WHAT IN THE WORLD?

Level 2 (Grades 8 and up)

Sports Gambling

The Paris Summer Games

Iran and Israel: Rising Tensions

All About Cyberattacks

2023/2024: Issue 8

LesPlan

A monthly current events resource for Canadian classrooms

Routing Slip: (please circulate)

WHAT IN THE WORLD?

WHAT IN THE WORLD?

Level 2, 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

WHAT IN THE WORLD? © is published eight times during the school year by:

LesPlan Educational Services Ltd.

LesPlan

#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

SUBSCRIBE to **WHAT IN THE WORLD?** © at a cost of $28.75 per month per school.

COPYRIGHT AND LICENCE

These materials are protected by copyright. Subscribers may copy each issue for use by all students and teachers within one school. Subscribers must also ensure that the materials are not made available to anyone outside their school.

COMPLIMENTARY SAMPLE

Please let us know if you or a colleague would like to receive a complimentary sample of any of 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

TO THE TEACHER

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
• comprehension questions • focused reading or notemaking strategy and accompanying organizer	• online exploration • critical thinking questions • self-directed inquiry project	• analyzing visuals (eg, 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. 59) 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.

NATIONAL

THE RISKY BUSINESS OF GAMBLING ADS

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. 60) as needed.

NATIONAL

THE RISKY BUSINESS OF GAMBLING ADS

Theodore Oliver of Saskatoon began **gambling** seriously at the age of 23. He quickly developed a dangerous habit. He became so addicted to online betting that he **prioritized** it over everything else – food, bills, and even relationships.

"By early morning 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 didn't have to stop gambling; I just needed to come up with the right strategy. Winning would fix everything."

Now 26, he's been steadily recovering from this destructive behaviour. But he's still haunted by memories of how he felt when he was in the **throes** of his addiction. And he still has to control the urge to bet, he says, because every day he encounters a slew of 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 and billboards," he says, "but the temptations are loosening their hold on me."

Bombarded!

Avoiding those ads has become an uphill battle for people like Mr. Oliver – especially for those who watch sports on TV. The difficulty they face? They're exposed to nearly three gambling ads every single 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. The research, conducted by CBC Marketplace and England's University of Bristol, found that gambling ads consumed more than 20 percent – or nearly 40 minutes – of a three-hour game.

These pro-gambling messages took many forms, the analysts noted, including betting company logos, commercials, sponsored segments, and information about odds that was flashed onscreen. Meanwhile, less than three percent of the ads talked about where to get help with gambling addiction or noted that a bettor has to be 19 years or older to play.

DID YOU KNOW?

The Canadian Gaming Association (CGA) estimates that about $15 billion was bet on sports in Canada in 2020 but only three percent, or about $500 million, was done legally.

All bets are on!

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

This new legislation made it legal for the first time for people to place 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.

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 – either illegally or

DEFINITIONS

CRIMINAL CODE: a federal law that includes definitions of most of the criminal offences that Parliament has enacted
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
PREVALENT: something that exists or is very common at a particular time or in a particular place
PRIORITIZE: to treat something as being more important than other things
THROES: in the middle of an activity, especially a difficult or complicated one

THE RISKY BUSINESS OF GAMBLING ADS

via the so-called **grey market**. By removing the ban, lawmakers hoped to keep that money out of criminal hands. What's more, they reasoned that the taxes the government stood to collect from these betting purchases could be used for social programs.

The law left it up to the provinces and territories to determine how they would handle this new development. In response, every **jurisdiction** promptly launched single-game gambling products that they made available through their existing provincial lottery setups.

Competing for bettors

Ontario went further than the others, however, also allowing private companies to get into the act. It created a special agency, iGaming Ontario, to set rules and to oversee gambling operators.

Not surprisingly, for-profit enterprises quickly began competing for a piece of the pie as soon as iGaming Ontario was established. Gambling sites and businesses boomed and between October 1 and December 31, 2023, 49 operators and 72 gaming websites sprang up.

Ontarians responded big time, placing $3.1 billion in bets on sports and e-sports. That was more than one and a half times the tally of $1.9 billion that they had spent on such gambling in the preceding three months.

That made private firms more eager than ever to cash in. As they clamored for attention and **market share**, they began **inundating** the airwaves with ads. And with so much money at stake, they frequently turned to high-profile athletes, hoping to make the gambling pitch more enticing.

A positive first step

That set off alarm bells for many critics. Addiction experts and others argue that people like Mr. Oliver – people **susceptible** to risky gambling behaviour – should not have to put up with a tsunami of ads featuring big-name spokespeople tempting them to put their money on the line.

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

Last August, the Alcohol and Gaming Commission of Ontario (AGCO) agreed. The organization, which regulates the province's gambling sector, ordered the industry to stop using athletes in their ads unless they are promoting responsible gambling. Also restricted are "cartoon figures, symbols, role models, social media influencers, celebrities, or entertainers" appealing to minors.

It's a good first move, say those who have seen the damage that gambling can do. But they are demanding that similar restrictions be put in place across the country. And many, like retired University of Toronto professor Bruce Kidd, want all gambling ads outlawed.

"Our campaign is for banning ads for gambling in the same way that Canada banned ads for tobacco a generation ago," he said. "These products and practices hurt people. We want to minimize, if not eliminate, that harm." ★

PLACING BAD BETS ON THE FUTURE

Problem gambling affects all ages. But young people, who are more prone to risky behaviour, are particularly vulnerable. That's the word from Gambling, Gaming and Technology Use (GGTU), an Ontario mental health and addiction group. The GGTU stresses that adolescent gambling can form the basis of an adult addiction.

The organization reports that one-third of Ontario students surveyed in 2019 had gambled. Even more troubling, some four percent of high school students reported symptoms of low- to moderately-severe gambling problems, while two percent reported severe symptoms. Figures are likely similar across the nation.

People under 19 can't legally gamble using regulated channels. 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 game competitions. The best advice? Don't start. But if you have already, ask an adult for resources to help you quit.

DEFINITIONS

GREY MARKET: an unofficial but not illegal system of selling goods or services
INUNDATE: to give or send somebody so many things that they cannot deal with them all
JURISDICTION: an area or a country in which a particular system of laws has authority
MARKET SHARE: the portion of a market controlled by a particular company or product
SUSCEPTIBLE: very likely to be influenced, harmed, or affected by something

THE RISKY BUSINESS OF GAMBLING ADS

COMPREHENSION QUESTIONS

1. Explain what **gambling** is. _____

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

3. Name the federal 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 and how were they regulated?

8. How much money did Ontario residents wager on sports betting from July 1 to September 30, 2023? How much did Ontario residents wager during the next three months?

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

10. What does **AGCO** stand for? What is the purpose of this agency?

11. What changes did the AGCO require to sports gambling advertising in Ontario?

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. Learn more about the popularity of sports betting and why its advertising is everywhere:
https://www.yout-ube.com/watch?v=euLb60GD-P8 [44:11]
https://globalnews.ca/news/10253537/sports-betting-gambling-ads-youth-risks/

What did you learn?

---

2. 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/

---

3. 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?

---

4. 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

5. 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?

---

6. 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?

---

7. 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?

---

8. Several organizations have developed pedagogical resources to support youth and adult gambling awareness:
https://www.ymcagta.org/youth-programs/youth-gambling-awareness-program
https://www.uvic.ca/research/centres/cisur/publications/helping-schools/iminds/index.php
https://mediasmarts.ca/teacher-resources/online-gambling-and-youth

NATIONAL

THE RISKY BUSINESS OF GAMBLING ADS

YOUR TASK:

Examine the editorial cartoon. Then, use the questions below to help you decode the cartoon's message. Be specific and include as many details as possible in your answers. *Note*: The **Editorial Cartoons** resource page (p. 61) may be useful.

INITIAL READING: What can an initial look reveal?

1. Glance quickly at the cartoon. What is your first impression – your "gut response"?

2. Consider your background knowledge. What do you already know about the context of the cartoon – the time, place or situation? (List key facts.)

CLOSER LOOK: What's happening in the cartoon?

3. Describe what you *see* and *read* in the cartoon.

DRAW CONCLUSIONS: What overall impression can you draw?

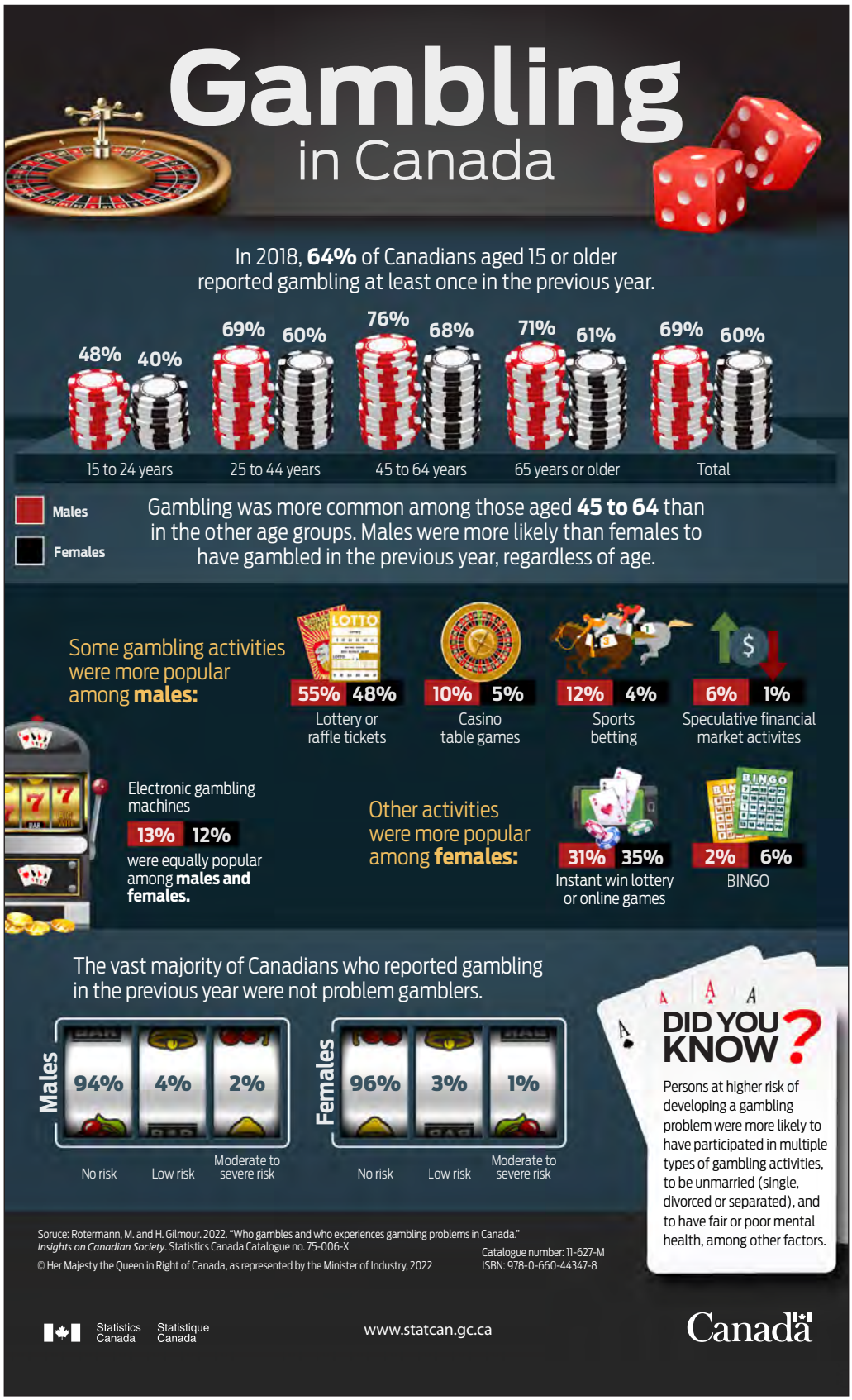
4. Identify possible biases. Whose perspective or point of view is expressed in the cartoon?

5. Explain the overall message of the cartoon in a paragraph. (Remember, a good interpretation is *specific* and *detailed*.) ★

Prepared with assistance from TC², The Critical Thinking Consortium. © 2024

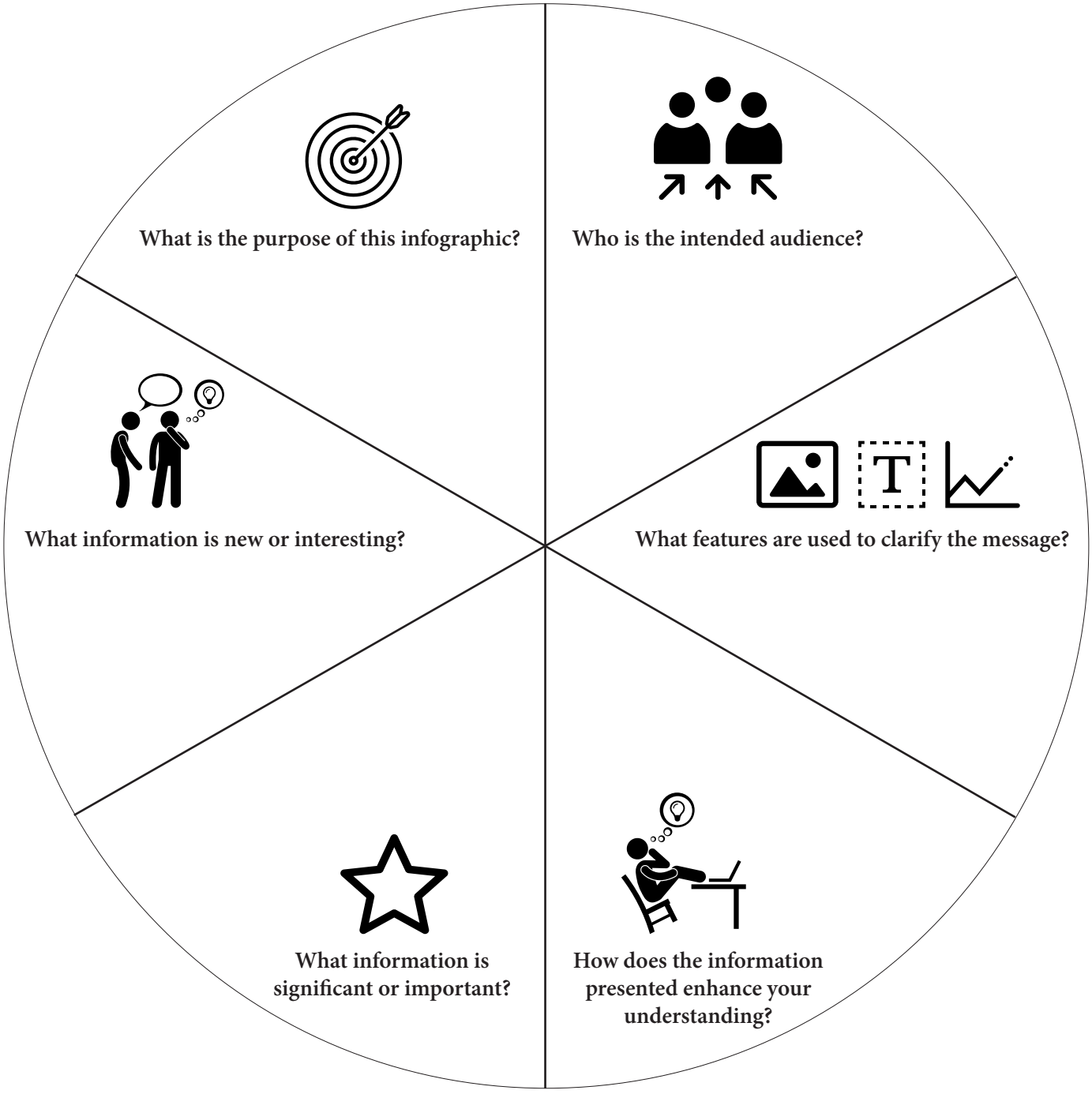
THE RISKY BUSINESS OF GAMBLING ADS

INFOGRAPHIC



https://www150.statcan.gc.ca/n1/en/pub/11-627-m/11-627-m2022041-eng.pdf?st=dCOrjeCk

ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?

NATIONAL

THE RISKY BUSINESS OF GAMBLING ADS

GRAPHING

1. Complete the table below to show:

   a) money collected by governments from **Lottery**, **Casino**, **VLT** and **Online** gambling in the 3 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/1cc0b359-8cbe-477d-9100-cfa38a9f0cbe/content#:~:text=Net%20revenue%20and%20net%20income,in%20comparison%20to%20previous%20years

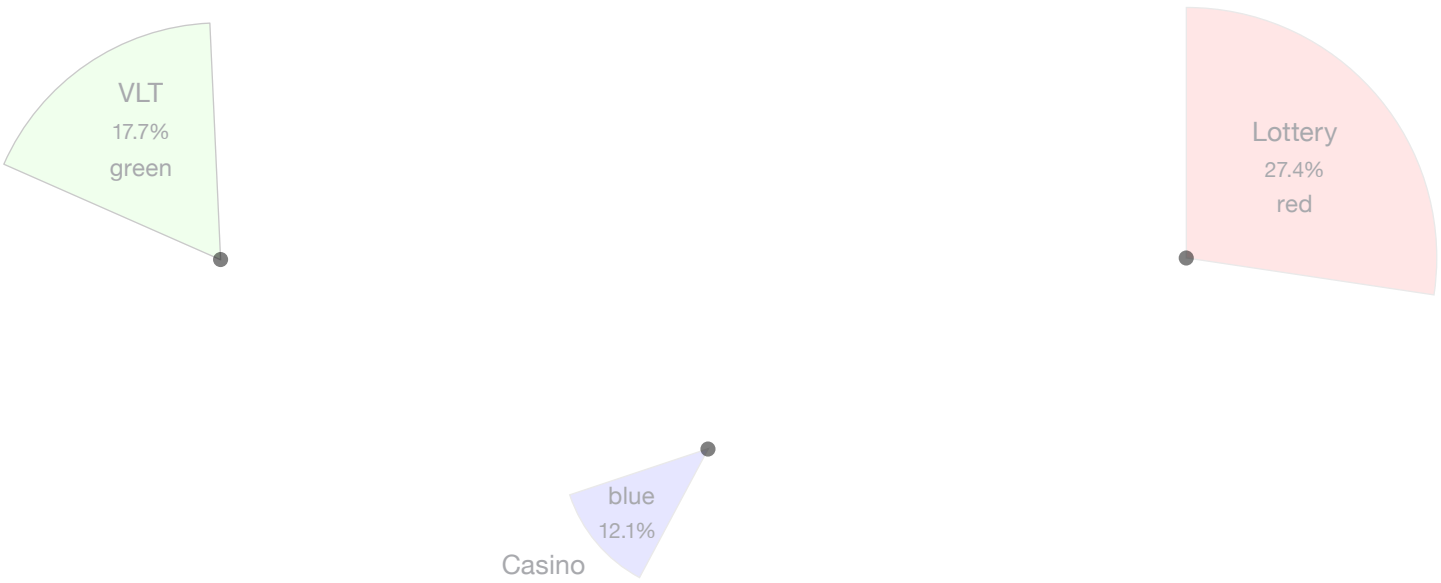
	2016 - 17	percent	2018 - 19	percent	2020 - 21	percent
Lottery						
Casino			$8,394,098,615	54.2%		
VLT	$2,546,767,000	17.7%			$1,085,409,000	
Online						
Total						

2. Create a three part pie chart to show the sources of gambling revenue to governments for the three 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.



THE RISKY BUSINESS OF GAMBLING ADS

GRAPHING INSTRUCTIONS

1. Complete the two tables below to show the amount of money collected by governments from gamblers by province from 2020 to 2023.

The following source will help:

https://lookerstudio.google.com/u/0/reporting/3f20dc8b-6e47-420d-8144-a15b18faabc9/page/R6SjB
(See **NET-REV per Adult by Prov** on the left side menu.)

Year	QC	NS	NB	ON	PE
2020			$439		
2021					
2022	$313				
2023			No Data		$451

Year	NL	BC	MB	AB	SK
2020					
2021		$225			
2022					
2023				$615	

2. Create a ten-part bar chart to show the average amount of money collected by governments per person during the four years listed. Each province should have four bars except New Brunswick. (No data was available for 2023.)

3. Shade the bars for each province as follows:

QC - purple **NS** - light blue **NB** - pink **ON** - orange **PE** - light green

NL - brown **BC** - dark blue **MB** - red **AB** - yellow **SK** - dark green

4. Label your bar chart with a proper title.

5. Examine your bar chart. What observations can you make and what conclusions can you draw? Explain.

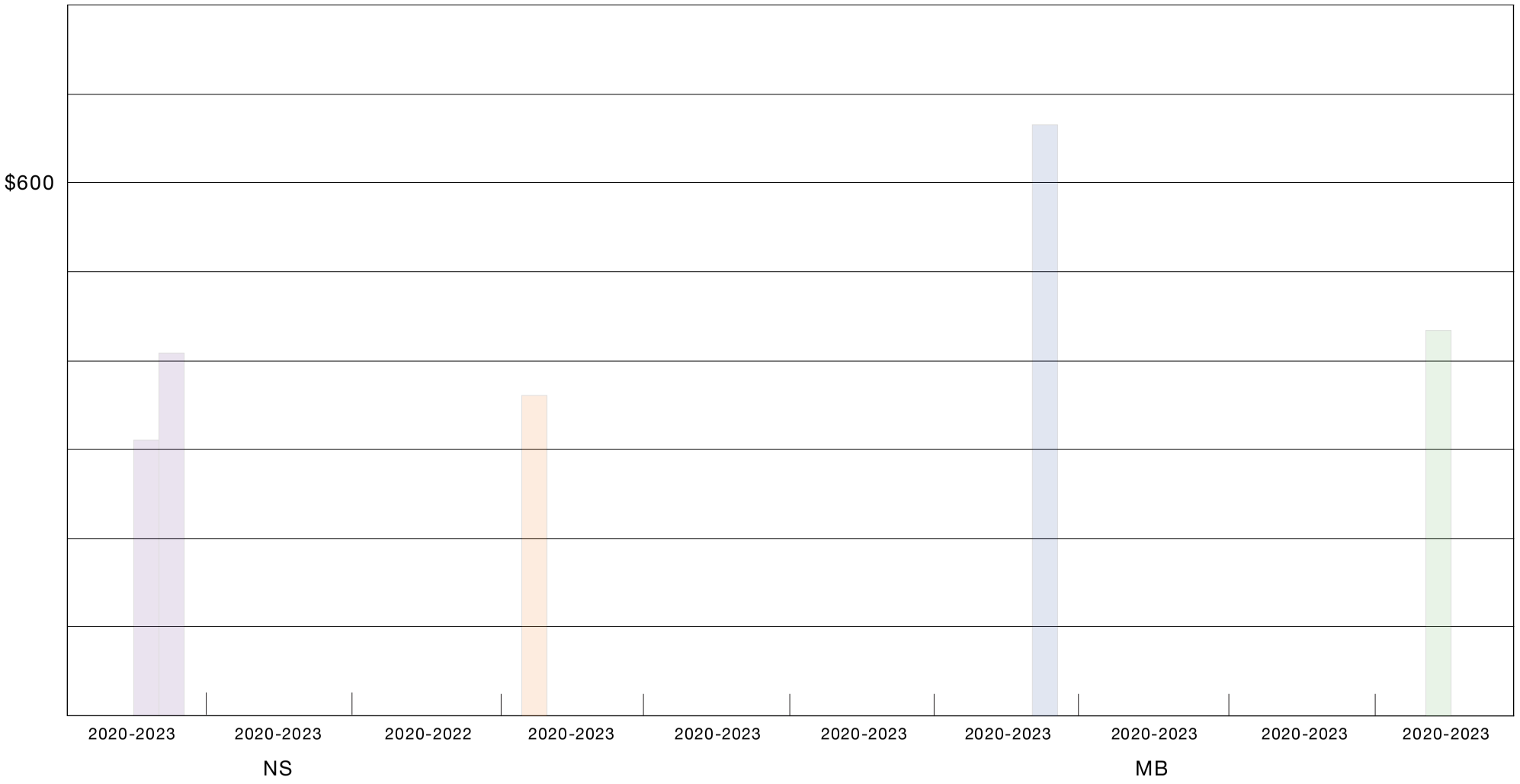
6. Gambling is the act of betting money on the result of something like a game or race. The person who bets hopes to make money or win a prize. The results are usually known fairly quickly.

Many people also risk money in other ways but unlike gambling, results are often known months or years later. Some examples of investments include the stock market, bonds, cryptocurrencies (e.g. Bitcoin), gold, real estate, artwork, hockey cards, etc. A mint condition Wayne Gretzky 1979 rookie card recently sold for $3.75 million (US). A $1,000 investment in Microsoft stock in 1986 is now worth over $4 million (US). What other examples of investing can you think of? Which type of investment would you consider making? Which type of investment would you not consider making?

Gambling and most other investments contain a degree of risk. There are many examples of 'sure thing' investments that collapsed (e.g Blackberry/RIM). What are some differences between investments and gambling? How are they similar? Explain.

NATIONAL

THE RISKY BUSINESS OF GAMBLING ADS



PUTTING IT ALL TOGETHER

A. Write the letter that corresponds to the best answer on the line beside each question:

_____ 1. **How much money did Canadians bet on sports in 2020?**
a) $500 million
b) $1.9 billion
c) $3.1 billion
d) $10 billion
e) $15 billion

_____ 2. **Which legislation did the Safe and Regulated Sports Betting Act amend?**
a) Canada Health Act
b) Food and Drugs Act
c) Charter of Rights and Freedoms
d) Criminal Code
e) Income Tax Act

_____ 3. **Which jurisdiction allowed private gambling operators to set up businesses?**
a) Saskatchewan
b) British Columbia
c) Ontario
d) New Brunswick
e) Nunavut

B. Mark the statements T (True) or F (False). If a statement is True, write one important fact to support it on the line below. If a statement is False, write the words that make it true on the line below.

_____ 4. **True** or **False?** All provinces and territories now allow single-game wagers.

_____

_____ 5. **True** or **False?** Famous athletes can no longer appear in Quebec sports gambling ads.

_____

_____ 6. **True** or **False?** The money Ontario residents wagered on sports betting from October 1 to December 31, 2023 was about the same as in the previous three months.

_____

C. Fill in the blanks to complete each sentence.

7. The legal age for gambling in Canada is _____ years.

8. AGCO = Alcohol and _____ Commission of Ontario.

9. Recent research showed that an average televised sporting event has _____ minutes of ads.

D. Respond to the following question in paragraph form. ***(Use a separate sheet of paper if necessary.)***

10. Overall, are you more in favour of or more opposed to gambling ads? Give reasons to support your response.

_____

_____

_____

_____

_____

INTERNATIONAL
LET THE SUMMER GAMES BEGIN!

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. 60) 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.

This is the third time the French **metropolis**, nicknamed the City of Lights, will host the globe's most celebrated sports competition. Some 10,500 athletes on 206 teams will stream into the city, eager to compete in 329 medal events in 32 sports.

Team Canada's athletes

Over 15 million visitors are expected to descend on the French capital, too, many of whom are coming to watch the competitions.

Canada plans to give them their money's worth. We're scheduled to send 217 athletes to the Summer Games – 83 men and 127 women – who will go head to head in teams and as individuals 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).

Prospects are looking promising for our national team. We're on course to win 22 medals – six gold, seven silver, and nine bronze, according to Neilsen Gracenote, a data-crunching company. That would be our second-highest Summer Games total ever and would equal what we earned at the Atlanta Summer Games in 1996 and the Rio de Janeiro Summer Olympics in 2016. But it would just fall short of our biggest haul – the 24 medals we collected at the Tokyo Games in 2021.

Aiming for the podium

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

Sprint canoeist Katie Vincent is another athlete to watch. Neilsen Gracenote projects that she could take two silvers – one each in the women's singles and doubles events.

Also expected to ascend the podium are 800-metre runner Marco Arop; decathlete Pierce LePage; judo contender Christa Deguchi; and breaker Phil Wizard.

The Paralympics

After the Olympics, between August 28 and September 8, Paris will host the Paralympic Games.

These Games are a multi-sport international event for athletes with physical disabilities. They originated in the United Kingdom in 1948, when a wheelchair archery competition was organized for injured World War II 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.

Historic sites and venues

The Stade de France, an arena in a northern suburb of Paris, will host the main sports competitions, but there will also be historic sites throughout the capital and environs where events will take place.

For example, a beach volleyball playing field has been built near the Eiffel Tower, one of Paris's best-loved landmarks. As well, the Château de

DEFINITIONS

METROPOLIS: a very large city, often the capital of a country or region

LET THE SUMMER GAMES BEGIN!

Versailles, the former residence of King Louis XIV that's 19 kilometres outside Paris, will host **equestrian** and **modern pentathlon** competitions.

The venue for surfing, however, will be much farther from Paris: the events for this sport will take place over 15,000 kilometres away in Tahiti.

Security concerns

Keeping athletes and fans safe is a top concern for France, and the nation was on the highest security alert level during the lead-up to the Olympics. Some 45,000 French police, 18,000 soldiers, and 20,000 security guards were expected to be deployed during the event, along with police from other countries, including Poland and Germany.

Originally, the plan for the Opening Ceremony was for all the teams to form a boat parade along a six-kilometre stretch of the Seine, the river that runs through the French capital. Organizers were set to give out 600,000 free tickets so observers could watch the event from along the Seine's banks. French President Emmanuel Macron hoped the display would be a "moment of beauty, art, celebration of sports and our values."

However, a terrorist shooting in Moscow and Russian-backed cyberattacks in France in March highlighted the need for tighter security for the Summer Games, and in April, French officials indicated that they were reconsidering how the Opening Ceremony would unfold, given the challenges involved in keeping a large waterway in the middle of a dense city secure.

A HUGE TORCH RELAY – AND A SNUB!

The Olympics originated some 3500 years ago in Greece, but were **abolished** by the Roman Emperor in 394 A.D. 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, who 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 – and the meeting of athletes throughout the world. The colours were chosen because at least one of these shades 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, using a parabolic mirror to focus the rays of the Sun. 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. That has upset many of the people who live on these islands.

"People don't understand why, because we are French," said Sophie Jalton, a dance teacher living on Saint-Pierre. "I feel it's strange because it goes everywhere except Saint-Pierre. That's not exactly normal."

A symbol of optimism

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."

For their part, the athletes and spectators are looking forward 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 PENTATHLON: 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

INTERNATIONAL LET THE SUMMER GAMES BEGIN!

COMPREHENSION QUESTIONS

1. When and where did the Olympics originate?

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

3. Explain who Baron Pierre de Coubertin was. What he did do in 1894?

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 three 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?

LET THE SUMMER GAMES BEGIN!

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.

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. What is a chef de mission and who is taking on this role for Team Canada?
https://olympic.ca/2022/05/06/bruny-surin-excited-to-be-named-team-canadas-chef-de-mission-for-paris-2024/

7. 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.cbcrc.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)

INTERNATIONAL 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 *(what you see in the picture)*	**Conclusions** *(what you think about what you see)*
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.*

_____

_____

_____

_____

_____

_____★

Prepared with assistance from TC^2, The Critical Thinking Consortium. © 2024

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.

France
N
North Sea
UNITED KINGDOM
(purple)
Prime Meridian (0°)
London
Amsterdam
(green)
NETHERLANDS
GERMANY
(brown)
Strait of Dover
Brussels
BELGIUM
(pink)
English Channel
LUXEMBOURG
(orange)
Paris
Seine River
Strasbourg
Loire River
Nantes
Bern
SWITZERLAND
(red)
Atlantic Ocean
FRANCE
(yellow)
Lyon
Bay of Biscay
Bordeaux
ITALY
(green)
Rhone River
Garonne River
Toulouse
Nice
Montpellier
Marseille
SPAIN
(pink)
ANDORRA
(red)
Gulf of Lion
Mediterranean Sea
0 50 100 150 200 Kilometres

LET THE SUMMER GAMES BEGIN!

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

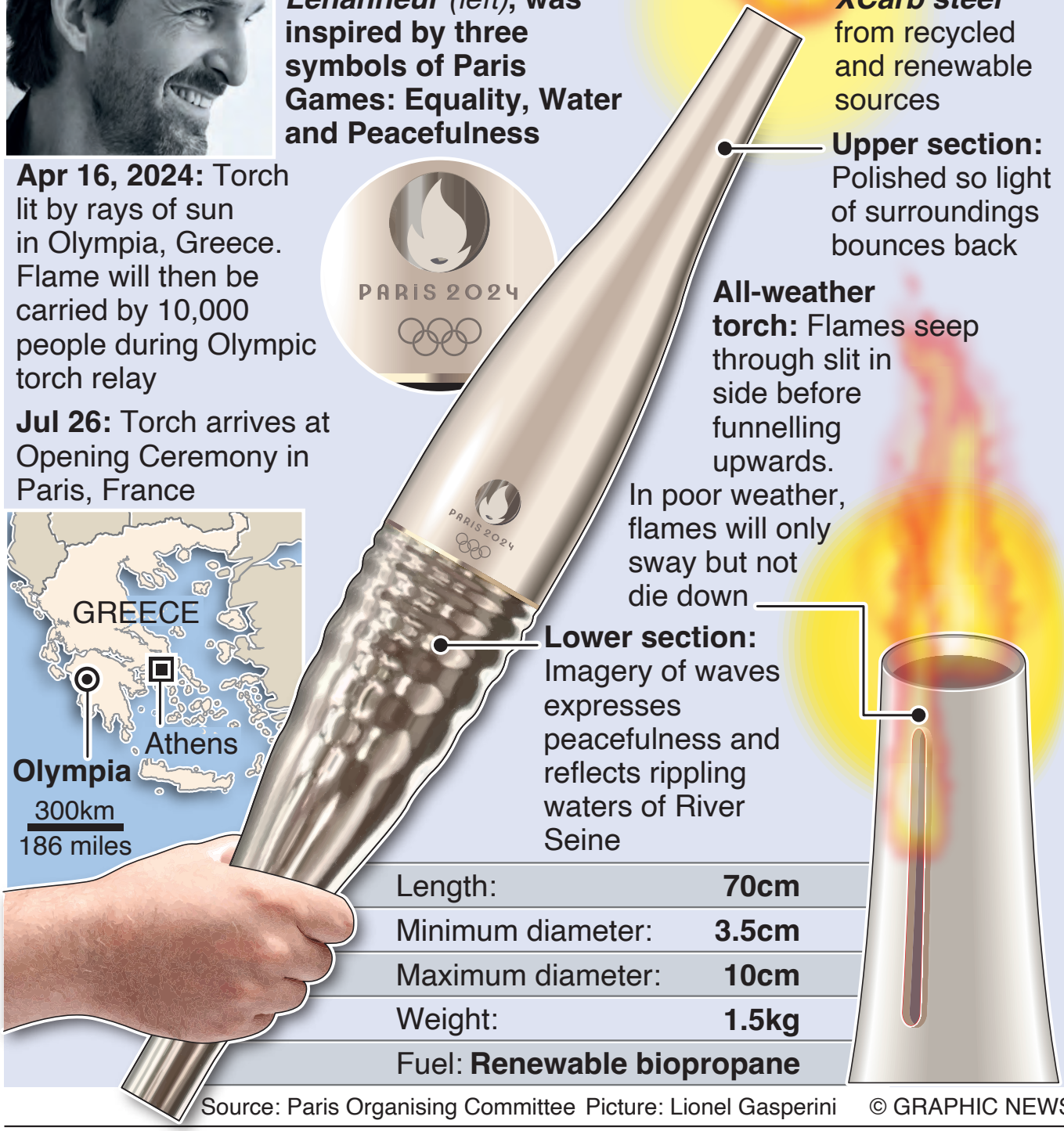
Jul 26: Torch arrives at Opening Ceremony in Paris, France

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**

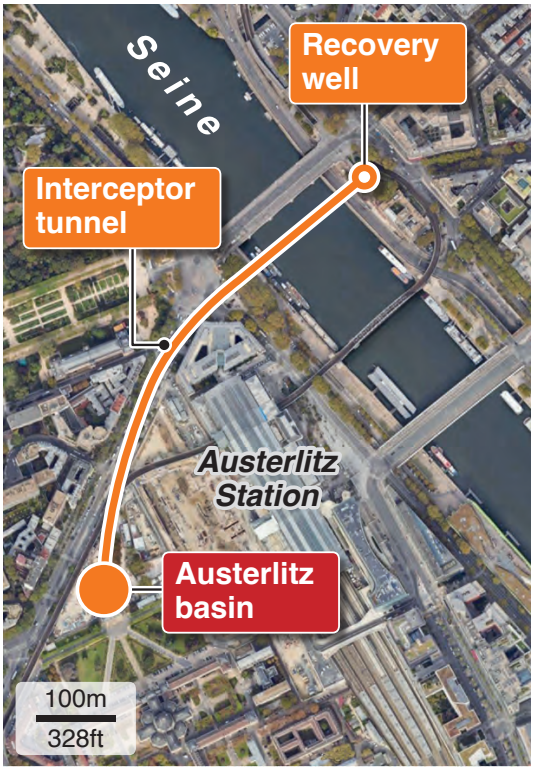
Source: Paris Organising Committee Picture: Lionel Gasperini

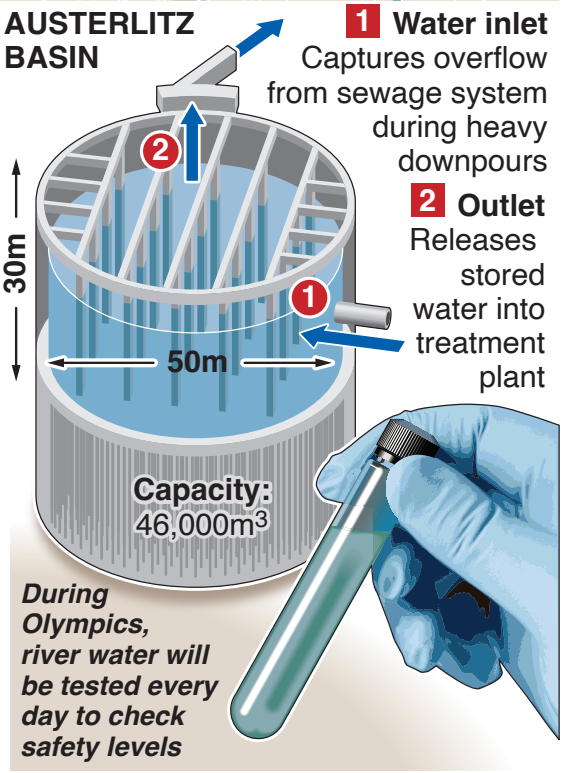
© GRAPHIC NEWS

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

© GRAPHIC NEWS

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

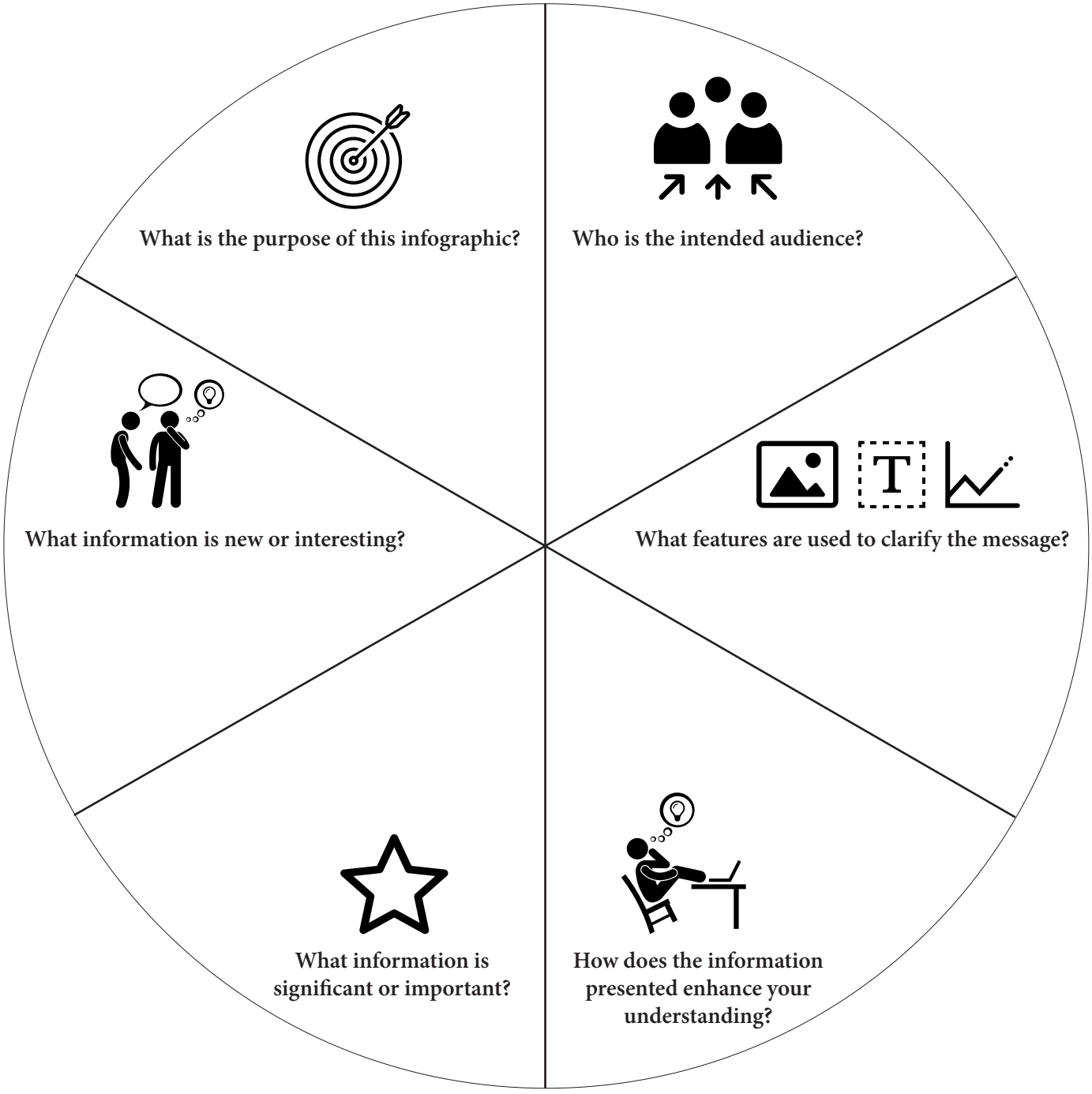
Medal specifications	
Diameter:	**85mm**
Thickness:	**9.2mm**
Weight Gold:	**529g**
Silver:	**525g**
Bronze:	**455g**

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

Source: Paris2024

© GRAPHIC NEWS

ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?

INTERNATIONAL LET THE SUMMER GAMES BEGIN!

PUTTING IT ALL TOGETHER

A. Write the letter that corresponds to the best answer on the line beside each question:

_____ 1. **The five interlacing Olympic rings represent:**
a) the five senses
b) the ancient pentathlon
c) the original five events at the Olympics
d) five continents
e) the five classical elements

_____ 2. **What is the newest sport at the Summer Olympics?**
a) surfing
b) breaking
c) golf
d) curling
e) skateboarding

_____ 3. **Which French territory will not be included in the Olympic Torch Relay?**
a) Martinique
b) French Guiana
c) Saint-Pierre and Miquelon
d) Réunion Island
e) New Caledonia

B. Mark the statements T (True) or F (False). If a statement is True, write one important fact to support it on the line below. If a statement is False, write the words that make it true on the line below.

_____ 4. **True** or **False?** Baron Pierre de Coubertin re-introduced the Olympics to the modern world.

_____

_____ 5. **True** or **False?** Paris is known around the world as the City of Museums.

_____

_____ 6. **True** or **False?** The Paralympic Games began in 1948 after an archery event for injured WWII veterans.

_____

C. Fill in the blanks to complete each sentence.

7. About _____ athletes will compete at the Olympic Summer Games.

8. The _____ River flows through Paris.

9. Olympic surfers will compete in _____ .

D. Respond to the following question in paragraph form. ***(Use a separate sheet of paper if necessary.)***

10. ***As you see it, what is the significance of international sporting competitions like the Olympic Games?*** Give reasons to support your response.

_____

_____

_____

_____

_____

INTERNATIONAL

TENSIONS RISE BETWEEN IRAN AND ISRAEL

BEFORE READING

Please note: This article contains sensitive content. Please refer to the teacher resource page **Facilitating Discussions on Sensitive Topics** (pp. 56-57) before approaching this topic with your class.

Sensitive Content	At a Glance	Learning Outcomes
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.** 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.	• 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.	*After reading this article, students will...* • 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.

INTERNATIONAL

TENSIONS RISE BETWEEN IRAN AND ISRAEL

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?*

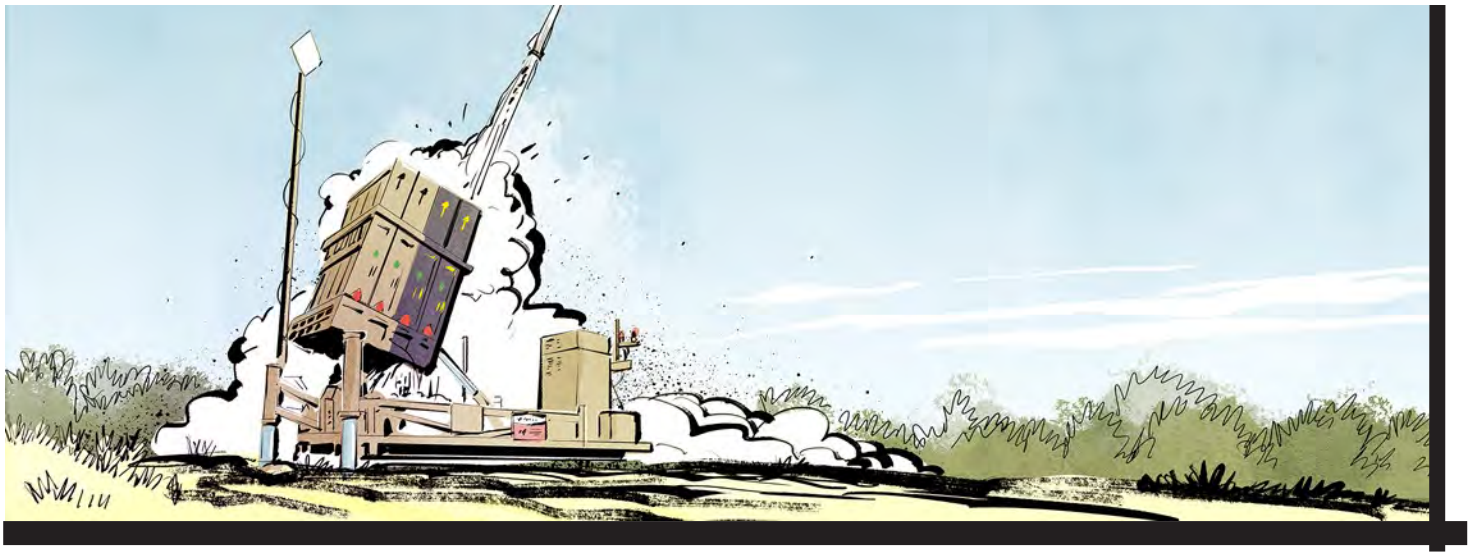
3. Provide stickie notes to small groups of students. Encourage each group to come up with 2 questions per question word to identify what they'd like to find out about this topic. (*Note*: Students may not be following this story, so simple questions should be encouraged, such as "Where are Iran and 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. 60) as needed.

INTERNATIONAL

TENSIONS RISE BETWEEN IRAN AND ISRAEL



The Middle East was on high alert in April after Israel and Iran, long-time bitter **adversaries**, angrily exchanged drone and missile attacks.

The aggression sparked fears that the ongoing **shadow war** between these two nations could escalate and even spread to involve other countries such as Syria, Yemen, and the United States (U.S.), prompting another global conflict in an already troubled world.

An onslaught in the air

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

Israel didn't claim responsibility for the raid, but Iran and many other countries believe the Jewish state carried out the attack. So Iran vowed revenge – and on April 13 it launched a **barrage** of over 300 armed drones at Israel.

With help from the U.S., the United Kingdom, France, Jordan, and other nations, Israel's multilayered air defenses, including the Iron Dome anti-missile system, managed to fend off Iran's expected **retaliation**. Just five **ballistic missiles** struck Israeli territory, and no one was killed. Still, the Iranian bombardment was unprecedented – it was the first time that Iran had attacked Israel directly from its own territory – and fears escalated that a full-blown war between Israel and Iran could occur.

On April 18, Israel struck back. This time, explosions occurred near the Iranian cities of Isfahan and Tabriz, sites close to a nuclear facility and a military base, and a long-range air defence system was destroyed.

However, this response was relatively restrained, and analysts suggested that the purpose of the counterattack was to send Iran the message that Israel can penetrate its defenses and hit sensitive, precise targets if needed – but that it didn't want to provoke a war.

For its part, Iran downplayed the incident, insisting that no damage had resulted. Iranian officials claimed the explosions occurred when Israeli drones were 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 which ousted Mohammed Reza Shah. The Shah's **repressive** and **autocratic** pro-Western

DEFINITIONS

ADVERSARY: a person that somebody is opposed to and competing with in an argument or a battle
AUTOCRATIC: describing a person or organization has complete power and makes decisions without asking anyone else's advice
BALLISTIC MISSILE: a weapon that is powered in flight but that continues and falls towards its target without power
BARRAGE: a continuous attack
CONSULATE: an office that helps citizens of one country who are living in a foreign country
REPRESSIVE: controlling what people do, especially by using force
RETALIATION: the act of hurting someone or 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

TENSIONS RISE BETWEEN IRAN AND ISRAEL

monarchy was replaced by an Islamist republic headed by Ayatollah Khomeini. Iran's new **theocratic** regime became hostile towards Israel. It strongly opposed Israel on **ideological** grounds and believed that the Jewish state had no right to exist.

Shadow war actors

During this time, a dispute between Israel and its neighbour Lebanon was boiling over into violence, leading to a three-month war in 1982.

Iran and Lebanon, which both have large **Shia Muslim** populations, were allies. So Iran helped establish Hezbollah, which has grown to become a highly influential political and **paramilitary** organization in Lebanon. The group has an armed wing comprised of thousands of fighters, as well as a huge arsenal of weapons. Considered a terrorist organization by the West, Hezbollah has fought against Israeli soldiers on many occasions and 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 – also considered by the West to be a terrorist organization – that has governed Gaza, a Palestinian territory within Israel, since 2007. U.S. officials say that Iran has financed, armed, and trained Hamas for decades.

Another anti-Israel terrorist group, the Houthis of Yemen, gets political encouragement – and very likely, sophisticated weaponry – from Iran, too. Additional organizations backed by Iran that the U.S. considers to be terrorist include Palestine Islamic Jihad and the Popular Front for the Liberation of Palestine-General Command.

DID YOU KNOW?

Israel is widely believed to possess nuclear weapons, but it neither acknowledges nor denies the existence of a nuclear arsenal. Analysts believe that Israel has about 90 nuclear warheads and enough plutonium for 100-200 weapons. Israel's policy appears focused on deterrence and it does not seek to threaten other states.

Iran's nuclear program

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 this 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 a number of covert operations, including cyberattacks against Iran's nuclear facilities and the assassination of Iranian nuclear scientists by **Mossad**.

In 2015, Iran agreed to a United Nations proposal to restrict its nuclear program and to allow inspectors to verify compliance in return for the lifting of crippling economic **sanctions** that had been in place since 1995. However, the agreement fell apart in 2018 and sanctions were once again imposed on Iran. 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.

Is there a path forward?

While Middle East tensions have the world on edge, some observers say there is hope that the situation won't deteriorate.

The reason? Both Israel and Iran have sent quiet signals to allies and diplomats that they have no intention of taking their dispute to the next level.

"It appears – for the moment, anyway – that both adversaries are signalling they want to end a worrying spiral of strike and counter strike," CBC war correspondent Chris Brown reports. "[They seem to want to] re-establish some guardrails in their intensely adversarial relationship that has threatened to engulf the Middle East in 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
MONARCHY: a form of government with a monarch as the head
MOSSAD: Israel's foreign intelligence service
PARAMILITARY: organized like an army, but not belonging to an official army
SANCTIONS: a threatened penalty for disobeying a law or rule
SHIA MUSLIM: the Muslims of the branch of Islam comprising sects believing in Ali and the Imams as the only rightful successors of Muhammad
THEOCRACY: government of a country by religious leaders

TENSIONS RISE BETWEEN IRAN AND ISRAEL

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. Describe 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. List the two other militant groups that Iran has supported in the Middle East that are hostile to Israel.

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

7. How did Iran respond to this attack?

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.

TENSIONS RISE BETWEEN IRAN AND ISRAEL

QUESTIONS FOR FURTHER THOUGHT

1. There are a number of regional and international allies who have expressed their official condemnation or support of Iran and Israel. Many have said nothing. Based on what you have learned about the history of these tensions, what might be some of the considerations or concerns about taking sides in such a conflict? Give reasons to support your ideas.

2. For years, Iran has backed Hamas, Hezbollah, and Houthis, all anti-Israel terrorist groups, to carry out proxy attacks on Israel. This time, Iran provided Israel with advance notice of the attack. As you see it, why might Iran have changed its military tactics and decided to announce its intentions, to attack Israel directly, and to publicly claim responsibility for doing so? Give reasons to support your response.

3. What predictions can you make for the future of this conflict? Give reasons to support your response.

INTERNATIONAL

TENSIONS RISE BETWEEN IRAN AND ISRAEL

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. Learn more about the 300 drones and missiles lobbed at Israel by Iran on April 13:
https://www.cbc.ca/news/world/israel-iran-attacks-reckoning-1.7173374 [0:59] [2:02]
https://www.cbc.ca/news/world/iran-israel-drone-attack-1.7173115
https://www.cbc.ca/player/play/audio/1.7173486 [17:14] (podcast)

What questions do you have?

---

3. 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?

---

4. 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?

---

5. 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.

---

6. 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.

---

7. 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

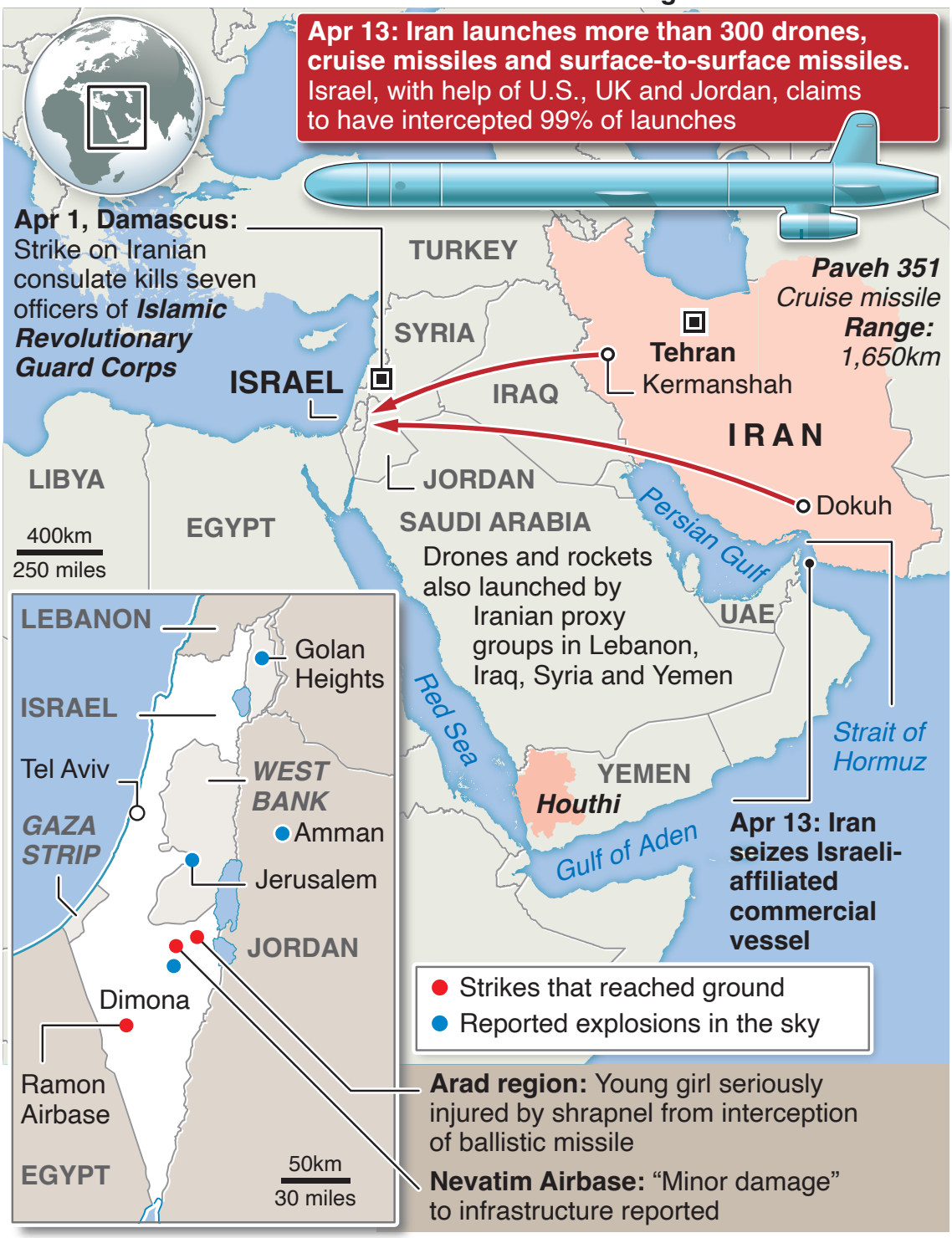
What do you believe is the role of these other nations in this conflict? Explain.

TENSIONS RISE BETWEEN IRAN AND ISRAEL

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

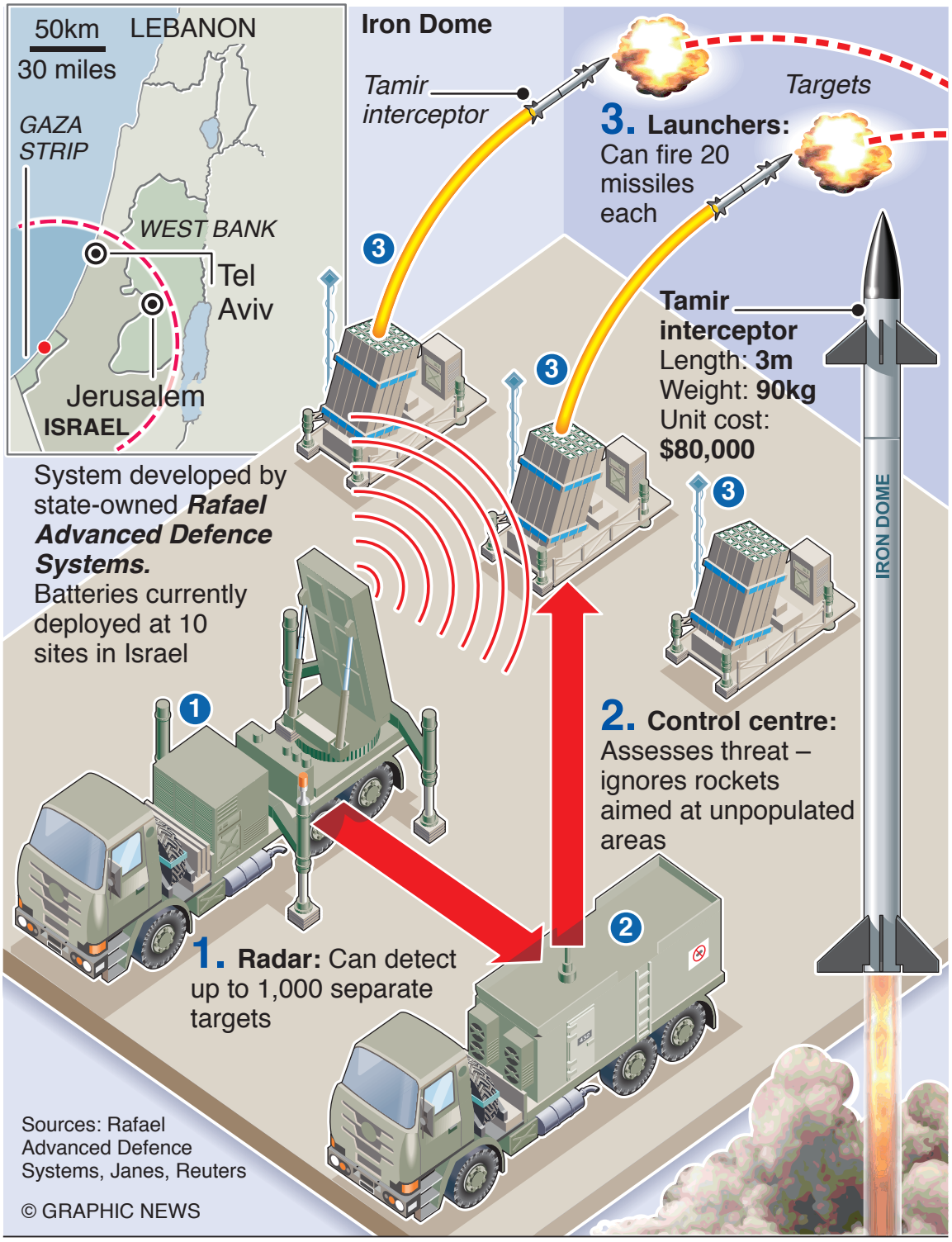
© GRAPHIC NEWS

TENSIONS RISE BETWEEN IRAN AND ISRAEL

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

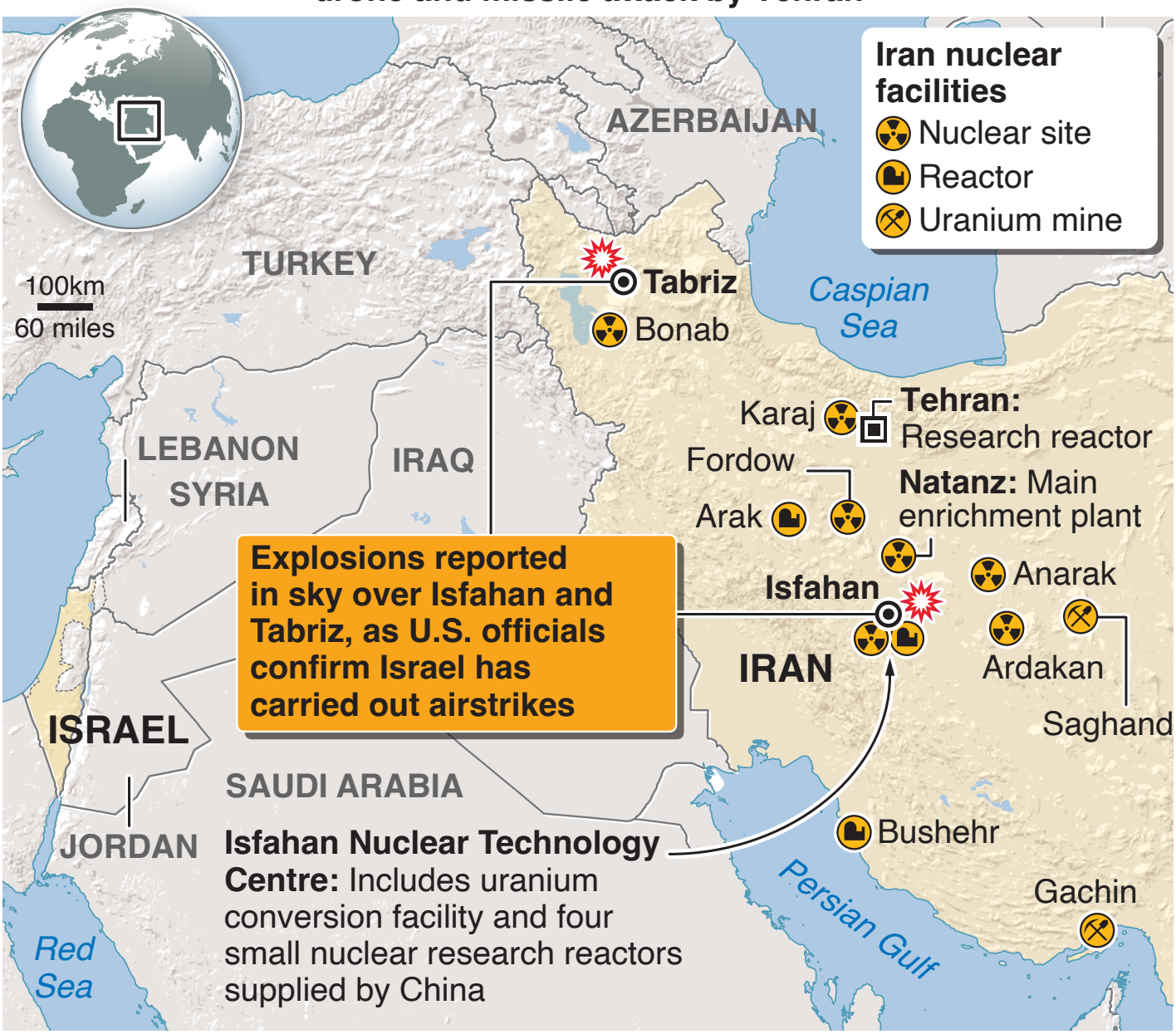


TENSIONS RISE BETWEEN IRAN AND ISRAEL

INFOGRAPHIC

Israel launches strikes against Iran

Israel has launched an attack on Iranian soil, Western officials say, in what appeares 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

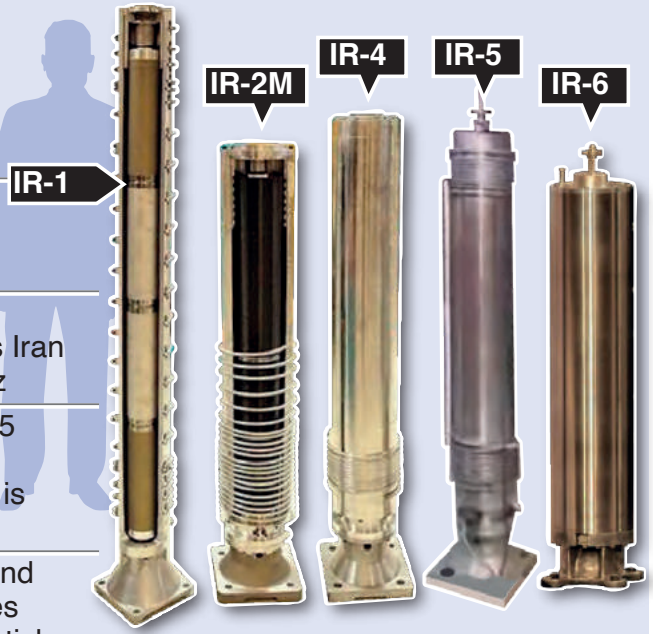
TENSIONS RISE BETWEEN IRAN AND ISRAEL

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**



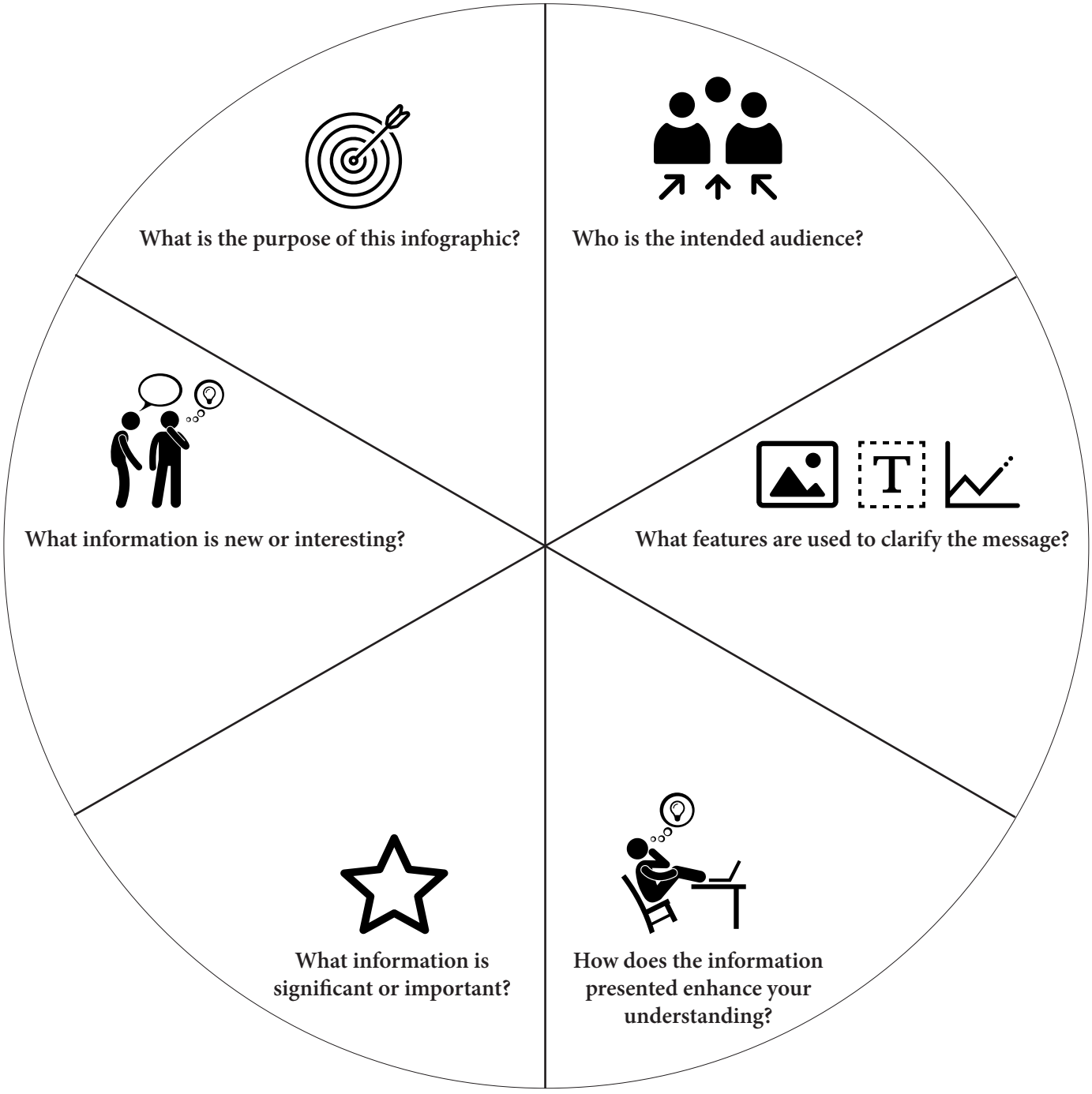
- **Centrifuges:** IAEA reports Iran is now operating ***7,266*** older-model IR-1, ***3,754*** IR-2m, ***2,466*** IR-4, ***27*** IR-5 and ***1,092*** IR-6 centrifuges at Natanz and Fordow

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

© GRAPHIC NEWS

TENSIONS RISE BETWEEN IRAN AND ISRAEL

ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?

TENSIONS RISE BETWEEN IRAN AND ISRAEL

PUTTING IT ALL TOGETHER

A. Write the letter that corresponds to the best answer on the line beside each question:

_____ 1. **Who was the first leader of Iran after the Islamic Revolution?**

a) Mohammed Reza Shah
b) Ayatollah Khomeini
c) Bashar al-Assad
d) Benjamin Netanyahu
e) Ali Khamenei

_____ 2. **Which militant terrorist group supported by Iran is based in Lebanon?**

a) Hamas
b) the Houthis
c) PLO
d) ISIS
e) Hezbollah

_____ 3. **Israel attacked Iran's consulate in:**

a) Cairo
b) Tel Aviv
c) Damascus
d) Tehran
e) Baghdad

B. Mark the statements T (True) or F (False). If a statement is True, write one important fact to support it on the line below. If a statement is False, write the words that make it true on the line below.

_____ 4. **True** or **False?** Israel does not have nuclear weapons.

_____

_____ 5. **True** or **False?** Israel's national intelligence agency is called Mossad.

_____

_____ 6. **True** or **False?** Most of the armed drones and missiles launched by Iran against Israel hit their targets.

_____

C. Fill in the blanks to complete each sentence.

7. Iran and Israel have conducted a _____ war against each other for years.

8. Israel's anti-missile system is called _____ Dome.

9. Iran has worked to develop _____ weapons since the 1980s.

D. Respond to the following question in paragraph form. ***(Use a separate sheet of paper if necessary.)***

10. As you see it, what is the significance of this story? Give reasons to support your response.

_____

_____

_____

_____

_____

_____

BEFORE READING

1. Project the Get Cyber Safe Checkup quiz created by the Government of Canada's Get Cyper 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. 60) as needed.

HACKING DECODED

On April 28, London Drugs, a well-known pharmacy chain in Western Canada, discovered it was the victim of a cyberattack. All 79 stores closed for a week while experts worked around the clock to identify and repair the damage. Company President Clint Mahlman apologized for the inconvenience and stated that it appeared that no customer information had been compromised.

"It's not a matter of did London Drugs do anything bad or were they ill-prepared," says David Ian Gray of Dig360 Consulting. "For every retailer, it's a matter of when, not if."

Cyberattacks aren't limited to retailers. On February 25, a ransomware attack hit the City of Hamilton. Dozens of services were disabled, including phone lines. First responders used Google Maps to travel to emergencies.

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

Illegal but hard to stop

Hacking is the use of unconventional or **illicit** means to gain unauthorized access to a digital device, computer system, or computer network. It is usually associated with illegal activity and data theft by cyber criminals.

Hacking is a crime in Canada. Under the **Criminal Code**, it is illegal to **fraudulently** obtain, access, use, control, interfere, or intercept computer data or functions.

But it's harder for police to catch hackers than car thieves or robbers. It takes much more skill, time, and resources for authorities to investigate, arrest, and prosecute hackers – especially if they are part of a network located outside Canada.

Despite the efforts to stop hackers, cybercrime is rising worldwide and it affects governments, businesses, and individuals. During the pandemic, increased Internet activity due to online shopping and working from home resulted in a corresponding spike in cybercrime.

Stopping the hackers?

Canada gets decent marks for cybersecurity. In 2021 we ranked 13th out of 75 countries. But this was not enough to stop many attacks.

Statistics from 2021 show that 85 percent of Canadian companies were affected by successful cyberattacks. In addition, two percent of Canadian organizations were hit by ransomware that year 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.

Governments are prime targets for hackers. 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 amounts to 2.3 trillion "malicious actions" during the year.

Natalia Stakhanova, the Canada Security and Privacy Council Research Chair, warned that the number and severity of cyberattacks was rising.

"We see more data breaches, we see larger data breaches happening more often," she stated.

Definitions

criminal code: a federal law that includes definitions of most of the criminal offences that Parliament has enacted
fraudulent: something that is intentionally false and meant to harm or deceive.
illicit: not legally permitted or authorized; unlicensed; unlawful

HACKING DECODED

Dr. Saqib Hakak, a New Brunswick computer science professor who works with the Canadian Institute for Cybersecurity, agrees.

"The more we rely on technologies, the more we will have these attacks," he said. "With more automation, with generative AI, it's going to be much more in coming years."

Many ways in

Hackers use many techniques. One of the easiest doesn't even require programming. Social engineering involves tricking someone into giving up sensitive data. It might be an email from "tech support," asking for a password. It might be a call warning that your credit card was stolen and asking to confirm the number.

Social engineering can happen in person. A new "friend" might trick you into entering your password on your phone while they watch. Later, they steal the phone, enter your password, and access your personal information.

Hackers can also use a brute force attack. That means finding a password by going through every possible combination of numbers, symbols, and letters. This would take a long time for a human, but computer programs can do it faster. A dictionary attack is a similar approach using common words.

Sometimes hackers rely on their targets to help them out by installing malware. This is downloadable content that contains secret code, giving the hackers access to a device. You think you're downloading a free app, but that freeware costs you your privacy.

Improving your odds

How can you make it more difficult for a hacker to access your information? Brennen Schmidt, a Regina-based cyber security expert, recommends using multifactor authentication instead of relying on usernames and passwords. Multifactor authentication usually combines "a thing you know and a thing you have."

Imagine that you want to log into a website on your computer. 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. You have to have both the computer and the phone.

More advice? Choose passwords carefully. Use a different and unique password for each service that you use. A strong password contains many characters and mixes of upper- and lower-case letters, numbers, and special characters. Some experts recommend using a string of random words separated by hyphens or spaces. This creates a longer password, which is tougher for a computer to crack.

Always be careful about what you download. Make sure you know what you're getting and where it's coming from. Double-check the URL. Sometimes hackers will set up websites that look very similar to what you're expecting.

There are many other tips, including deleting old accounts, keeping your software up to date, and not sharing personal or financial data when you're using public Wi-Fi.

Another way is through an unsecured wireless network. Some hackers look for an unsecured **router**. Once they connect, it's easy to access the devices connected to that network.

More advanced hacking relies on vulnerabilities in software code.

"Those flaws are almost always in there, because it's really, really difficult to write perfect code," says Toronto-area software developer Aaron Vegh.

Once inside, hackers can install code that steals data, intercepts emails, or logs keystrokes without the user noticing. A hacker can even take over a target's computer and use it to commit crimes.

What do they want?

Money is the biggest motivator. Sometimes, though, hackers work in an official capacity, spying for the companies or nations that hire them. Other times, it's personal—maybe a disgruntled employee was fired and wants revenge. Some hackers hope to gain notoriety or respect for their skills, and some are politically motivated. Their goal is to focus public attention on an issue by leaking sensitive information.

Ethical hackers test for vulnerable code or security issues but do not steal data or encrypt information. Instead, they disclose the vulnerabilities they find to the company or product owner so the issues can be resolved before they are exploited by bad hackers.

As we become more reliant on technology, we become increasingly vulnerable to cyber-attacks. The best defense? Information. ★

Definitions

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

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

HACKING DECODED

COMPREHENSION QUESTIONS

1. Explain what **hacking** is.

2. Is hacking against the law? Explain. Why is it harder to catch hackers than many other criminals?

3. Why do hackers do what they do?

4. Why is hacking becoming more common? Explain.

5. How did Canada rank in 2021 regarding cybersecurity?

6. What do the statistics from 2021 reveal about cybercrime in Canada?

7. What target do hackers specifically focus on?

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

9. 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 more about the recent cyberattacks at some of the Canadian businesses, institutions, and organizations mentioned in the article:
a) London Drugs: **https://www.cbc.ca/player/play/video/9.4221655** [7:54]
b) BMO (Bank of Montreal): **https://www.cbc.ca/player/play/audio/1.7171812** [10:11] (podcast)
c) City of Hamilton: **https://www.cbc.ca/player/play/audio/1.7138526** [9:26] (This podcast includes an interview with Jayson E. Street, who companies pay to try to hack into their security systems.)
d)Toronto Libraries: **https://www.cbc.ca/news/canada/toronto/toronto-public-library-ransomware-employee-data-1.7028982**
e) RCMP (Royal Canadian Mounted Police): **https://www.cbc.ca/news/politics/cybersecurity-breach-rcmp-1.7123787**
f) Five Ontario hospitals: **https://www.cbc.ca/news/canada/windsor/ransomware-hackers-data-extort-1.7016157**

What questions do you have?

---

2. 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?

---

3. 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-itsap00166**
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?

---

4. 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**

PUTTING IT ALL TOGETHER

A. Write the letter that corresponds to the best answer on the line beside each question:

_____ 1. **Which Canadian company shut down for a week after a recent cyberattack?**
a) Canadian Tire
b) London Drugs
c) Walmart
d) Tim Hortons
e) Loblaws

_____ 2. **Content that is downloaded with secret code that allows a hacker access to a computer is called:**
a) malware
b) open source
c) beta
d) bot
e) prototype

_____ 3. **Cracking a password by trying many combinations of letters, numbers, and symbols is called:**
a) social engineering
b) a dictionary attack
c) phishing
d) a DoS attack
e) a brute force attack

B. Mark the statements T (True) or F (False). If a statement is True, write one important fact to support it on the line below. If a statement is False, write the words that make it true on the line below.

_____ 4. **True** or **False?** All hacking in Canada is illegal.

_____

_____ 5. **True** or **False?** Authorities say its easy to catch and punish hackers.

_____

_____ 6. **True** or **False?** There are more than six billion cyberattack attempts on the federal government every day.

_____

C. Fill in the blanks to complete each sentence.

7. Cybercrime increased during the _____ because more people shopped online and more employees worked from home.

8. Social _____ involves tricking someone to reveal sensitive information.

9. Multi-factor _____ sends a code to a phone to allow a person to log in.

D. Respond to the following question in paragraph form. ***(Use a separate sheet of paper if necessary.)***

10. What advice would you give to someone who wants to know how to protect their personal information online? Give reasons to support your response.

_____

_____

_____

_____

_____

INQUIRY PROJECT

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. 54. 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. 55);
- 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

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.

Resource Page for Teachers

FACILITATING DISCUSSIONS ON SENSITIVE TOPICS

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.

Resource Page for Teachers

FACILITATING DISCUSSIONS ON SENSITIVE TOPICS

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.

Resource Page for Teachers

ASSESSMENT RUBRIC

This rubric may be helpful in providing students with formative, strength-based feedback and/or assessing students' responses holistically.

	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.

Resource page for Students

SETTING A PURPOSE BEFORE READING

There are a number of reasons we read: for enjoyment; to find something out; to critically evaluate information; or to learn how to perform a task.

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 following chart provides a summary of the main purposes for reading and what each entails.

Purpose for Reading	What does it look 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.

Resource Page for Students

EDITORIAL CARTOONS

WHAT ARE EDITORIAL CARTOONS?

Editorial cartoons are found in the editorial – or opinion – section of a newspaper. They are created by cartoonists as a way of visually commenting on and often criticizing the world around them – with humour. Editorial cartoonists express their ideas and opinions about issues (for example, what to do about Canada's economy), events (such as the Olympic Games) or public figures (like the Prime Minister).

Because cartoons are drawn from the viewpoint of the cartoonist they do not tell the whole story about the event, issue or individual, but they reveal important messages. Their purpose is to grab people's attention and cause them to re-examine their views on a subject. Editorial cartoons typically send a particular kind of message. The message is conveyed through images and wordplay. Their tone is generally ironic (portraying events in ways that are unexpected or contrary to how they seem), satiric (ridiculing the event, individual or issue), or humorous (inviting readers to laugh at themselves or at others).

In order to interpret the message of an editorial cartoon it is helpful to understand the ***context*** – the time, place and situation. It is also useful to understand some of the common ***art techniques*** used by cartoonists to emphasize their points. Considering these things will help you better decode and appreciate the message behind the cartoon.

WHAT COMMON ART TECHNIQUES ARE USED BY EDITORIAL CARTOONISTS?

Caption (a sentence or phrase that is the title or explanation of the cartoon);

Labels (words or numbers in the drawing to identify people, objects or dates);

Relative size (some images are drawn much larger or much smaller than others);

Light and dark (use of dark shading and white space to create an effect);

Composition (the arrangement or location of figures or objects in the centre or background);

Symbols (a sign or image to represent something else);

Caricature (a distorted, simplified or exaggerated representation of a figure).

Prepared with assistance from TC^2, The Critical Thinking Consortium. © 2024

THE RISKY BUSINESS OF GAMBLING ADS

1. Explain what **gambling** is.

Gambling is betting money, for example on the result of a sports contest or a horse race. (A government agency, casino, race track etc. keeps a percentage of the 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. The current amount is likely much higher.)

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

The Safe and Regulated Sports Betting Act was passed by P arliament. 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 that were not regulated.) By removing the ban, lawmakers hoped to keep billions of gambling dollars out of criminal hands. In addition, taxes governments collected from these betting activities could be used for social programs.

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

The law allowed provinces and territories to determine how to proceed. All provinces and territories launched single-game gambling products they made available through their existing provincial lottery setups. (The federal government 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 and how were they regulated?

Ontario allowed private companies to offer gambling opportunities to bettors. For-profit enterprises quickly set up shop and gambling sites and businesses boomed. Between October 1 and December 31, 2023, 49 operators and 72 gaming websites were created. iGaming Ontario was created to set rules and to oversee private gambling operators.

8. How much money did Ontario residents wager on sports betting from July 1 to September 30, 2023? How much did Ontario residents wager during the next three months?

$1.9 billion was bet from July 1 to September 30. This increased by $1.2 billion to $3.1 billion in the next three months.

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

Private firms were eager to cash in. 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 to tempt them to bet.

10. What does **AGCO** stand for? What is the purpose of this agency?

The Alcohol and Gaming Commission of Ontario regulates gambling in the province.

11. What changes did the AGCO require to sports gambling advertising in Ontario?

The AGCO decided that athletes cannot appear in sports gambling ads unless they are promoting responsible gambling. It also restricted "cartoon figures, symbols, role models, social media influencers, celebrities, or entertainers" because they appeal to young people.

THE RISKY BUSINESS OF GAMBLING ADS

Editorial Cartoon:

1. *Answers will vary.*

2. 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.

3. 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..."

4. The bias is that of the cartoonist.

5. 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.

Quiz:

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

7. 19; 8. Gaming; 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 3 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/1cc0b359-8cbe-477d-9100-cfa38a9focbe/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)**

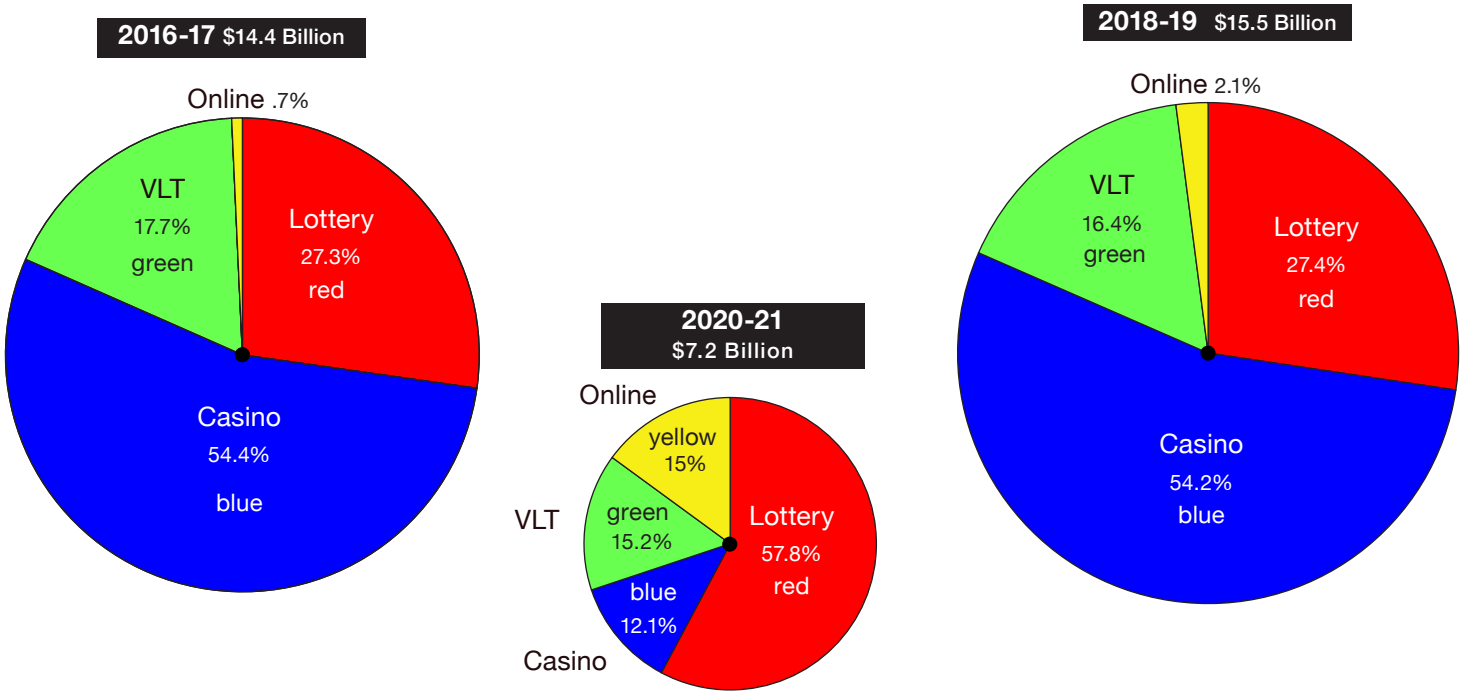
2. Create a three part pie chart to show the sources of gambling revenue to governments for the three periods listed.
   Make the 2018-19 diagram about 10 percent larger than the 2016-17 diagram.
   Make the 2020-21 diagram about half the size of the 2016-17 diagram.

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, 2018/19 and 2020/21



ANSWER KEY

GRAPHING INSTRUCTIONS

1. Complete the two tables below to show the amount of money collected by governments from gamblers by province from 2020 to 2023.

The following source will help:

https://lookerstudio.google.com/u/0/reporting/3f20dc8b-6e47-420d-8144-a15b18faabc9/page/R6SjB
(See **NET-REV per Adult by Prov** on the left side menu.)

Year	QC	NS	NB	ON	PE
2020	$385	$374	$439	$362	$437
2021	$201	$274	$335	$182	$355
2022	$313	$339	$411	$281	$403
2023	$413	$402	No Data	$365	$451

Year	NL	BC	MB	AB	SK
2020	$521	$599	$611	$587	$736
2021	$410	$225	$282	$343	$436
2022	$536	$544	$465	$519	$652
2023	$584	$667	$623	$615	$808

2. Create a ten-part bar chart to show the average amount of money collected by governments per person during the four years listed. Each province should have four bars except New Brunswick. (No data was available for 2023.)

3. Shade the bars for each province as follows:

QC - purple **NS** - light blue **NB** - pink **ON** - orange **PE** - light green
NL - brown **BC** - dark blue **MB** - red **AB** - yellow **SK** - dark green

4. Label your bar chart with a proper title.

5. Examine your bar chart. What observations can you make and what conclusions can you draw? Explain.

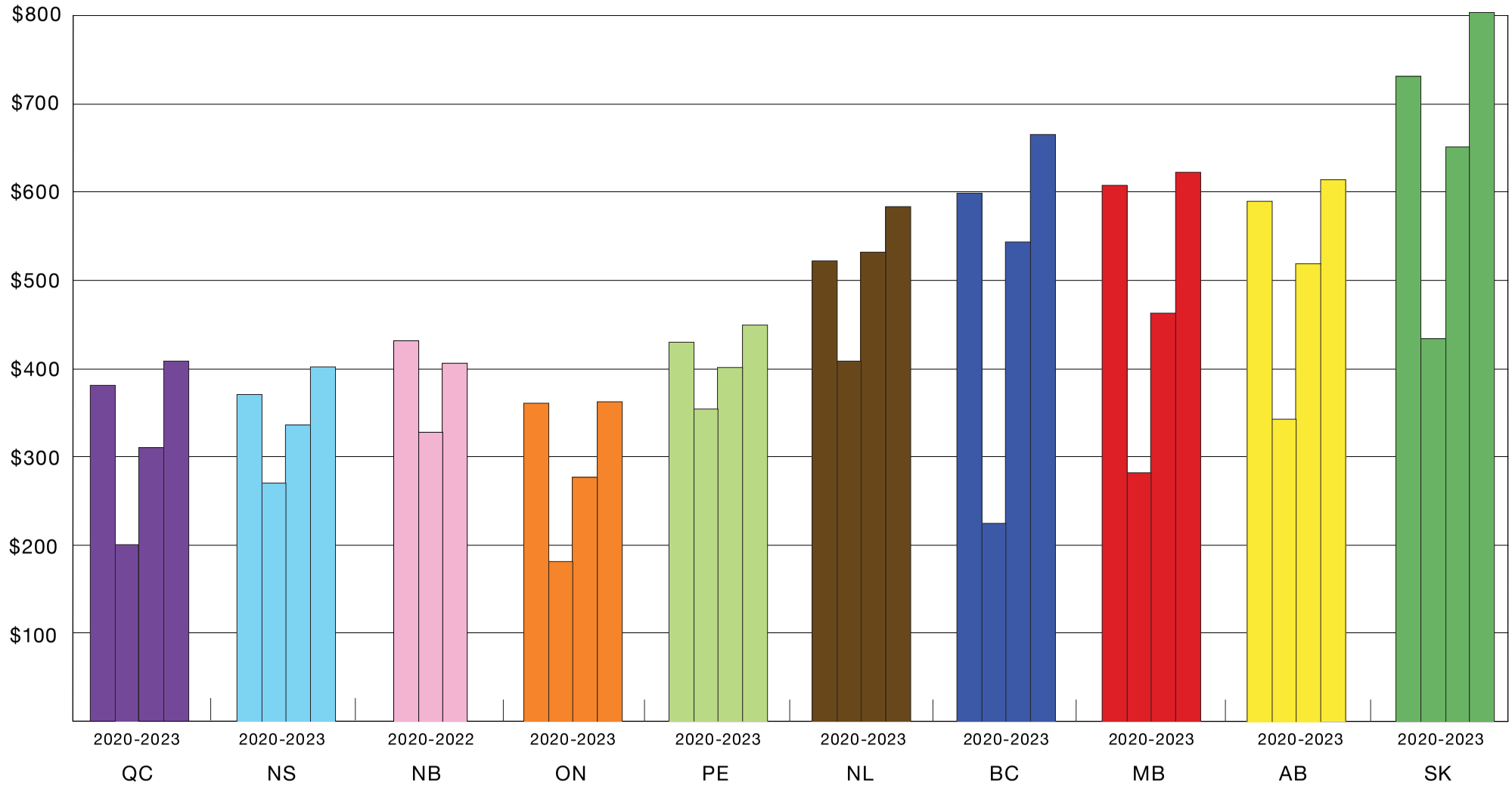
6. Gambling is the act of betting money on the result of something like a game or race. The person who bets hopes to make money or win a prize. The results are usually known fairly quickly.

Many people also risk money in other ways but unlike gambling, results are often known months or years later. Some examples of investments include the stock market, bonds, cryptocurrencies (e.g. Bitcoin), gold, real estate, artwork, hockey cards, etc. A mint condition Wayne Gretzky 1979 rookie card recently sold for $3.75 million (US). A $1,000 investment in Microsoft stock in 1986 is now worth over $4 million (US). What other examples of investing can you think of? Which type of investment would you consider making? Which type of investment would you not consider making?

Gambling and most other investments contain a degree of risk. There are many examples of 'sure thing' investments that collapsed (e.g Blackberry/RIM). What are some differences between investments and gambling? How are they similar? Explain.

ANSWER KEY

Gambling Revenue By Province - 2020 to 2023



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 who Baron Pierre de Coubertin was. What he did do in 1894?

Baron Pierre de Coubertin was a young French aristocrat who reintroduced the Olympic Games. (The first modern Summer Olympics took place in Athens, Greece in 1896.)

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

Paris is hosting the 2020 Summer Olympics from July 26 to August 11. (The French capital is hosting the Summer Olympics for the third time. Most events will occur in or near Paris but 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 217 athletes to compete in 23 events. (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, will take place following the Summer Olympic Games.

8. List at least three 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 a wheelchair archery competition was organized for injured veterans.
4) An estimated 4400 athletes will compete in 549 events.
5) Canada plans to send 43 athletes who will participate in nine sports. Medal hopes are high for para cyclist Charles Moreau, among others.

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

The most revered symbol 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.

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, using a parabolic mirror to focus the Sun's rays. A torch is then 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. It won't travel to Saint-Pierre and Miquelon, the small French islands off Newfoundland.)

LET THE SUMMER GAMES BEGIN!

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

7. 10,500; 8. Seine; 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 monarchy 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 1979 because 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. Describe 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 an armed wing with 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 launches rockets from bases in southern Lebanon.

5. List the two other militant groups that Iran has supported in the Middle East that are hostile to Israel.

1) 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.

2) The Houthis in Yemen also receive support and weapons from Iran. Many countries also consider them to be terrorists. (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 senior 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?
After days of promising revenge, Iran unleashed some 300 armed drones and missiles on April 13 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.**

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 Tehran know that Israel could penetrate its defenses and hit sensitive, precise targets if needed – 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. e; 3. c; 4. False; 5. True; 6. False; 7. shadow; 8. Iron; 9. nuclear; 10. *Answers will vary.*

To the Teacher
ANSWER KEY

HACKING DECODED

1. Explain what **hacking** is.

Using unconventional or illicit methods to gain unauthorized access to a digital device, computer system, or computer network. It is usually associated with illegal activity and data theft by cyber criminals.

2. Is hacking against the law? Explain. Why is it harder to catch hackers than many other criminals?

Hacking is a crime. Under the Criminal Code, it is illegal to fraudulently obtain, access, use, control, interfere, or intercept computer data or functions. It's not easy to catch hackers. It takes skill, time, and resources for authorities to investigate, arrest, and prosecute hackers – especially if they are part of a network outside Canada.

3. Why do hackers do what they do?

Usually hackers want money or valuable data they can sell. Sometimes they spy for companies or countries that want sensitive information. They might use their hacking skills to call attention to a social issue, which is known as 'hacktivism'. Or, they might just do it to see if they can get beyond security measures. (Ethical hackers also try to access data but they report their findings to a business or product owner so the flaws can be fixed.)

4. Why is hacking becoming more common? Explain.

Despite the efforts to stop hackers, cybercrime is rising across the globe. Governments, businesses, and individuals are affected. During the pandemic, increased Internet activity due to online shopping and working from home resulted in a corresponding cybercrime spike. (More and more data is stored digitally making it easier for hackers to access.)

5. How did Canada rank in 2021 regarding cybersecurity?
Canada got decent marks for cybersecurity - 13th out of 75 countries. (But this was not enough to stop many attacks.)

6. What do the statistics from 2021 reveal about cybercrime in Canada?

Statistics show 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.

7. 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 amounts to 2.3 trillion "malicious actions" during the year. (This number does not include provincial/territorial or municipal authorities. Experts warn that the number and severity of cyberattacks is rising.)

8. 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 warning that your credit card was stolen, etc. It can also happen in person. A new "friend" might trick you into entering your password on your phone while they watch. Later, they steal the phone and access the data.

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

1) Brute force attack: using a computer to try many possible combinations of numbers, symbols, and letters. A dictionary attack is similar using common words. 2) Malware attack: tricking users to download software that allows hackers access to the host computer. 3) Accessing a network: if hackers find an unsecured router it's easy to access the devices connected to the network. 4) Exploiting software and system vulnerabilities. No software is perfect but advanced hacking/coding skills are needed. (Companies are constantly issuing updates and patches and hackers are constantly finding new flaws.) (Note: this is not an EXHAUSTIVE list. There are many methods that cyber criminals can use.)

Quiz: 1. b; 2. a; 3. e; 4. False; 5. False; 6. True; 7. pandemic; 8. engineering; 9. authentication; 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).

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

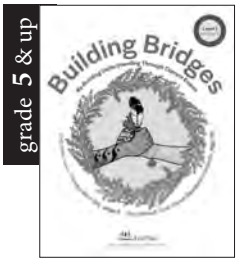
Product details: 8 issues. 60 pages. Available in English and in French, and in 2 reading levels, for grades 5 and up.

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).

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.

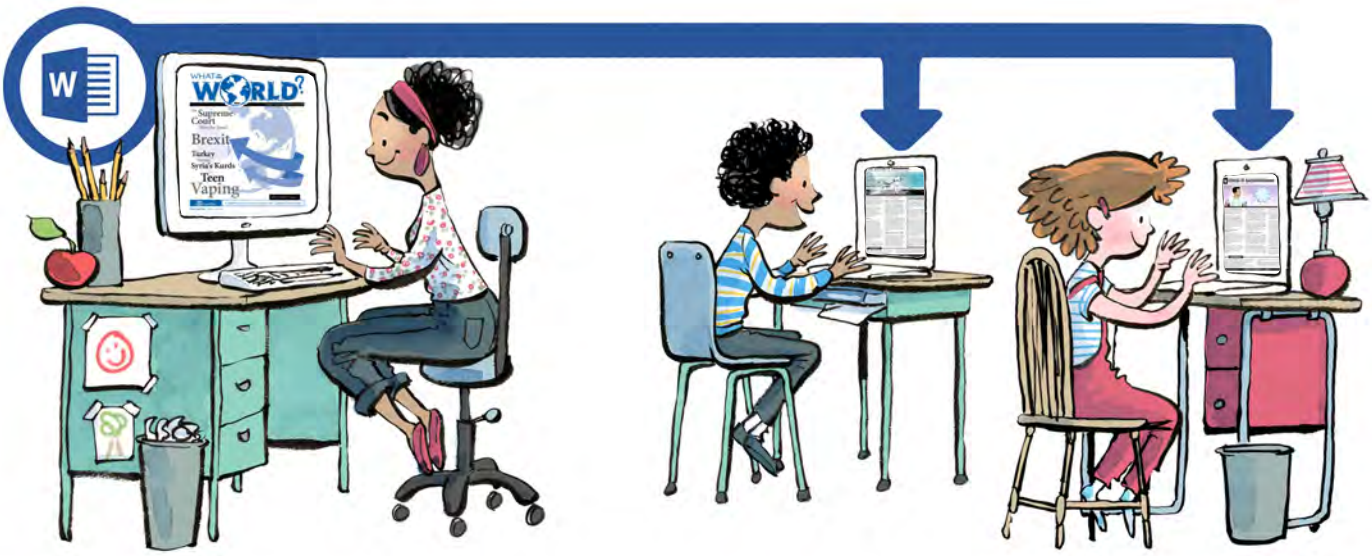
1-888-240-2212 www.lesplan.com

Contact us for a sample copy or free demo.

LesPlan Educational Services Ltd.

visit: **www.lesplan.com** email: **info@lesplan.com** call toll free: **888 240-2212**

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

LesPlan Educational Services Ltd.

Visit: **www.lesplan.com** email: **info@lesplan.com** call toll free: **888 240-2212**

2023 – 2024 Publication Schedule

LesPlan Educational Services Ltd
Teachers Serving Teachers Since 1990

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 1er 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 1er 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.

LesPlan Educational Services Ltd.
info@lesplan.com **www.lesplan.com** Toll free **888 240-2212**

Order Form - Subscriptions

Email to **info@lesplan.com** or fax to **(888) 240-2246** or order online**: www.lesplan.com**

LesPlan Educational Services Ltd
Teachers Serving Teachers Since 1990

DELIVER TO (please print clearly)

TEACHER _____ SCHOOL _____

EMAIL _____ ADDRESS _____

PHONE ( ) _____ CITY _____ PROVINCE/TERRITORY _____ POSTAL CODE _____

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	☐ $115	☐ $230	
What in the World? - Level 1	**English**	Grades 5 and up	☐ $115	☐ $230	
What in the World? - Level 2	**English**	Grades 8 and up	☐ $115	☐ $230	
Nos Nouvelles	Français	À partir de la 3e année	☐ 115 $	☐ 230 $	
Le Monde en Marche - Niveau 1	Français	À partir de la 5e année	☐ 115 $	☐ 230 $	
Le Monde en Marche - Niveau 2	Français	À partir de la 8e année	☐ 115 $	☐ 230 $	
			5 issues (Sept. – May)		
Building Bridges - Level 1	**English**	Grades 5 and up	☐ $180		
Building Bridges - Level 2	**English**	Grades 8 and up	☐ $180		
Bâtir des ponts - Niveau 1	Français	À partir de la 5e année	☐ 180 $		
Bâtir des ponts - Niveau 2	Français	À partir de la 8e année	☐ 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	☐ $115	☐ $230	
News4Youth - Levels 1, 2, & 3	**English**	Grades 5 and up	☐ $220	☐ $440	
Infos-Jeunes	Français	À partir de la 3e année	☐ 115 $	☐ 230 $	
Infos-Ados - Niveaux 1, 2, et 3	Français	À partir de la 5e année	☐ 220 $	☐ 440 $	
				Subtotal B	$
	ON add 13% HST	**NB, NL, NS** & **PEI** add 15% HST		**HST**	
		All others add 5% GST		**GST**	
				TOTAL	$

Canadian Content / Contenu canadien

BILLING OPTIONS

☐ Invoice school ☐ Invoice **Bill To** address ☐ Bill in the fall

☐ Purchase Order _____

Please charge to: ☐ MasterCard ☐ VISA

CARD NUMBER _____ EXPIRY DATE (MM/YY) _____

CARDHOLDER NAME _____ CVV CODE _____

BILL TO (if different from school information)

CONTACT _____

ADDRESS _____

CITY _____

PROVINCE/TERRITORY _____ POSTAL CODE _____

LESPLAN OFFICE USE

☐ INVOICE # _____

☐ C4K / I-J _____

☐ N4Y / I-A _____

LesPlan Educational Services Ltd.
info@lesplan.com www.lesplan.com Toll free 888 240-2212 #1 - 4144 Wilkinson Road, Victoria, BC V8Z 5A7

Order Form - Collections

Email to **info@lesplan.com** or fax to **(888) 240-2246** or order online**: www.lesplan.com**

LesPlan Educational Services Ltd
Teachers Serving Teachers Since 1990

DELIVER TO (please print clearly)

TEACHER _____ SCHOOL _____

EMAIL _____ ADDRESS _____

( ) _____

PHONE _____ CITY _____ PROVINCE/TERRITORY _____ POSTAL CODE _____

Publication	English	Français	Level		Price Per Product	Amount
Lesson Collections						
Critical Literacy	☐	☐			$55 each	
News Literacy	☐	☐			$55 each	
Note-Making	☐	☐			$55 each	
Themed Collections						
Community Connections	☐	☐	☐ Level 1	☐ Level 2	$55 each	
Text Collections						
The Canadian Reader	**English**	**Français**			**Price Per Product**	**Amount**
• *Amazing Animals*	☐	☐			$18 each	
• *Animals and Us*	☐	☐			$27 each	
• *Endangered Animals*	☐	☐			$21 each	
• *Government*	☐	☐			$18 each	
• *Health*	☐	☐			$42 each	
• *Indigenous*	☐	☐			$27 each	
• *O Canada - Volume 1*	☐	☐			$30 each	
• *O Canada - Volume 2*	☐	☐			$27 each	
• *Ocean Animals*	☐	☐			$15 each	
• *Our Great Outdoors*	☐	☐			$15 each	
• *Reduce, Reuse, Recycle*	☐	☐			$18 each	
• *Space*	☐	☐			$21 each	
• *Technology*	☐	☐			$33 each	
• *The Environment and Us*	☐	☐			$24 each	
What in the World?	**English**	**Français**	**Level 1**	**Level 2**	**Price Per Product**	**Amount**
• *Animals*	☐	☐	☐	☐	$21 each	
• *Environment*	☐	☐	☐	☐	$36 each	
• *Government*	☐	☐	☐	☐	$27 each	
• *Indigenous*	☐	☐	☐	☐	$18 each	
• *Legislation*	☐	☐	☐	☐	$21 each	
• *O Canada*	☐	☐	☐	☐	$21 each	
• *Space*	☐	☐	☐	☐	$36 each	
• *Technology - Volume 1*	☐	☐	☐	☐	$24 each	
• *Technology - Volume 2*	☐	☐	☐	☐	$24 each	
		ON add 13% HST	**NB**, **NL**, **NS** & **PEI** add 15% HST		**HST**	
			All others add 5% GST		**GST**	
					TOTAL	

Canadian Content / Contenu canadien

BILLING OPTIONS

☐ Invoice school ☐ Invoice **Bill To** address

☐ Purchase Order _____

Please charge to: ☐ MasterCard ☐ VISA

CARD NUMBER _____ EXPIRY DATE (MM/YY) _____

CARDHOLDER NAME _____ CVV CODE _____

BILL TO (if different from school information)

CONTACT _____

ADDRESS _____

CITY _____ PROVINCE/TERRITORY _____ POSTAL CODE _____

LesPlan Educational Services Ltd.

info@lesplan.com **www.lesplan.com** Toll free **888 240-2212** **#1 - 4144 Wilkinson Road, Victoria, BC V8Z 5A7**