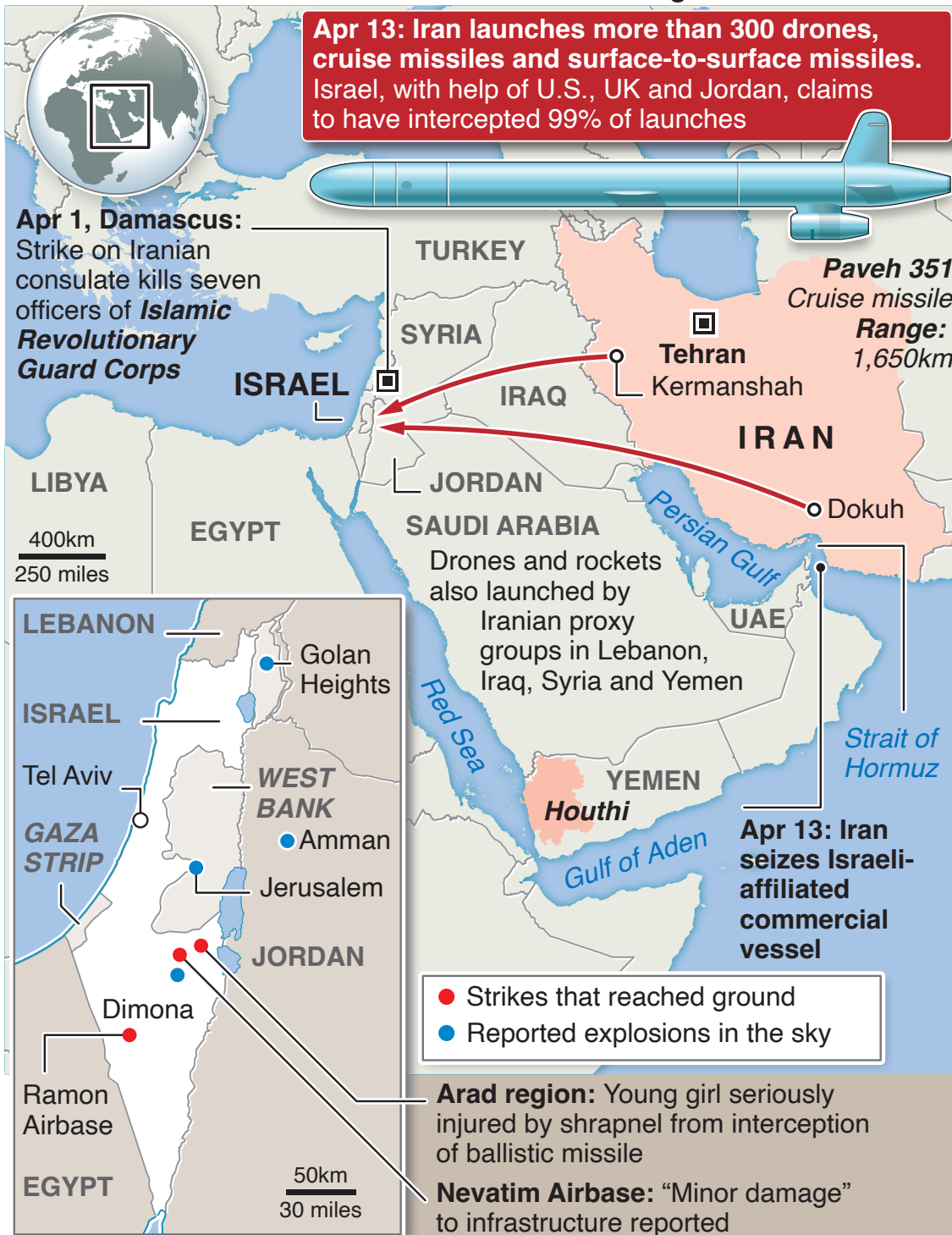
What do you believe is the role of these other nations in this conflict? Explain.



INFOGRAPHIC

Iran launches massive attack on Israel

Iran's first direct attack on Israel, in response to a recent strike on the Iranian consulate in Damascus, is pushing the Middle East closer to a full-blown regional war



Sources: Reuters, AP, BBC, Institute for the Study of War

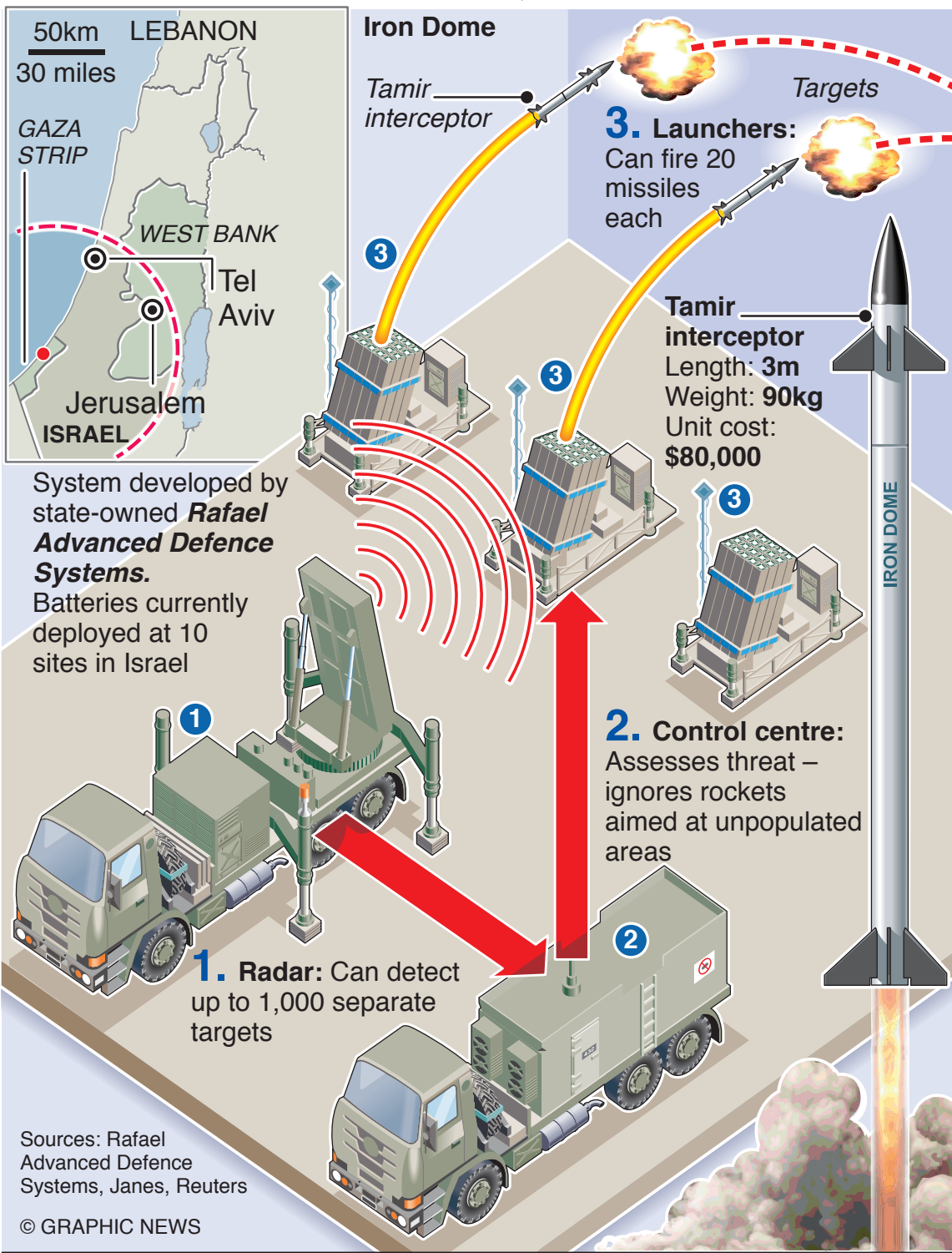
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INFOGRAPHIC

Israel's Iron Dome air defence system

Designed to intercept short-range rockets fired from up to 70km away, mortars, artillery shells, and drones, Iron Dome consists of a radar, control centre and launchers, and costs \$50 million



Sources: Rafael Advanced Defence Systems, Janes, Reuters

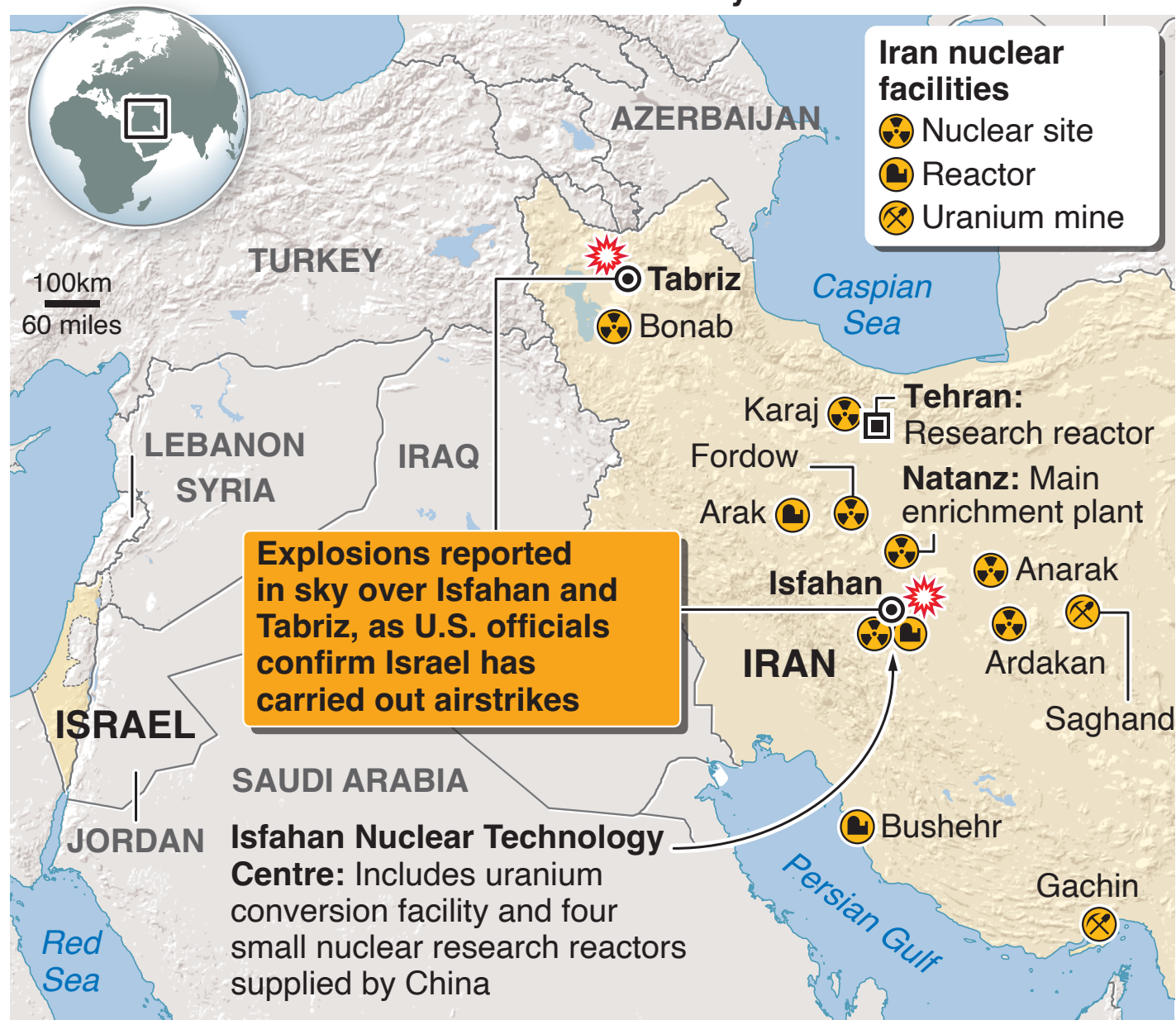
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INFOGRAPHIC

Israel launches strikes against Iran

Israel has launched an attack on Iranian soil, Western officials say, in what appears to be limited retaliatory action for last week's drone and missile attack by Tehran



Sources: Reuters, BBC, AP, IAEA

Picture: Getty Images

© GRAPHIC NEWS



INFOGRAPHIC

Iran's bid for the bomb

Iran has more than 14,600 gas centrifuges spinning uranium hexafluoride gas to separate and enrich the isotope uranium-235. Weapons-grade uranium contains 90% purity U-235

- **2006:** Iran begins producing enriched uranium-235 at Natanz using single cascade of 164 IR-1 centrifuges
- **2010:** Stuxnet computer worm attacks six cascades at Natanz, destroying almost 1,000 IR-1 centrifuges
- **2013:** Iran installs IR-2m and IR-6 centrifuges at Natanz



- **2015:** Iran, U.S. and five other world powers, plus EU agree *Joint Comprehensive Plan of Action (JCPOA)*. Iran agrees not to enrich uranium above **3.67%** for 15 years and not to stockpile more than **300 kg** of enriched uranium

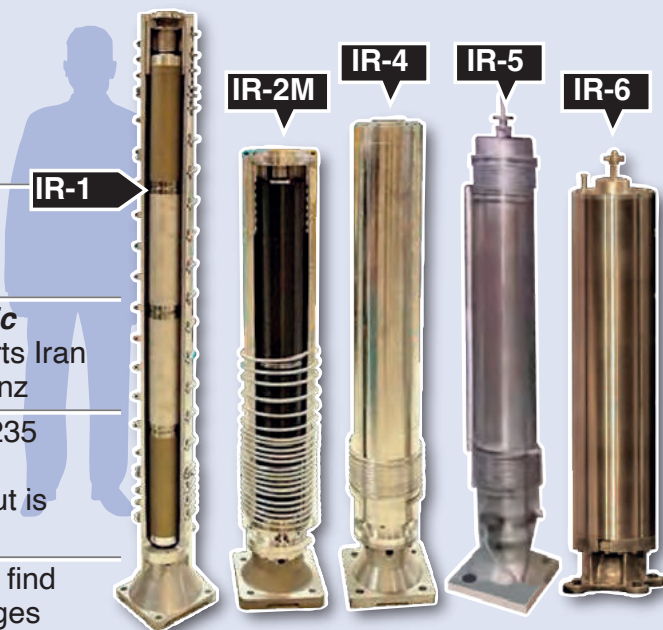
- **May 2018:** U.S. President *Donald Trump* withdraws from JCPOA

- **2021:** *International Atomic Energy Agency (IAEA)* reports Iran has 5,408 centrifuges at Natanz

- **2022:** Fordow enriches U-235 to **60%**. 522 IR-6 centrifuges installed at Natanz. IR-6 output is double that of IR-2m and IR-4

- **Jan 2023:** IAEA inspectors find two cascades of IR-6 centrifuges at Fordow can enrich U-235 particles to **83.7%** purity

- **Mar 2024:** Production of 60% enriched U-235 at Fordow and Natanz estimated at **440kg/month**

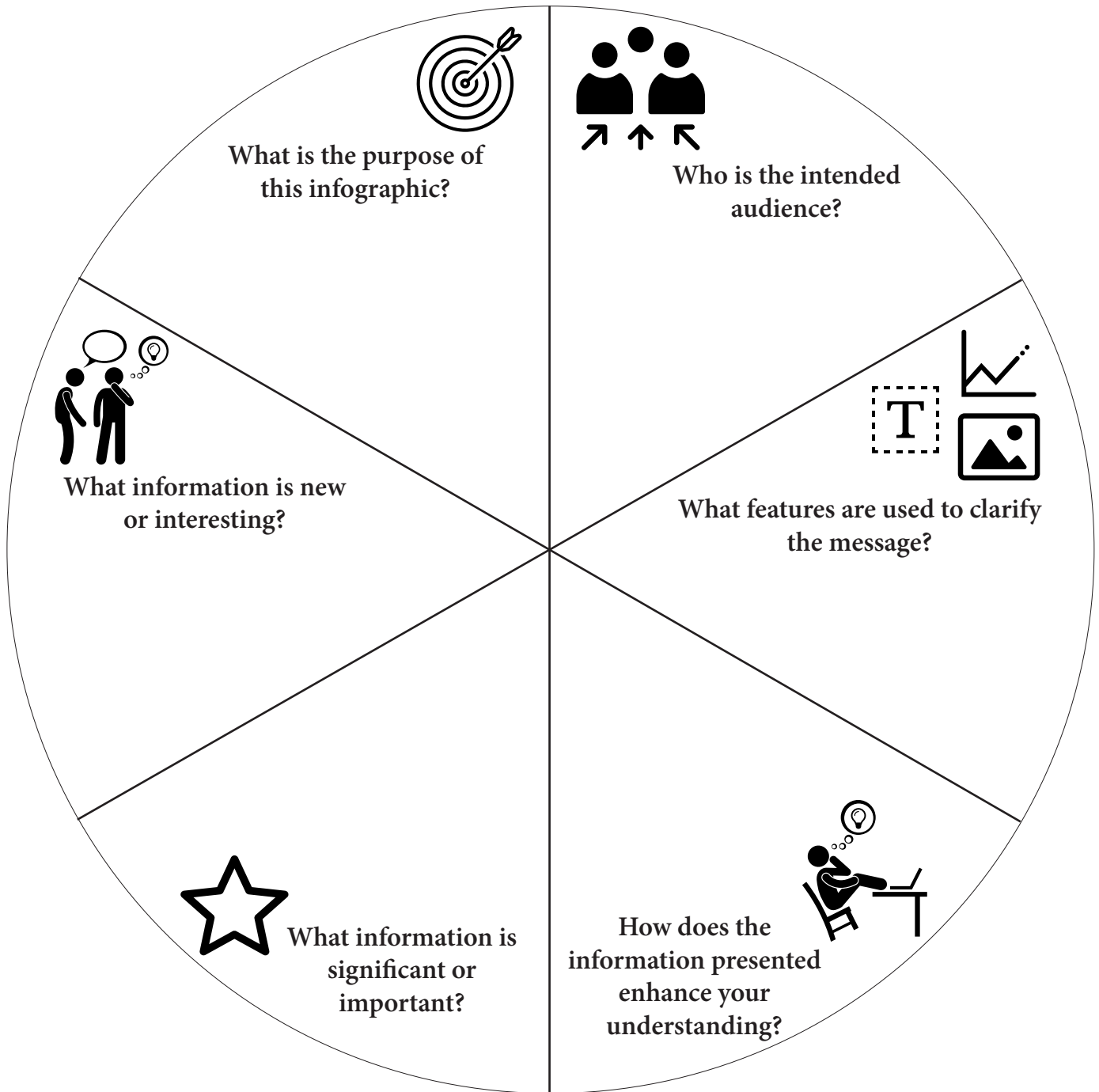


■ **Centrifuges:** IAEA reports Iran is now operating **7,266** older-model IR-1, **3,754** IR-2m, **2,466** IR-4, **27** IR-5 and **1,092** IR-6 centrifuges at Natanz and Fordow

Sources: Nuclear Threat Initiative, IAEA, Wisconsin Project on Nuclear Arms Control © GRAPHIC NEWS



ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?



BEFORE READING

1. Project the Get Cyber Safe Checkup quiz created by the Government of Canada's Get Cyber Safe campaign found at:
<https://www.getcybersafe.gc.ca/en/resources/research/take-get-cyber-safe-checkup>
2. Work through the ten questions, one at a time, with the class. Stop after each question and answer to survey student responses and to review the comments and/or suggestions provided by the quiz.
3. Have students share with an elbow partner one security measure that they use and one that they may need to begin using to keep their personal data secure.
4. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (p. 58) as needed.



London Drugs is a pharmacy chain in Western Canada. On April 28, the company was the victim of a cyberattack. All 79 stores closed for a week. Experts worked around the clock to repair the damage.

Company President Clint Mahlman apologized to customers. He said there was one bit of good news. It appeared that customer information hadn't been compromised.

NOT AN ISOLATED PROBLEM

Cyberattacks aren't limited to retailers. On February 25, the City of Hamilton was hit. In early May, the B.C. government was a victim.

So far in 2024, other Canadian targets have included hospitals, libraries, the RCMP, banks, and even the Toronto Zoo.

HARD TO PREVENT

Hackers are behind these cyberattacks. They use **illicit** means to gain unauthorized access to a digital device, computer system, or computer network. That makes hacking a crime, because in Canada it is illegal to access, use, control, interfere or intercept computer data without permission.

Cybercrime is rising across the planet. But it's harder for police to catch hackers than other criminals. It takes much more skill, time, and resources – especially if the hackers are part of a network outside Canada.

WHAT DO THEY WANT?

Money is hackers' biggest motive. In a ransomware attack, for instance, the hacker locks and encrypts the victim's data and important files, and then

DID YOU KNOW?

Not all hackers are bad. **Ethical** hackers identify problems with software code so companies can fix them before bad hackers can exploit them.

demands a payment to unlock and decrypt the data.

Sometimes, though, hackers spy for companies or nations that hire them. Others commit a cyberattack because they're angry at someone, or for the attention. Their motives could also be political – they leak sensitive information to let the public know about their concerns.

STOPPING THE HACKERS

Canada has pretty good cybersecurity. In 2021 we ranked 13th out of 75 countries. But this didn't stop many attacks.

DEFINITIONS

ETHICAL: operating or behaving in a way that tries not to cause social or environmental harm

ILLICIT: not legally permitted or authorized; unlicensed; unlawful



That year, 85 percent of Canadian companies were victims of successful cyberattacks. Two percent of Canadian organizations were hit by ransomware attacks, and many paid the ransom. The average cost for lost business and ransom payments was just under \$2 million. Canadians also lost about \$100 million in 2021 to online fraud, mainly to investment and romance scams.

Governments are prime targets for hackers. Canada's electronic spy agency is the Communications Security Establishment. In 2021 it blocked 6.3 billion attacks a day against the federal government. This amounts to 2.3 trillion "malicious actions" during the year.

MANY WAYS IN

Hackers use many techniques. Social engineering is one. It involves tricking someone into giving up data. You might get an email from "tech support," asking for a password. You might get a call. Your credit card was "stolen" and you have to give the number.

Or a new "friend" might trick you into entering your phone password while they watch. Later, they steal the phone, enter your password, and get your personal information.

IMPROVING YOUR ODDS

How can you make it harder for a hacker to access your information? Cyber security experts recommend using multifactor authentication. This technique combines "a thing you know and a thing you have."

Here's how it works: Imagine that you want to log into a website. You enter your password, but that's not enough. The website generates a code that is sent to your cell phone. You then have to enter the code.

Other tips? Choose passwords carefully. Use a new one for each service that you use. A strong password has a mix of upper- and lower-case letters, numbers, and special characters. Random words separated by hyphens or spaces creates a longer password. That is tougher for a computer to crack.

Always be careful about what you download. Sometimes hackers will set up websites that look very similar to what you're expecting. Delete old accounts, keep your software up to date, and don't share personal data when you're using public Wi-Fi.

Hackers also use a brute force attack. That means using a computer to find a password by going through every possible combination of numbers, symbols, and letters. A dictionary attack using common words is similar.

Sometimes hackers' targets help them out by installing malware. This is downloadable content with a secret code that lets hackers access a device. You think you're getting a free app, but it costs you your privacy.

Another way? Some hackers look for an unsecured **router**. Once they connect, it's easy to access all devices on that network.

More advanced hacking relies on glitches in software code that allow hackers to install code on computers that secretly steals data, intercepts emails, or logs keystrokes. They can even take over a target's computer and use it to commit crimes.

Of course, this isn't a complete list – and there will be new hacking techniques to be aware of in the future.

"The more we rely on technologies, the more we will have these attacks," said Dr. Saqib Hakak, a New Brunswick computer science professor. "With more automation, with generative AI, [there will be] much more in coming years." ★

DEFINITIONS

ROUTER: a device that connects computer networks to each other, and sends information between networks



COMPREHENSION QUESTIONS

1. Using illicit methods to gain unauthorized access to a computer system or a cell phone is called:

2. Why is this activity against the law?

3. Why do hackers do what they do? List at least three reasons why hackers hack.

4. Why is hacking becoming more common? Explain.

5. What do the statistics from 2021 show about cybercrime in Canada?

6. What target do hackers specifically focus on?

7. Explain how a person can access a cell phone or computer without programming skills.

8. List at least three other common techniques hackers use to access data.



QUESTIONS FOR FURTHER THOUGHT

1. Saqib Hakak, a professor at the University of New Brunswick who works with the Canadian Institute for Cybersecurity, agrees that with more automation and generative AI, we will see many more data breaches in coming years. As you see it, how might hackers use the capabilities of generative AI to make it easier for them to breach security systems? Give examples to support your ideas.

2. We hear about people or companies being hacked or almost hacked daily. Describe a scam that has happened to you, to someone you know, or that you heard about. What did you learn from this example? Have you ever shared this information with someone else to warn them? Explain.

3. After reading the article, describe some actions that you could take to make your personal devices more secure and your personal information more difficult to obtain.



QUESTIONS FOR ONLINE EXPLORATION

Note: The links below are listed at www.lesplan.com/links for easy access.

1. Learn why ransomware attacks are increasing and what ransomware hackers do with the data they steal:

<https://www.cbc.ca/player/play/audio/1.7136692> [7:16] (podcast)

<https://www.cbc.ca/news/canada/calgary/cybersecurity-measures-ransomware-attacks-1.6934486>

<https://www.cbc.ca/news/canada/windsor/ransomware-hackers-data-extort-1.7016157>

What did you learn?

2. Explore the different strategies that hackers use to access data and ways that you can protect your personal information:

Social Engineering: <https://www.cyber.gc.ca/en/guidance/social-engineering-itsapoo166>

Glossary of hack types and protection suggestions: <https://www.kaspersky.com/resource-center/definitions/brute-force-attack>

Two-factor authentication: <https://www.getcybersafe.gc.ca/en/resources/video-two-factor-authentication>

What type of hack do you think is the most common? Why?

3. Visit these sites to learn how to protect your personal information:

a) Canadian Institute for Cybersecurity (CIC) : <https://www.unb.ca/cic/>

b) Canadian Centre for Cybersecurity (The Cyber Centre): <https://www.cyber.gc.ca/en>

c) GetCyberSafe: <https://www.getcybersafe.gc.ca/en>

**THE STEPS OF AN INQUIRY PROJECT**

Choose a news article from this issue that you found interesting or surprising – one that caught your attention, sparked an ‘ah ha’, or left you wondering about something. Tap into your curiosity. What more do you want to know?

Before starting your Inquiry Project, do a little more research on your own to investigate the news story or topic in a deeper way. Notice the questions that come to mind as you read.

When you have a deeper understanding of the topic or issue, complete the **Inquiry Project Planner** on p. 52. Use the following steps to guide you:

1. A good inquiry project starts with a powerful inquiry question. This is an overarching question related to an important issue, problem, or concern in the news story or topic you have chosen. It should be something you are genuinely curious about or that is meaningful to you.

Inquiry questions are not easy to answer. They are open-ended (meaning that they can’t be answered with a yes or no response), lead to more questions, and require you to think or really investigate something. Answers to inquiry questions are not found by ‘Googling’!

A good inquiry question should have these 4 components:

- A question stem (e.g., *What is...? How can...? Why can’t...? What could...? What impact...? How would it be possible...? What would happen if...? How would you improve... Why do you believe...?*);
- Who is taking action and/or who will be impacted by the findings/answer (e.g., *you, your family, your school, your community, the world*);
- What the action is (e.g., *solve, reduce, develop, create, refine, educate, make, impact, improve, change*);
- What the problem or concern is.

For example, if, after reading an article that explains how COVID-19 spreads, I wanted to learn more about the benefits (or limitations) of wearing a mask, my inquiry question might be:

How can I educate students about the importance of wearing a mask in school? OR

How can I educate students about the limitations of wearing a mask in school?

Here are other examples of inquiry questions:

- *How might I create and sell something at profit, so I can contribute to my favourite charity?*
- *What could parents prepare for lunch if their child is allergic to gluten?*
- *What impact would reducing plastic take-out containers have on the environment?*
- *How can we attract more native birds and butterflies to our school garden?*

2. Then, brainstorm other smaller, supporting research questions that will help you arrive at the answer to your inquiry question. Aim for 4-5 questions to start. For example:

- *Do masks help stop the spread of COVID-19? If so, how? If not, why?*
- *Are all masks (or mask designs) equally effective?*
- *Who benefits from wearing masks? Who doesn’t?*
- *Where and when should masks be worn?*
- *Are there other measures that are more effective at stopping the spread of the virus?*

As you begin to research, you may find that there are other questions that you want to know the answer to. Record these questions, too.



3. Decide what resources you will explore to find answers to your questions. What will you read (print or digital texts), watch, study and/or who you might talk to?

If you are researching online, make sure the website is credible. (That means it is trustworthy — you can trust the information to be true and up-to-date). Also check that the information is reliable. (That means the information is accurate, presents a balanced view vs. a biased one, and answers your question.)

Check out these short videos to learn how to check the credibility and reliability of websites:

- How to evaluate sources for reliability: <https://youtu.be/q1k8rcYUmbQ> [3:48]
- How to check if a website is credible: <https://youtu.be/jt-IZ5M6XU8> [1:39]

4. Figure out how you will document (show) everything you are learning about your inquiry question either digitally or by hand. There are lots of options:

- keep a written journal;
- create a note making template (like the one included on p. 53);
- construct a visual journal (e.g., photographs, videos, Sketchnote);
- write a blog (e.g., Wordpress, edublogs, Weebly for Education);
- link a series of mind maps or concept maps.

Remember to date each entry and explain why what you documented is important or how it is related to your inquiry question.

For example, I might find photographs of different types of masks and use PicCollage to document the different examples. Then, I might type a brief caption under each photograph explaining what the masks are made of and how they prevent the spread of COVID-19.

5. Determine how you will share your learning with your peers, in an authentic way. Think about how you best show what you know and how experts in the field might share their knowledge. There are lots of ways to do this, such as:

- record a podcast
- design a blog
- build a model
- develop an infographic
- make a video
- create an animation
- present a TED Talk with an accompanying slide show.

6. Finally, create a project timeline. List all the steps you need to take to finish your project and set deadlines for completing them. Online calendars or organizer apps, such as Trello, are helpful tools for managing projects. Use the strategy of working backwards to make sure you give yourself enough time to complete each step and not be rushed.

7. You are now ready to begin researching. Have fun!



INQUIRY PROJECT PLANNER

Topic: _____

Inquiry question:

This question is important to me because...

Research questions:

-
-
-
-
-

Resources I'll use:

How I will document my findings:

How I will share what I've learned:

Due:



INQUIRY RESEARCH ORGANIZER

HINTS:

- Use multiple valid sources
- Use the right keywords and search strategies to find relevant information

NOTE:

You may find fascinating facts that aren't connected to your question. If that's the case, just add a question and the answer. The fun part of researching is that you never know what fascinating facts are going to pop out at you.

Check Your Sources

Identify the source

- Is it true?
- Is it trustworthy?
- Is it current (up-to-date)?



Analyze the information

- Is it accurate?
- Is there any bias that should concern me?
- Does this answer my question?

Inquiry Question: _____

Q:	Q:
A:	A:

**HELPFUL TEACHER RESOURCES ON INQUIRY-BASED LEARNING**

Check out Trevor MacKenzie's website with links to podcasts, blogs, social media links, and other resources on Inquiry-based learning:

- <https://www.trevormackenzie.com>

His book, *Dive into Inquiry: Amplify Learning and Empower Student Voice*, offers a scaffolded approach to student inquiry: structured, controlled, guided, and free inquiry. It is a practical resource if inquiry-based learning is new to you.

John Spenser is another educator whose videos, blogs, and resources offer practical strategies and structures for engaging students in inquiry. Here are two to get you started:

- “Helping Students Ask Better Questions by Creating a Culture of Inquiry”
<https://medium.com/synapse/helping-students-ask-better-questions-by-creating-a-culture-of-inquiry-d1c4b0324a6f>
- “Using a Wonder Week to Spark Inquiry-based Learning”
<http://www.spencerauthor.com/wonder-week/>

Edutopia has a number of articles on student inquiry, including:

- “What the heck is Inquiry-based Learning?”
<https://www.edutopia.org/blog/what-heck-inquiry-based-learning-heather-wolpert-gawron>
- “Resources and Downloads to Facilitate Inquiry-based Learning”
<https://www.edutopia.org/article/inquiry-based-learning-resources-downloads>

* *Note:* All links in this document are listed at www.lesplan.com/links for easy access.

**SETTING THE TONE**

Setting a positive and empathetic tone in your classroom is essential to the exploration of sensitive issues.

1. It is recommended to co-create discussion norms with your students and, depending on their experience, review what each of these looks like and sounds like. Post them for regular classroom reference. These may include:
 - Listen respectfully and actively, without interrupting
 - Assume best intentions
 - Challenge ideas, not individuals
 - Commit to learning, not winning
 - Speak with evidence
 - Agree and disagree politely
2. Always give students the option to pass on a sensitive discussion topic and to choose other means of 'participation' instead, such as a personal journal entry, or partner/small group discussion.

BEFORE READING

1. **Know the topic:**
 - review the *Learning Outcomes* and the *At a Glance* points (found in the Before Reading section of the lesson plan accompanying the article) before presenting the article to students.
2. **Know yourself:**
 - consider your perspective on the article content and how you will respond to student questions.
3. **Know your students:**
 - anticipate student connections and/or triggers related to the article content.
 - anticipate how you might incorporate or respond to these connections.
4. **Find out what your students know:**
 - brainstorm as a class, talk with a partner, or write in response to a prompt, depending on students' backgrounds and life experience.
 - begin with basic questions (e.g., Who? What? Where? When?).
 - progress to more probing questions (e.g., How? Why?).
5. **Gather student ideas and questions:**
 - examine student ideas together.
 - determine commonalities.
6. **Help students make connections:**
 - how might this topic affect them, their family, or their friends?
 - are there connections that can be made to other topics you've studied (e.g., political, environmental, etc.)?

**7. Introduce the article:**

- share the *Learning Outcomes* (found in the Before Reading section of the lesson plan accompanying the article) with students.
- encourage them to focus their reading on these outcomes. You may assign specific outcomes to certain groups.
- invite them to note further questions about the topic as they read.

DURING THE DISCUSSION

When dealing with sensitive topics, it is important to actively facilitate the conversation and to monitor its progress:

- **Take the temperature of the discussion often.** Remind students of the discussion objective as needed. If the intensity of the discussion is escalating, remain calm and try to turn it into a learning experience. Don't avoid the issue, but defer it so that you can make a plan to deal with it at a later date.
- **Remind students of discussion norms as needed.** (e.g., "Remember our norms: challenge ideas, not individuals.")
- **Reword student comments/questions as needed.** (e.g., "What I think you are saying is... Is that correct?")
- **Correct misinformation.** (e.g., "What makes you say that? What evidence are you basing that idea on?")
- **Ask for clarification.** (e.g., "Can you explain that idea again?")
- **Review/summarize the main points of the article as needed.** (e.g., "Let's review our *Learning Outcomes*. Which of these do you feel you are able to do after today's discussion?")

AFTER THE DISCUSSION

It's important to build in reflection time for students to consolidate their experience. Their reflections will also help you prepare for future discussions:

- Ask students to reflect on the discussion and the ideas shared by other students, particularly those that they disagree with. Provide reflection prompts as needed. (e.g., What was the most important idea discussed today? What idea/perspective would you like to learn more about?)
- Ask students to self-assess their progress in achieving their goal norm for the discussion.



This rubric may be helpful in providing students with formative, strength-based feedback and/or assessing students' responses holistically. This easy-to-modify activity is included in the doc file which you can download from: www.lesplan.com/subscribers

	Emerging	Developing	Proficient	Extending
Supports thinking	Answers or reflections are brief and include obvious facts/ details/ evidence.	Answers or reflections are general and supported with some relevant facts/details/ evidence.	Answers or reflections are clearly supported with specific, relevant facts/ details/evidence.	Answers or reflections are insightful and supported with specific, relevant facts/details/ evidence.
Shows understanding	Responses show a basic understanding of the text, topic, issue or message.	Responses are thoughtful and show a general understanding of the text, topic, issue or message.	Responses are thoughtful and show a complete understanding of the text, topic, issue or message.	Responses are insightful and show a deep understanding the text, topic, issue or message. May synthesize ideas or explain the 'so what'.
Thinks critically	Makes straightforward connections or inferences. Focuses on retelling.	Makes logical connections to self (T:S) and/ or background knowledge (T:S). Inferences are logical.	Makes meaningful connections to self. Considers ideas between texts (T:T). Inferences are plausible.	Makes powerful connections that go between texts and/or beyond the text (T:W). Inferences are plausible and insightful.



SETTING A PURPOSE BEFORE READING

There are a number of reasons we read, and setting a purpose for reading – knowing WHY we are reading – helps us to focus on important information and to better understand and remember what we read. It also helps us decide HOW we will read the text.

We don't read all texts for the same purposes or in the same way. For example, we read an instruction manual for a new Blu-ray player for a different reason than we read a book or a website. How we will read it – the strategies we use – will also differ. We are more likely to skim to find the information we need in a manual. Once we find what we need, we might read the instructions carefully to figure out what to do. Then, we stop reading, put the manual down, and carry out the steps. We may have to reread if we get confused or forget what to do.

This is a very different approach than the one we would use to read a book. When we read a book, we usually read cover-to-cover. We read carefully so we don't miss any details because we want to understand the whole story. Sometimes we make connections or create images in our minds as we read to help us better understand what we are reading. Depending on its length, we may put the book down before we finish reading it but we will start reading where we left off.

Good readers are flexible and responsive. This means that they match their reading strategies to their purpose for reading. What types of text do you read? Why do you read them? What strategies do you use to read each of these texts? The chart below is a summary of the main purposes for reading and what each entails.

Purpose for reading	What it looks like
For enjoyment	Usually student-selected. Allows students to choose a variety of genres and forms. Allows students to pursue what interests them while developing reading skills.
To experience something new	Students make connections between their personal experiences and those of people around the world.
To learn more about themselves and others	Students reflect on what they've read and express opinions and perspectives. Students develop a sense of their personal values and make sense of the world around them.
To gain information	Students use the features of informational texts to gather, analyse and apply what they've learned.
To understand issues	Students develop a sense of perspective. Students pose questions, acknowledge other points of view, critique the opinions presented and support opinions with evidence.
To appreciate writing	Students respond to text in ways other than written answers to apply what they've learned in new contexts.
To appreciate use of media to communicate	Students respond to a variety of media formats (e.g., infographics, political cartoons, videos, etc.) and react to how the format supports the meaning of the message.

* Chart adapted from: A Guide to Effective Literacy Instruction, Grades 4-6, p. 11.

**THE RISKY BUSINESS OF GAMBLING ADS**

1. When a person bets money on the result of a sports contest this is called:

Gambling (A casino, race track etc. keeps a percentage of money wagered for expenses and profit. The rest is returned as prizes.)

2. How much money did Canadians gamble on sports in 2020?

An estimated \$15 billion. (Reports suggest that only 3 percent [\$500 million] was wagered legally.)

3. Name the law that was enacted in August 2021. Which other law did it change?

Parliament passed The Safe and Regulated Sports Betting Act. It amended the Criminal Code.

4. How did this new law change gambling across Canada? Explain.

The new law allowed people to bet money on individual games like the Grey Cup. Previously Canadians could only legally bet on lotteries or on multi-sport contests called parlays.

5. Why did Parliament pass this law?

Before this law, most gambling in Canada was done illegally. (Many people wagered billions on foreign gaming sites.) By removing the ban, lawmakers hoped to keep billions of gambling dollars out of criminal hands and to collect taxes to fund programs.

6. Describe how this new betting opportunity was applied across Canada.

The law allowed provinces / territories to determine how to proceed. They all launched single-game gambling products via existing government lottery venues. (Ottawa is responsible for criminal law across Canada but it does not offer gambling opportunities.)

7. How did Ontario's approach differ from other jurisdictions? What businesses were set up?

Ontario allowed private companies to offer gambling opportunities and for-profit enterprises quickly set up shop. Between October 1 and December 31, 2023, 49 operators and 72 gaming websites were created.

8. How much money did Ontario residents wager on sports betting from October 1 to December 31, 2023?

They bet \$3.1 billion (an increase of \$1.2 billion from the previous three months).

9. How did many of the for-profit betting companies respond to this large increase?

Private firms were eager to cash in on the new money that was being wagered. They fought for attention and market share. They launched big ad campaigns which often featured high-profile athletes – e.g. Wayne Gretzky, Connor McDavid. (Addiction experts warned that problem gamblers should not be exposed to numerous ads with famous people tempting them to bet.)

**THE RISKY BUSINESS OF GAMBLING ADS**

10. What changes to sports betting ads featuring athletes were introduced last August?

The AGCO decided that athletes could not appear in sports gambling ads unless they were promoting responsible gambling. (“Cartoon figures, symbols, role models, social media influencers, celebrities, or entertainers” were also restricted because they appeal to young people.)

Editorial Cartoon:

1. Since the Safe and Regulated Sports Betting Act became law in August 2021, it has been legal for people to bet on individual sports games like the Grey Cup. (Before then, Canadians could lawfully bet only on lotteries or on multi-sport contests called parlays.) As a result, people who watch sports on TV are now exposed to nearly three gambling ads every single minute during a typical sportscast. These pro-gambling messages take many forms, including betting company logos, commercials, sponsored segments, and information about odds.

2. The cartoon depicts a man, likely a father, watching a sports game on TV with his young daughter. The daughter is asking, "What's this that comes on between the gambling commercials?" The father responds, "The hockey game..."

3. The cartoonist may be suggesting that with the new legislation making it legal for people to bet on individual sports games, gambling ads are taking so much airtime on TV that sportscasts seem like a sidelight.

4. *Answer will vary.*

Quiz:

1. d; 2. a; 3. c; 4. False; 5. True; 6. False;

7. 19; 8. grey; 9. 40; 10. *Answers will vary.*



ANSWER KEY

Note: In 2020-21, Lottery provided the greatest revenue source. It was the least impacted by COVID-19 closures. Revenue from Online formats also shot up from 2018-19 to 2020-21. Casino and VLT revenues declined the most in 2020-21 from past years because of closures and disruptions. Data for New Brunswick was not available and was not included in 2020-21 totals.

GRAPHING

1. Complete the table below to show:

- a) money collected by governments from **Lottery, Casino, VLT** and **Online** gambling in the three reporting periods listed;
- b) the total funds collected by governments for each of the three reporting periods;
- c) the percentage for each category as compared to the total.

Page 12 from the following source will help:

[https://prism.ucalgary.ca/server/api/core/bitstreams/1ccob359-8cbe-477d-9100-cfa38a9focbe/](https://prism.ucalgary.ca/server/api/core/bitstreams/1ccob359-8cbe-477d-9100-cfa38a9focbe/content#:~:text=Net%20revenue%20and%20net%20income,in%20comparison%20to%20previous%20years)

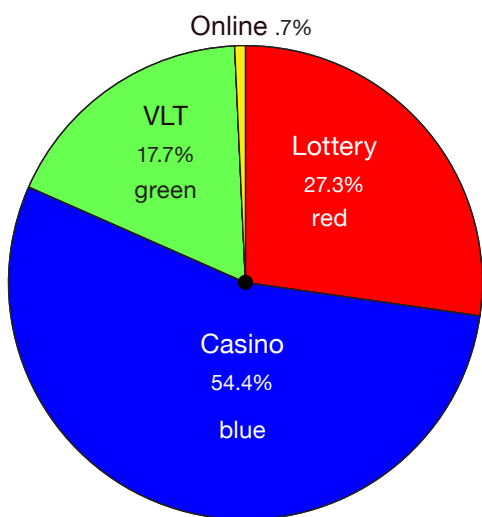
content#:~:text=Net%20revenue%20and%20net%20income,in%20comparison%20to%20previous%20years

	2016 - 17	percent	2018 - 19	percent	2020 - 21	percent
Lottery	\$3,927,720,790	27.3%	\$4,237,555,089	27.4%	\$4,136,942,699	57.8%
Casino	\$7,833,751,213	54.4%	\$8,394,098,615	54.2%	\$864,333,598	12.1%
VLT	\$2,546,767,000	17.7%	\$2,538,503,000	16.4%	\$1,085,409,000	15.2%
Online	\$104,119,000	0.7%	\$318,475,000	2.1%	\$1,070,274,000	15.0%
Total	\$14,412,358,003	= (\$14.4 Billion)	\$15,488,631,704	= (\$15.5 Billion)	\$7,156,959,297	= (\$7.2 Billion)

- 2. Create a 3 part pie chart to show the sources of gambling revenue to governments for the 3 periods listed. Make the 2018-19 diagram about 10 percent larger than the 2016-17 diagram. Make the 2020-21 diagram about half the size of the 2016-17 diagram.
- 3. Shade the sections of each chart as follows: **Lottery** - red **Casino** - blue **VLT** - green **Online** - yellow
- 4. Label your three charts with a proper title.
- 5. Examine your pie charts. What observations can you make and what conclusions can you draw? Explain.

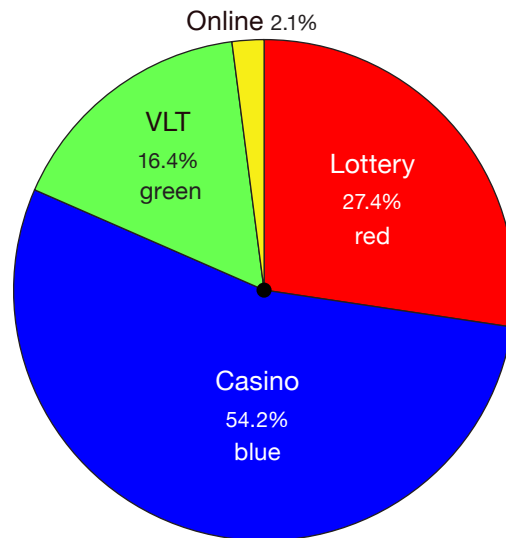
Government Gambling Sources:

2016-17 \$14.4 Billion

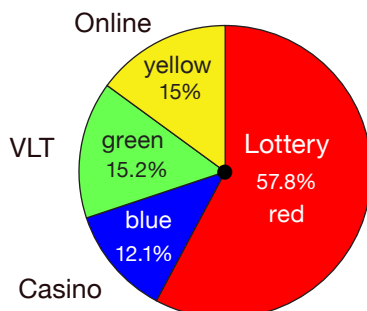


2016/17, 2018/19 and 2020/21

2018-19 \$15.5 Billion



2020-21 \$7.2 Billion



LET THE SUMMER GAMES BEGIN!

1. When and where did the Olympics originate?

The Olympics originated about 3500 years ago in Greece.

2. What happened to the Olympic Games in 394 A.D.?

They were abolished by the Roman Emperor. (He felt a pagan festival should not be held in a Christian empire.)

3. Explain what Baron Pierre de Coubertin did in 1894? What were his reasons for doing this?

Pierre de Coubertin (a French aristocrat) reintroduced the Olympics. He believed that sports benefits humankind and encourages peace. (The first modern Summer Olympics took place in Athens.)

4. Where will the 2024 Summer Olympics take place? When will the Games start and finish?

Paris is hosting the Summer Olympics from July 26 to Aug. 11. (France's capital is hosting the Summer Games for the 3rd time. Most events will occur in or near Paris. Surfers will compete in Tahiti.)

5. How many teams and how many athletes will compete in the Games?

About 10,500 athletes will represent 206 Olympic teams. (Russian and Belarusian athletes can compete as independents but they will not be part of any ceremonies.)

6. How many athletes will represent Canada at these Games?

Canada plans to send 210 athletes to compete in 23 sports. (There will also be Canadian coaches, trainers, referees, etc. Canadians are expected to medal in about 22 events.)

7. What sporting event will occur after the Summer Olympics have finished?

The Paralympic Games, a multi-sport international event for athletes with physical disabilities.

8. List at least two important facts about these Games.

1) Paris will also host the Paralympic Games.

2) The Paralympics will occur from August 28 to September 8.

3) The Paralympics originated in the UK in 1948, after an archery competition was organized for injured veterans.

4) Some 4400 athletes will compete in 549 events.

5) Canada plans to send 43 athletes who will participate in nine sports.

9. What is the most revered symbol of the Olympics? Explain the historical meaning of this symbol.

It is the Olympic flame. According to Greek mythology, Prometheus stole sacred fire from the gods and brought it to Earth, where it became the symbol of human reason, freedom, and creativity.

**LET THE SUMMER GAMES BEGIN!**

10. Explain what happens in Greece to launch every Olympic Games. What happens after the flame is lit?

For each Olympics, a new flame is started in the ancient stadium in Olympia, Greece. A torch is lit that is passed from runner to runner in a relay – first around Greece, then in the country where the Games will occur. (The Olympic Torch arrived in Marseille on May 8 on an historic 19th-century French tall ship. The plan was for 10,000 torchbearers to visit 400 towns and cities, including six French overseas territories – but not Saint-Pierre and Miquelon.

News Photo:**The actual caption reads:**

Maria Vysotchanska of Ukraine participates in the Olympic torch relay in Marseille, southern France, Thursday, May 9, 2024. Torchbearers are to carry the Olympic flame through the streets of France's southern port city of Marseille, one day after it arrived on a majestic three-mast ship for the welcoming ceremony.

Quiz:

1. c; 2. b; 3. c; 4. True; 5. False; 6. True;

7. 10,500; 8. security; 9. Tahiti; 10. *Answers will vary.*

TENSIONS RISE BETWEEN IRAN AND ISRAEL

1. What happened in Iran in 1979? Describe the government that took power after this occurred.

The Iranian Revolution ousted Mohammed Reza Shah. The Shah's repressive and autocratic pro-Western regime was replaced by an Islamist republic headed by Ayatollah Khomeini.

2. Describe Israeli-Iranian relations before this overthrow. How did things change after 1979?

For most of the 20th century, Israel and Iran were not adversaries. However, relations between the two nations deteriorated after Iran's new theocratic regime became hostile towards Israel. It strongly opposed Israel on ideological grounds and it believed that the Jewish state had no right to exist.

3. What happened between Israel and Lebanon in 1982?

A dispute between Israel and Lebanon boiled over, leading to a three-month war in 1982. (Following fighting between Israeli military and Palestinian forces, Israel invaded southern Lebanon. Israel withdrew from Lebanon in 1985 but established a 'buffer zone' to deter further attacks.)

4. How did Iran become involved in Lebanon? Describe the new military organization that was created.

Iran helped establish Hezbollah ("Party of God") which grew to be a strong political and paramilitary organization in Lebanon. Hezbollah has thousands of fighters and a huge arsenal of weapons. Considered a terrorist organization by many countries, Hezbollah has launched numerous attacks on Israeli territory. It often fires rockets from bases in southern Lebanon.

5. Which other group has Iran supported that is also hostile to Israel?

Hamas, which is also considered by the West to be a terrorist organization, has governed Gaza, a Palestinian territory in Israel, since 2007. Officials say that Iran has financed, armed, and trained Hamas for decades.

(Other anti-Israel terrorist groups backed by Iran include: The Houthis of Yemen, Palestine Islamic Jihad, and the Popular Front for the Liberation of Palestine-General Command. The Houthis are not yet on Canada's official terrorist list.)

6. Describe what happened on April 1 in Syria's capital.

An air strike on the Iranian consulate in Damascus killed 12 people including two Iranian generals. Israel didn't claim responsibility but it was widely accepted that Israel had carried out the attack.

7. How did Iran respond to this attack on April 13?

After days of promising revenge, Iran unleashed some 300 armed drones and missiles against Israel. (This was the first ever attack by Iran against Israel from its own territory.)

8. How successful was this attack? Explain.

With support from other countries, Israel destroyed almost all the incoming drones and missiles. Very few serious casualties and little damage resulted.

**TENSIONS RISE BETWEEN IRAN AND ISRAEL**

9. How did Israel respond five days later? What did Iran say happened?

Israel struck back and explosions (likely caused by missiles) occurred near Isfahan and Tabriz, cities close to a nuclear facility and a military base. An air defence system was destroyed. Iran downplayed the attack, insisting that no missiles had landed and no damage had occurred.

10. Describe the extent of Israel's response and the 'message' that was sent.

Analysts suggested the purpose of the restrained response was to let Iran know that Israel could penetrate its defenses and hit sensitive, precise targets – but that Israel didn't want to provoke a larger war. (Until now, the two countries have conducted a 'shadow war' using proxies, targeted assassinations, cyberattacks, etc.)

Quiz:

1. b; 2. c; 3. c; 4. False; 5. True; 6. False;

7. shadow; 8. Muslim; 9. nuclear; 10. *Answers will vary.*



HACKING DECODED

1. Using illicit methods to gain unauthorized access to a computer system or a cell phone is called: **Hacking (Hacking is usually associated with illegal activity and data theft by cyber criminals.)**

2. Why is this activity against the law?

It is illegal to access, use, control, interfere, or intercept computer data without permission.

3. Why do hackers do what they do? List at least three reasons why hackers hack.

- 1) **They want money (or valuable data they can sell).**
- 2) **Some spy for companies or countries.**
- 3) **Some want attention.**
- 4) **Some are angry.**
- 5) **Others do it for political reasons.**

(Ethical hackers also try to access data but they report problems they find so the flaws can be fixed.)

4. Why is hacking becoming more common? Explain.

Cybercrime is rising across the globe. (Governments, businesses, and individuals are all affected.) It's not easy to catch hackers. It takes skill, time, and resources – especially if hackers are part of a network outside Canada. (During the pandemic, increased Internet activity due to online shopping and working from home resulted in a large cybercrime spike.)

5. What do the statistics from 2021 show about cybercrime in Canada?

Statistics reveal that 85 percent of Canadian companies were affected by successful cyberattacks. Two percent of Canadian organizations were hit by ransomware and 11 percent paid the ransom. The average cost for lost business and ransom payments was just under \$2 million. Canadians also lost about \$100 million in 2021 to online fraud – mostly to investment and romance scams.

6. What target do hackers specifically focus on?

Governments are prime targets. The Communications Security Establishment (Canada's electronic spy agency) says that in 2021 it blocked 6.3 billion attacks a day against the federal government. This equals 2.3 trillion "malicious actions" a year. (This number does not include provincial/territorial or municipal authorities.)

7. Explain how a person can access a cell phone or computer without programming skills.

Social engineering involves tricking someone to reveal sensitive data. An email from 'tech support', a call to say your credit card was stolen, etc. It can also happen in person. A new 'friend' might watch you enter the password to open your phone. Later, they steal the phone and access the data.



HACKING DECODED

8. List at least three other common techniques hackers use to access data.

- 1) **Brute force:** using a computer to try many possible combinations of numbers, symbols, and letters. A **dictionary attack** is similar using common words.
- 2) **Malware:** downloading content with secret code that allows hackers access to the host device.
- 3) **Accessing a network:** if hackers find an unsecured router it's easy to access any connected devices.
- 4) **Exploiting software and system vulnerabilities.** No software is perfect but advanced hacking/coding skills are needed.

(Note: this is not an EXHAUSTIVE list. Cyber criminals can use many methods.)

Quiz:

1. b; 2. a; 3. d; 4. False; 5. False; 6. True;
7. illegal; 8. social; 9. passwords; 10. *Answers will vary.*

Current Events, Clearly Explained



Students want to know what's happening in their world – but the news can be difficult and time-consuming to teach.

WE HAVE THE SOLUTION. (Five, actually.)

The Canadian Reader

PDF/Word resource

- ✓ Clearly written, leveled Canadian current events articles
- ✓ Literacy-based lesson plans
- ✓ Engaging, original illustrations
- ✓ Comics
- ✓ Map assignments



Product details: 8 issues. 38 pages. Available in English and in French for grades 3 and up (1 reading level).

Currents4Kids.com News4Youth.com

- ✓ **Online** and interactive
- ✓ Weekly
- ✓ Auto-graded quizzes
- ✓ Comment page for students to respond to the stories
- ✓ Links to relevant articles, resources, maps, photos and videos
- ✓ Extension activities



Product details: 40 issues. **One subscription** allows all teachers and students access from any Internet-connected device at any time. Available in English and in French.
Currents4Kids/Infos-Jeunes: Grades 3 and up (1 reading level).
News4Youth/Infos-Ados: Grades 5 and up (3 reading levels).

What in the World?

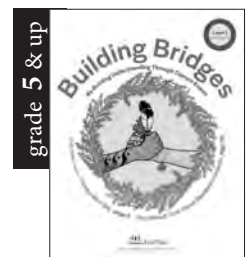
- ✓ PDF/Word resource
- ✓ National and international news stories
- ✓ Key vocabulary
- ✓ Background information
- ✓ Varied assignments that build content-area knowledge and enhance critical thinking
- ✓ Maps and illustrations



Product details: 8 issues. 60 pages. Available in English and in French, and in 2 reading levels, for grades 5 and up.

Building Bridges

- ✓ PDF/Word resource
- ✓ Builds understanding of current events that impact Indigenous Peoples and all Canadians
- ✓ Two theme-based articles and lesson plans
- ✓ Background information
- ✓ Consistent with First Peoples Principles of Learning
- ✓ Encourages a respectful, reflective, empathetic, and inquiring frame of mind



Product details: 5 issues. Variable page length. Available in English and in French, and in 2 reading levels, for grades 5 and up.

1-888-240-2212 www.lesplan.com

Contact us for a sample copy or free demo.

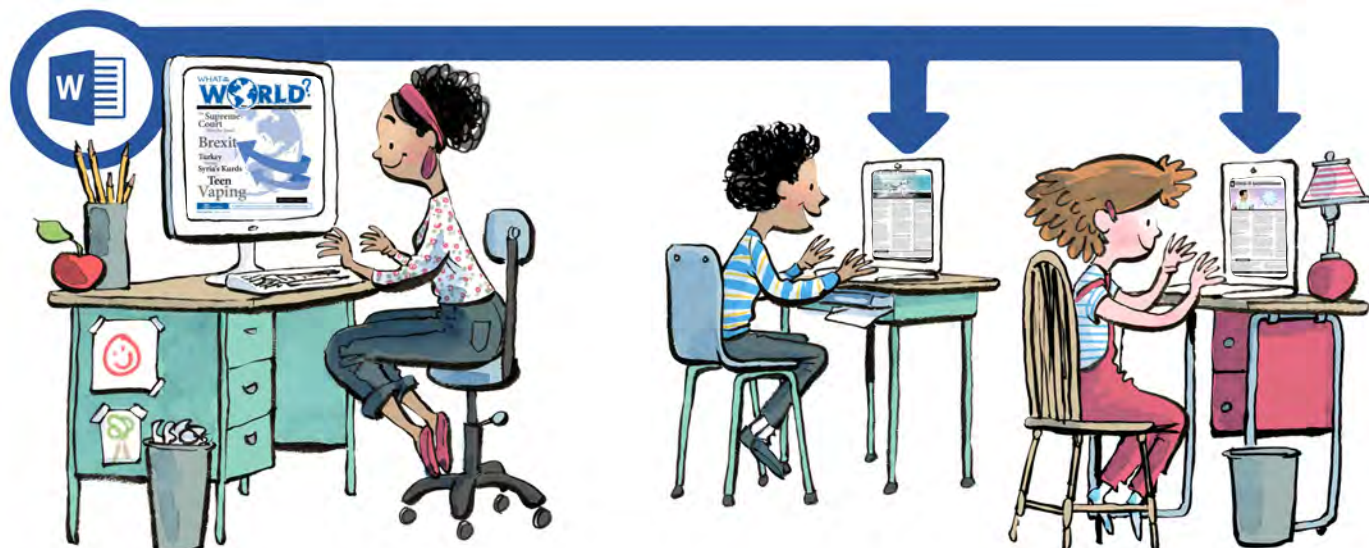
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Students Can Work In Word/Google Docs...



Did you know...

... that each issue of *What In The World?* includes a PDF file (complete document) and a Word file (articles and questions only).

Students can complete assignments directly in the Word file. Teachers can email the file to students or post it on the Internet. The Word file also allows teachers to:

- easily modify and format content including changing **fonts** and **text sizes**
- create a PDF document and use **Adobe Reader's** 'Read Out Loud Mode'
- save paper and copying costs and help protect the environment
- promote and encourage students' computer skills

Data in the Word file

There are **three** ways to access data from a Word file:

- 1) Select the data you wish to **Copy** and then **Paste** it into any word processing program. Use **Select All** to copy the entire document.
- 2) Import the entire **Word** file into **LibreOffice** (or another similar program) and then save as a new file.
- 3) Create a new file in a different format. Use the **Word Save As** command to choose: 1) plain text, 2) rich text format (RTF), 3) Web page (.htm), 4) PDF, etc.

Google Docs and LibreOffice

- You can easily upload the **Word** file to **Google Docs** and share it with students or other teachers.
- You can translate a **Google Docs** file into another language (see *Tools>Translate document*) but you will need to edit the document to suit your requirements. **Google Docs** can translate into over 100 languages including Spanish, Mandarin, and German.
- **LibreOffice** is a free alternate to **Microsoft Office** and offers the same functionality. It's easy to install and use. See: www.libreoffice.org

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2023 – 2024 Publication Schedule

What in the World?

Level 2

Issue 1: August 24
Issue 2: September 25
Issue 3: October 30
Issue 4: December 4
Issue 5: January 22
Issue 6: February 26
Issue 7: April 1
Issue 8: May 13

Level 1

Issue 1: August 28
Issue 2: September 27
Issue 3: November 1
Issue 4: December 6
Issue 5: January 24
Issue 6: February 28
Issue 7: April 3
Issue 8: May 15

The Canadian Reader

Issue 1: August 29
Issue 2: September 29
Issue 3: November 3
Issue 4: December 8
Issue 5: January 26
Issue 6: March 1
Issue 7: April 5
Issue 8: May 17

Le Monde en Marche

Niveau 2

Numéro 1: 28 août
Numéro 2: 2 octobre
Numéro 3: 6 novembre
Numéro 4: 11 décembre
Numéro 5: 29 janvier
Numéro 6: 4 mars
Numéro 7: 8 avril
Numéro 8: 20 mai

Niveau 1

Numéro 1: 31 août
Numéro 2: 4 octobre
Numéro 3: 8 novembre
Numéro 4: 13 décembre
Numéro 5: 31 janvier
Numéro 6: 6 mars
Numéro 7: 10 avril
Numéro 8: 22 mai

Nos Nouvelles

Numéro 1: 31 août
Numéro 2: 6 octobre
Numéro 3: 10 novembre
Numéro 4: 15 décembre
Numéro 5: 2 février
Numéro 6: 8 mars
Numéro 7: 12 avril
Numéro 8: 24 mai

Building Bridges Level 2

Issue 1: August 28
Issue 2: November 13
Issue 3: January 15
Issue 4: March 18
Issue 5: May 6

Building Bridges Level 1

Issue 1: August 30
Issue 2: November 15
Issue 3: January 17
Issue 4: March 20
Issue 5: May 8

Bâtir des ponts Niveau 2

Numéro 1: 5 septembre
Numéro 2: 20 novembre
Numéro 3: 22 janvier
Numéro 4: 25 mars
Numéro 5: 13 mai

Bâtir des ponts Niveau 1

Numéro 1: 7 septembre
Numéro 2: 22 novembre
Numéro 3: 24 janvier
Numéro 4: 27 mars
Numéro 5: 15 mai



Currents4Kids

Every **Monday** from August 28 – June 17, except December 22 and December 29.

Infos-Jeunes

Chaque **mardi** du 29 août au 18 juin, sauf le 25 décembre et le 1^{er} janvier.

News4Youth

Every **Monday** from August 28 – June 17, except December 22 and December 29.

Infos-Ados

Chaque **mardi** du 29 août au 18 juin, sauf le 25 décembre et le 1^{er} janvier.

Please note: All dates are **on or about**. While we make every effort to meet each deadline, factors beyond our control, particularly a late-breaking or developing story, can delay publication by a day or two. We try to balance a regular schedule with providing the most current, relevant product possible for our subscribers and their students.

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PDF/WORD SUBSCRIPTIONS: 2024-2025

Publication	Language	Grade Level	Price		Amount
			4 issues (Sept. - Dec.)	8 issues (Sept. - May)	
The Canadian Reader	English	Grades 3 and up	<input type="checkbox"/> \$115	<input type="checkbox"/> \$230	
What in the World? - Level 1	English	Grades 5 and up	<input type="checkbox"/> \$115	<input type="checkbox"/> \$230	
What in the World? - Level 2	English	Grades 8 and up	<input type="checkbox"/> \$115	<input type="checkbox"/> \$230	
Nos Nouvelles	Français	À partir de la 3 ^e année	<input type="checkbox"/> 115 \$	<input type="checkbox"/> 230 \$	
Le Monde en Marche - Niveau 1	Français	À partir de la 5 ^e année	<input type="checkbox"/> 115 \$	<input type="checkbox"/> 230 \$	
Le Monde en Marche - Niveau 2	Français	À partir de la 8 ^e année	<input type="checkbox"/> 115 \$	<input type="checkbox"/> 230 \$	
			5 issues (Sept. - May)		
Building Bridges - Level 1	English	Grades 5 and up	<input type="checkbox"/> \$180		
Building Bridges - Level 2	English	Grades 8 and up	<input type="checkbox"/> \$180		
Bâtir des ponts - Niveau 1	Français	À partir de la 5 ^e année	<input type="checkbox"/> 180 \$		
Bâtir des ponts - Niveau 2	Français	À partir de la 8 ^e année	<input type="checkbox"/> 180 \$		
Subtotal A					\$

ONLINE INTERACTIVE SUBSCRIPTIONS: 2024-2025

Publication	Language	Grade Level	Price		Amount
			20 issues (Sept. - Jan.)	40 issues (Sept. - June)	
Currents4Kids	English	Grades 3 and up	<input type="checkbox"/> \$115	<input type="checkbox"/> \$230	
News4Youth - Levels 1, 2, & 3	English	Grades 5 and up	<input type="checkbox"/> \$220	<input type="checkbox"/> \$440	
Infos-Jeunes	Français	À partir de la 3 ^e année	<input type="checkbox"/> 115 \$	<input type="checkbox"/> 230 \$	
Infos-Ados - Niveaux 1, 2, et 3	Français	À partir de la 5 ^e année	<input type="checkbox"/> 220 \$	<input type="checkbox"/> 440 \$	
Subtotal B					\$
			ON add 13% HST	NB, NL, NS & PEI add 15% HST	HST
			All others add 5% GST		GST
TOTAL					\$



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Publication	English	Français	Level		Price Per Product	Amount
Lesson Collections						
<i>Critical Literacy</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$55 each	
<i>News Literacy</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$55 each	
<i>Note-Making</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$55 each	
Themed Collections						
<i>Community Connections</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	\$55 each	
Text Collections						
The Canadian Reader	English	Français			Price Per Product	Amount
• <i>Amazing Animals</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$18 each	
• <i>Animals and Us</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$27 each	
• <i>Endangered Animals</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$21 each	
• <i>Government</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$18 each	
• <i>Health</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$42 each	
• <i>Indigenous</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$27 each	
• <i>O Canada - Volume 1</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$30 each	
• <i>O Canada - Volume 2</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$27 each	
• <i>Ocean Animals</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$15 each	
• <i>Our Great Outdoors</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$15 each	
• <i>Reduce, Reuse, Recycle</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$18 each	
• <i>Space</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$21 each	
• <i>Technology</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$33 each	
• <i>The Environment and Us</i>	<input type="checkbox"/>	<input type="checkbox"/>			\$24 each	
What in the World?	English	Français	Level 1	Level 2	Price Per Product	Amount
• <i>Animals</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$21 each	
• <i>Environment</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$36 each	
• <i>Government</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$27 each	
• <i>Indigenous</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$18 each	
• <i>Legislation</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$21 each	
• <i>O Canada</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$21 each	
• <i>Space</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$36 each	
• <i>Technology - Volume 1</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$24 each	
• <i>Technology - Volume 2</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$24 each	
					HST	
					GST	
TOTAL						



ON add 13% HST NB, NL, NS & PEI add 15% HST **HST**
 All others add 5% GST **GST**

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