

WHAT ^{IN THE} WORLD?



LEVEL 1 (GRADES 5 AND UP)

Securing
Canada's Arctic
Manitoba's
Social Media
Ban
World Cup
2026
The Boss
Is Back (Again)

2025/2026: ISSUE 8



A monthly current events resource for Canadian classrooms

Routing Slip: (please circulate)

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WHAT IN THE WORLD

WHAT IN THE WORLD?

Level 1, 2025/2026: Issue 8

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HAY'SXW'QA!

LesPlan is grateful to the Lkwungen Peoples, the Songhees and Esquimalt Nations, on whose unceded land we now live, and do our work.

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

MISSION STATEMENT

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



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

K. Camelon, Grade 7/8 teacher

Admaston, ON

PUBLICATION SCHEDULE

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

www.lesplan.com/subscribers

SUGGESTED APPROACH

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

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

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

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

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

Literacy	Inquiry	Media Literacy
• comprehension questions • focused reading or notemaking strategy and accompanying organizer	• online exploration • critical thinking questions • self-directed inquiry project	• analyzing visuals (e.g., news photos, editorial cartoons, infographics, maps) • evaluating sources

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

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

Note: To facilitate assessment, a comprehension quiz is included for each article. Teachers may also find the **Assessment Rubric** (p. 55) 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

OPERATION NANOOK-NUNALIVUT

– A MAJOR MILITARY EXERCISE PROMOTES CANADA'S ARCTIC CLAIMS

BEFORE READING

1. Write the full title of the article on the board: Operation NANOOK-NUNALIVUT: A Major Military Exercise Promotes Canada's Arctic Claims.
 2. In small groups, have students break down the elements of the title and discuss what they might mean and what questions they have about each idea.
 - Operation/Major Military Exercise - suggest that there are soldiers there.
Question - Is Canada preparing for a military conflict in the Arctic?
 - Nanook-Nunavut - are likely Inuit words, maybe First Nations are involved.
Question - How are First Nations involved?
 - Promotes - supports something.
Question - What/who does Canada need to support in the Arctic?
 - Arctic Claims - suggests that other countries, companies, etc. may be challenging Canada's claims in this region.
Question - Who is challenging Canada's rights to parts of the Arctic? For what reasons?
 3. Debrief ideas as a class.
 4. Have students watch the following news report about Operation NANOOK-NUNALIVUT:
<https://www.youtube.com/watch?v=hLZ1zkKZG1U> [7:40]
- Encourage students to note answers to the questions they posed earlier about the title.
5. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (page 56) as needed.



Op NANOOK-NUNALIVUT

Sergeant Brian Seang, a door gunner with 450 Tactical Helicopter Squadron stands sentry in front of a CH-147 Chinook helicopter in support of Operation NANOOK-NUNALIVUT near Cambridge Bay, Nunavut on 5 March, 2026.

Photo: Master Corporal Sarah Morley, Imagery Technician, 4th Canadian Division Support Base.

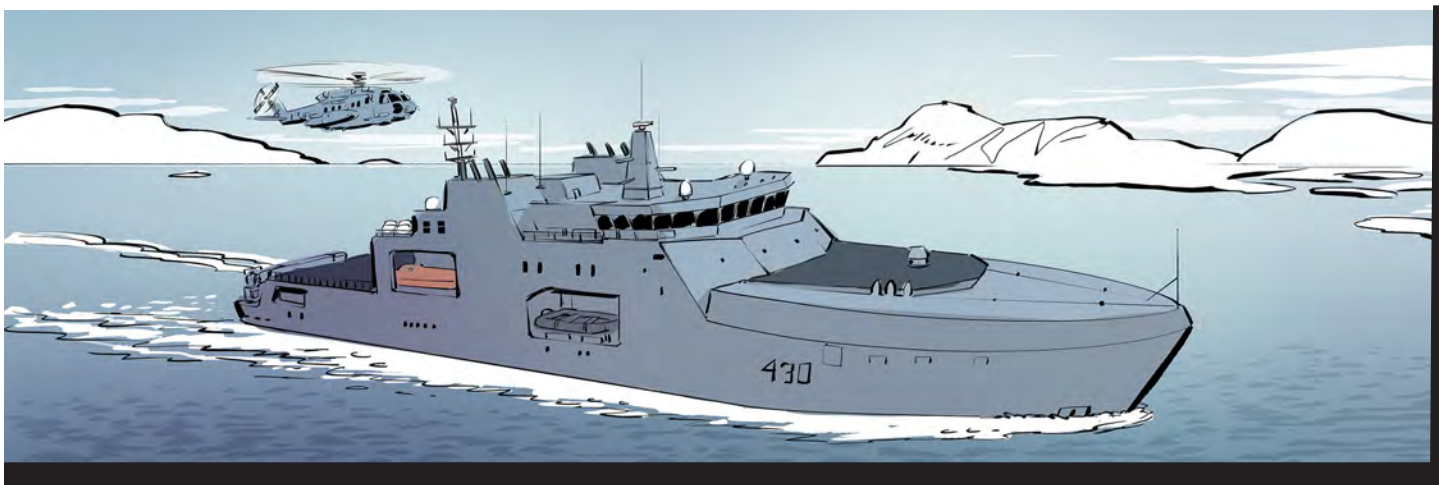
<https://www.flickr.com/photos/cafcombatcameradecombatfac/albums/72177720332081781/with/55127419929>



NATIONAL

OPERATION NANOOK-NUNALIVUT

— A MAJOR MILITARY EXERCISE PROMOTES CANADA'S ARCTIC CLAIMS



It was a show of strength—and it was meant to be. From mid-February to mid-April, some 1300 Canadian Armed Forces (CAF) personnel and **Canadian Rangers** took part in Operation NANOOK-NUNALIVUT, a series of exercises in the frozen Arctic and other nearby regions.

A TOUGH ASSIGNMENT

With the cooperation of local governments, communities, and foreign specialists, Canadian troops travelled across Nunavut and the Northwest Territories to test their skills.

They trained in -40°C or colder temperatures, learning how to survive frigid conditions by building snow shelters, melting ice for water, and preventing frostbite. Drills even included diving in ice water.

Coping with some of the harshest conditions on Earth, they carried out long patrols across ice and **tundra**, hauling equipment by sled. They practiced protecting key infrastructure such as airfields. They tested drones and other technology to see how they functioned in sub-zero weather. They also tested emergency scenarios, such as evacuating personnel and air rescues.

The mission was the largest CAF presence in the region since 2007. It involved nearly 200 snowmobiles, **light armoured vehicles**, helicopters, and planes.

DEFENDING A CLAIM

One goal was to train soldiers to fight under harsh conditions. But there was another motive. Canada controls about a

DID YOU KNOW?

Operation NANOOK-NUNALIVUT is named for Inuit words. Nanook means 'polar bear' and nunalivut means 'our land.'

quarter of the entire Arctic. It also commands the Northwest Passage, a route from the Atlantic to the Pacific. And it claims **jurisdiction** over parts of the Beaufort Sea, near the Yukon-Alaska border. Ottawa says these lands and waterways have long been a part of the nation and plans to keep things that way.

WHAT'S AT STAKE

The Arctic was long seen as a wasteland, but that's no longer the case. Climate change and melting **permafrost** are reshaping the North. So

DEFINITIONS

CANADIAN RANGERS: a sub-component of the Canadian Army Reserve who live and work in remote, isolated, and coastal regions

JURISDICTION: the legal authority of a government or organization to make and enforce laws in a specific area

LIGHT ARMoured VEHICLE (LAV): a military vehicle with protective armour that is lighter and more mobile than a tank

PERMAFROST: a layer of soil that is permanently frozen

TUNDRA: a cold, treeless landscape in the Arctic and high mountains, where the ground is often frozen

competition is heating up for access to the region.

One reason? Riches. The Arctic seabed holds 13 percent of the world's undiscovered oil and nearly 30 percent of its natural gas. There are also large rare earth mineral deposits—used in smartphones, electric vehicles, and solar panels. The Arctic isn't just a wilderness: It's a vault.

Then there are the shipping routes. The Northwest Passage decreases sailing time between Asia and Europe compared to going through the **Suez Canal**. As ice retreats, travel becomes possible for more of the year. That can greatly reduce shipping costs.

Canada says the UN Convention on the Law of the Sea confirms its right to the Northwest Passage. The treaty says internal waters are a nation's territory and foreign ships must ask permission to travel through.

The Arctic is also the shortest flight path between Russia and North America. Whoever controls its air, sea, and underwater approaches controls entry points to the continent. That's a threat to North America in an uncertain world.

HISTORICAL CONTEXT

So does Canada really have a right to so much of the Arctic? Here's

some background. In 1880, after Canada became a nation, Britain 'gave' the Arctic islands to the new country. That set the groundwork for Canada's claim of **sovereignty**.

Then, during the **Cold War**, the Arctic seabed was a hiding place for U.S. and **Soviet Union** nuclear submarines. Canada and the U.S. built a radar network in the North, tying their defences under the **NORAD** treaty.

That partnership was shaken in 1985 when the *Polar Sea*, a U.S. icebreaker, sailed through the Northwest Passage without asking permission. Ottawa was furious. To this day, the argument isn't resolved.

Russia also claims large parts of the Arctic. In 2007, a Russian submarine planted a flag on the seabed at the North Pole to support this notion.

Today, China is involved as well. It's not an Arctic country, but it's responsible for over half of the world's shipping. It sees the Northwest Passage as a possible route and is working with Russia on energy and shipping projects. While these activities are often called 'scientific' or 'economic,' they also put the West on notice.

CANADA HANGS TOUGH

It pays to remember that the Arctic was never empty land.

CANADA'S ARCTIC

Canada's Arctic is a strategically vital area that includes Nunavut, the Northwest Territories, and the Yukon. It covers 40 percent of Canada's total landmass and has over 36,000 islands—including Baffin, Victoria, and Ellesmere islands. The region has more than 162,000 km of coastline, 60 percent of Canada's total.

Around 150,000 people live in the region. Half are Indigenous (Inuit, First Nations, and Métis). It is home to 60 percent of the world's polar bear population.

Inuit and First Nations Peoples have lived there for centuries. Today, pacts like the Nunavut Land Claims Agreement recognize Inuit ownership. Treaties protect hunting and fishing rights. Indigenous Nations help manage resources and development. Canada says this strengthens its claim to Arctic lands and waters.

To secure that claim, Canada is investing in Arctic patrol ships, better surveillance, and is expanding airfields and ports.

Still, when other nations dispute Canada's rights, it must rely on law, diplomacy, and its presence there to stand firm against global competition. The nation's place in the North depends on it. ★

DEFINITIONS

COLD WAR: a period of tension from about 1947 to 1991 between the United States and the Soviet Union

NORAD: a joint Canada–United States military organization that monitors and defends North American airspace

SOVEREIGNTY: a country's full right and power to govern itself and control what happens within its borders

SOVIET UNION: a large communist superpower that existed from 1922 to 1991, made up of Russia and 14 other republics

SUEZ CANAL: a 193-km artificial waterway in Egypt connecting the Mediterranean Sea to the Red Sea. It allows ships to travel between Europe and Asia without going around Africa.



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OPERATION NANOOK-NUNALIVUT

– A MAJOR MILITARY EXERCISE PROMOTES CANADA'S ARCTIC CLAIMS

COMPREHENSION QUESTIONS

1. How many people live in Canada's Arctic? How many of the residents are Indigenous?

2. List at least three other important facts about Canada's Arctic region.

3. What is the Northwest Passage?

4. Why are many countries interested in accessing this route?

5. Explain why Canada says it controls this passageway.

6. As the climate warms which resources on the Arctic seabed are Canada and other nations interested in?

7. How many troops took part in Operation NANOOK-NUNALIVUT? What resources and equipment were involved?

8. List at least four activities that they practiced or skills they worked on.



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QUESTIONS FOR FURTHER THOUGHT

1. During a press conference in Yellowknife in March, Prime Minister Mark Carney stated: *"We are securing every corner of this terrain, unlocking its vast resources, and delivering the strong, connected network of communities that Northerners deserve. In this new era, we cannot rely on other nations for our security and prosperity. We are defending and building together, the true North, strong and free."*

What is your understanding of this quote? As you see it, how might developing communities in the North make Canada more secure and prosperous? Give reasons to support your ideas.

2. The article states: *"It's clear that the Arctic isn't just a wilderness: It's a vault."*

What is your understanding of this quote? Give reasons to support your ideas.

3. Over the last year, the Canadian Armed Forces surpassed its recruiting targets with the highest number of enrolments in 30 years. Would you ever consider serving in Canada's military? Why or why not? How would you feel about potentially serving in Canada's Arctic? Explain.

– A MAJOR MILITARY EXERCISE PROMOTES CANADA'S ARCTIC CLAIMS

Western allies boost Arctic presence

The framework deal on Greenland agreed with U.S. President Donald Trump would require NATO allies to boost Arctic security, NATO Secretary General Mark Rutte says

President Trump is keen to develop new **Golden Dome** missile defence system, for which he says Greenland is crucial

Russian President **Vladimir Putin**

RUSSIA
Has re-opened and modernised tens of Cold War-era bases in Arctic since 2005
Kola Peninsula hosts around two-thirds of Russia's nuclear second-strike forces – its capacity to retaliate after nuclear attack

UNITED STATES
Most of its Arctic forces located across eight bases in Alaska – 22,000 military personnel

CANADA
Six key bases in Arctic security include **Alert** – signals intelligence station and world's northernmost permanently inhabited settlement
Canada procuring two over-the-horizon radar systems under U.S.- Canada military organisation **NORAD – North American Aerospace Defense Command**

DENMARK
Joint Arctic Command
HQ is in Greenland's capital Nuuk; 150 military and civilian personnel

JAC also present at four smaller military stations in eastern and north-eastern Greenland

NORWAY
Four air bases, including **Bodø** and **Ørland Air Base** – home to new **F-35** fighter jets – , two navy bases, several army bases and **Rygge Air Station** – reception centre for NATO reinforcements in event of attack

ICELAND
Has no military, but **Keflavik Air Base** hosts U.S. Navy **P-8A** Poseidon maritime-patrol aircraft in rotational deployment

The map illustrates the Arctic region, centered on the North Pole, with the Arctic Circle marked. It shows the Arctic Ocean, Barents Sea, and surrounding landmasses including North America (USA, Canada, Greenland), Europe (Russia, Norway, Denmark, Finland, Sweden), and Iceland. Key military bases are marked with stars: blue stars for the United States (Elmendorf Air Force Base, Eielson Air Force Base, Pituffik Space Base, and several in Alaska), red stars for Russia (Tiksi base, Nagurskoye Air Base, Rogachevo, and several on the Kola Peninsula), and yellow stars for Canada (Alert, Inuvik, Resolute Bay, Nanisivik, Rankin Inlet, and Yellowknife). Other locations marked include Nuuk (Denmark), Keflavik (Iceland), and various bases in Norway (Bodø, Ørland, Rygge) and Finland (Sodankylä, Rovaniemi). The map also shows the ice extent in September 2025 and a scale bar for 1,000 km and 600 miles.

Sources: Reuters, BBC, International Institute for Strategic Studies, Chatham House, SIPRI

Pictures: Getty Images

© GRAPHIC NEWS

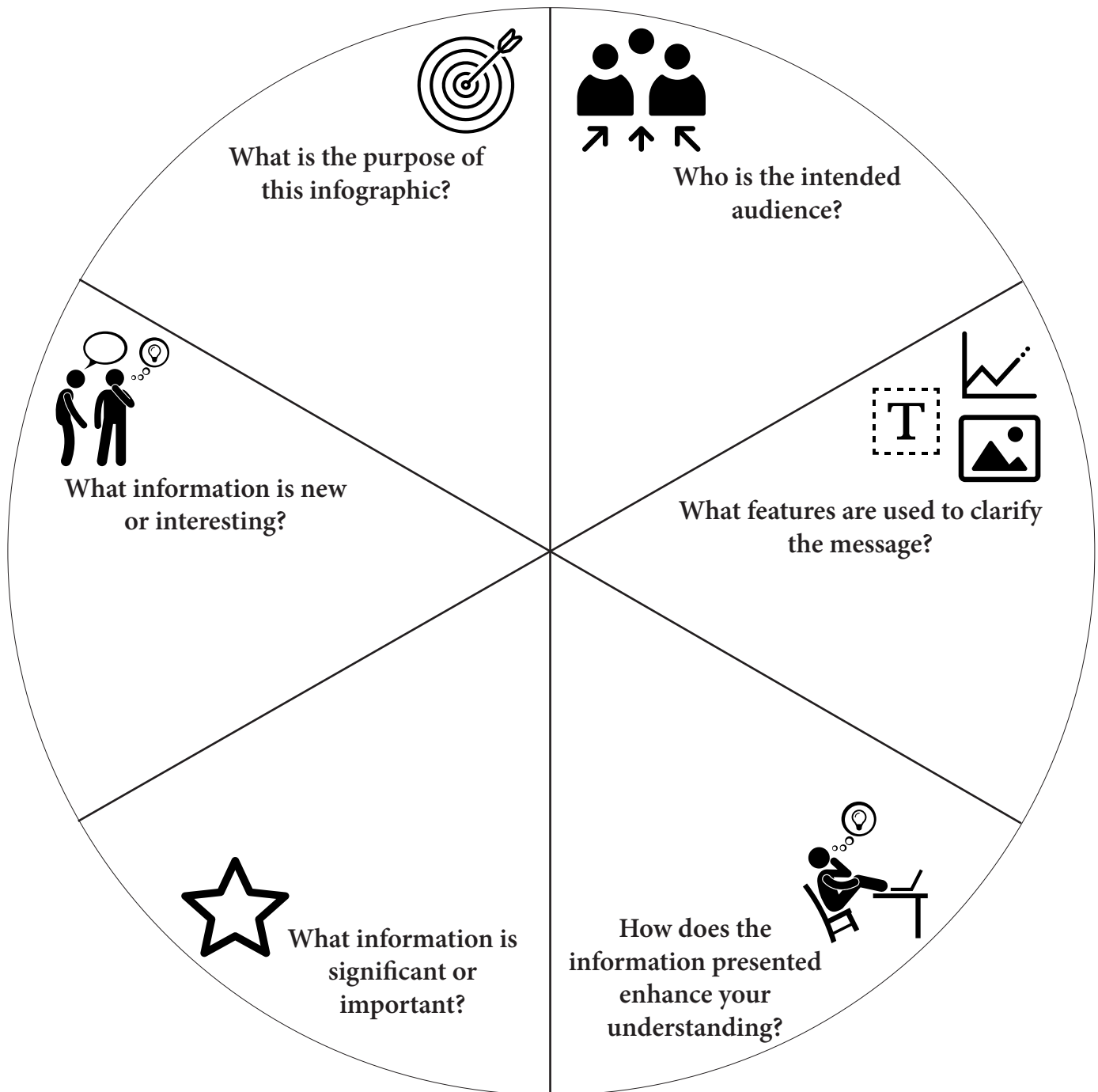


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ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?



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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:



<https://www.flickr.com/photos/cafcombatcameradecombatfac/albums/72177720332081781/with/55127419929>



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

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

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

★



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QUESTIONS FOR ONLINE EXPLORATION

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

1. Watch Prime Minister Carney announce Canada's plan to defend, build, and transform the North:
<https://www.youtube.com/watch?v=R9okWxj3AGI> [20:19]

What questions do you have?

2. Learn more about Operation NANOOK-NUNALIVUT from Canadian Rangers, Canada's Foreign Affairs Minister, and the Government of Canada website:

<https://www.youtube.com/watch?v=YLkxhaYu8Dk> [4:34]

<https://www.canada.ca/en/departement-national-defence/services/operations/military-operations/current-operations/operation-nanook.html>

What did you learn?

3. Learn why Arctic sovereignty may be at risk:

<https://www.youtube.com/watch?v=uFP3rdmE8Zw&t=5s> [22:49]

What questions do you have?

4. Listen to Canadian Rangers describe their training to defend the Canadian Arctic:

<https://www.youtube.com/watch?v=BqegoGbKimU> [6:04]

5. Learn how Canada's military is training to defend our sovereignty in the North:

<https://www.youtube.com/watch?v=8rRPdDoCLeA> [5:48]

How do Rangers and the CAF (Canadian Armed Forces) support each other in this region?

6. Review this photo journal of Operation NANOOK-NUNALIVUT:

<https://www.cbc.ca/news/world/in-photos-canadian-armed-forces-begin-arctic-military-exercise-9.7095160>



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QUESTIONS FOR ONLINE EXPLORATION

7. Check out these infographics related to the Canadian Arctic, and the effects of climate change and increased shipping on the region:

The Canadian Arctic: Canada's largest ocean area

<https://www.dfo-mpo.gc.ca/about-notre-sujet/publications/infographics-infographies/soto-rceo/2019/page-01-eng.html>

Climate Threat to the Arctic

<https://seas-at-risk.org/publications/infographic-slashing-black-carbon-emissions-would-cut-shippings-climate-impact-this-decade/>

Growth in Arctic Shipping is Bad News and the Result of a Destabilised Arctic Environment

<https://cleanarctic.org/2022/02/18/infographic-growth-in-arctic-shipping-is-bad-news-and-the-result-of-a-destabilised-arctic-environment/>



NATIONAL

MANITOBA EYES NEW SOCIAL MEDIA BAN

– PROPOSAL WOULD BAN TIKTOK AND OTHERS FOR THOSE UNDER 16

BEFORE READING

1. Ask students to find a partner and randomly assign each partner "For" or "Against" before revealing the topic.
2. Next, write the following statement on the board:
"Canada should follow in the footsteps of Manitoba to ban social media and AI for youth under 16."
3. Allow students two minutes to think about their side of the argument and to jot down some point form notes.
4. Tell students that they will each have two minutes to share their ideas, without any interruption from their partner. Begin with the "Fors".
5. Open up the discussion for another two minutes for partners to ask each other questions.
6. Debrief main ideas on both sides of the argument as a class.
7. Have students view the following video that shares arguments from both sides on a social media ban for youth:
<https://ici.radio-canada.ca/rci/en/news/2251336/would-manitobas-social-media-ban-actually-protect-kids> [4:57]
8. 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. 56) as needed.



Social media platter

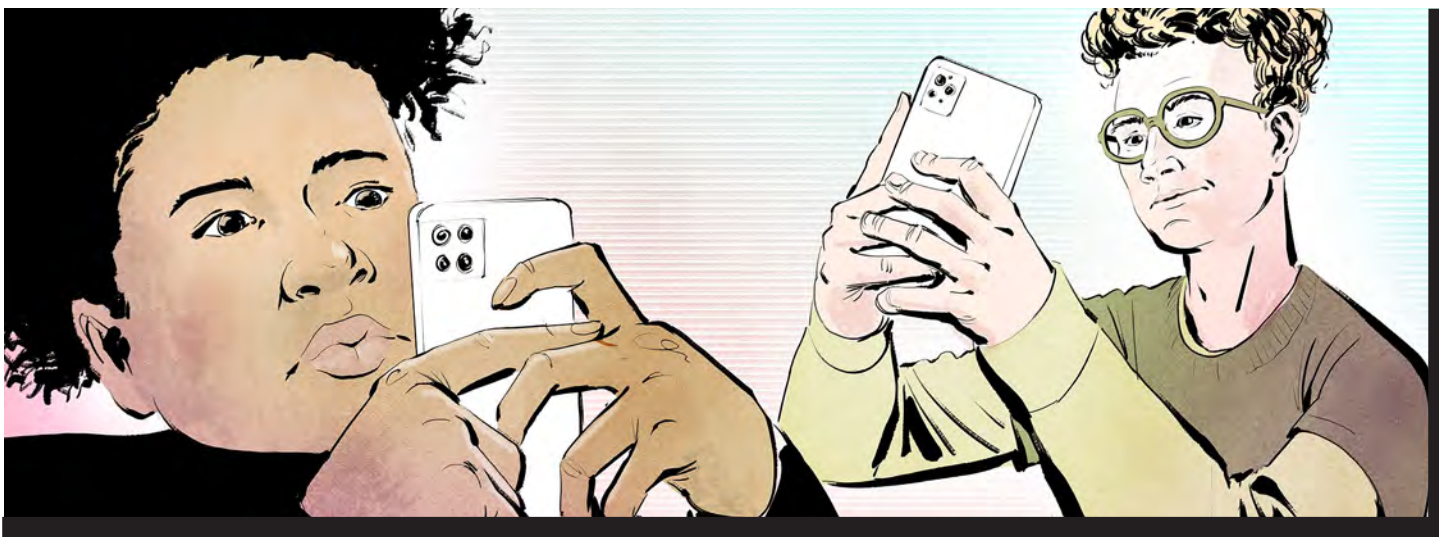
https://commons.wikimedia.org/wiki/File:Social_media_platter.svg



NATIONAL

MANITOBA EYES NEW SOCIAL MEDIA BAN

— PROPOSAL WOULD BAN TIKTOK AND OTHERS FOR THOSE UNDER 16



Picture this: you wake up, reach for your phone—and TikTok is gone. Instagram, Snapchat, YouTube—all locked. The reason? It's just become illegal for you to use these apps.

In April, that's what Manitoba Premier Wab Kinew proposed. He declared that the Prairie province would be first to prohibit kids under 16 from using TikTok, Instagram, Snapchat, X, Facebook, YouTube, and Twitch, as well as AI sites like ChatGPT.

Plans are also under review to limit late-night notifications, scrolling feeds, and targeted ads. These features are habit-forming, critics say. Manitoba may also give parents tools to restrict teens' screen time during certain hours.

KEEPING KIDS SAFE

Those moves could have real impact because cellphone use among teens is high. A study by MediaSmarts found that 81 percent of Canadian kids aged 12 to 13 had smartphones. For teens aged 14 to 17, it's 93 percent.

Manitoba has already banned all cellphone use for students in Grade 8 and under. High schoolers can only use them at recess or during lunch.

Why is it going further now? The short answer: mental health. Manitoba argues that features such as likes, comments, and **algorithm**-driven feeds keep users scrolling. Teens' brains are still developing, so that can be addictive. What's more, social media exposes young people to cyberbullying, misinformation, and unrealistic body images.

In fact, studies by the Canadian Paediatric Society and the **WHO** have linked heavy social media use to anxiety, depression, sleep issues, and teens' low self-esteem.

As well, Statistics Canada reported that in 2018, 25 percent of kids between the ages of 12 and 17 were cyberbullied online or through texted threats and insults. The more time kids spend on their phones, the more likely they are to be victimized.

That's a real problem. A 2026 Rogers Communication study found that kids aged 11 to 17 spend over five hours a day on their phones. That's far above the two-hour daily screen time recommended by the Canadian Paediatric Society.

ENFORCING THE LAW

Premier Kinew blames the tech giants. So he says that Meta,

DEFINITIONS

ALGORITHM: a set of step-by-step instructions a computer follows to solve a problem or make a decision

WHO (WORLD HEALTH ORGANIZATION): a UN agency which coordinates responses to global public health issues and emergencies

OpenAI, Snapchat, and others will have to use age-verification technology to keep underage users off their platforms.

If they don't, the fines could be huge. "They're going to be bigger than you've ever seen in Manitoba before," he said.

LEARNING FROM AUSTRALIA

Details of how age verification would work haven't been released. So to understand where Manitoba is headed, it helps to look at Australia.

In December 2025, the down-under nation of 27 million became the first to ban social media for users under 16. Social media companies deactivated accounts and stopped younger teens from creating new ones. Otherwise, they faced fines of up to \$49 million Canadian.

The results were mixed. A month later, nearly five million kids' accounts were deactivated. But many simply migrated to platforms that weren't included in the ban. Many others altered their appearance to fool facial-recognition age checks.

"Kids are managing to bypass [the law] in Australia, and I think we would have to expect that the same thing would happen here," Technology analyst Carmi Levy says. "The trick is to ensure that the vast majority of kids are targeted [and] that the majority are given

alternatives to **unmitigated** social media access."

TEENS RESPOND

Not surprisingly, young people have a lot to say about a law that directly affects them—and the reaction is far from unanimous.

Some teens agree with the proposed law, especially when it comes to AI. But they also worry about what gets lost. Lily Wassing, 16, says cutting off other social media could hurt teens' ability to connect.

Quinn Bloomfield, 18, agreed with the goal of protecting kids but was frustrated by how the decision was made.

"[This group] can't vote. They don't really have the ability to put their input into what's going on, and this is one more thing that we've just thrust upon them without offering any solutions."

He wants the province to invest in spaces for teens to socialize as part of any online restrictions.

ELSEWHERE IN CANADA

Manitoba may be the first province to announce a ban, but it won't be the last to consider it.

British Columbia will look at similar measures if Ottawa doesn't act first. Saskatchewan plans to consult the public about a potential ban. And Quebec has its own movement pushing for under-16 restrictions.

DID YOU KNOW?

Manitoba's population is 1.5 million and there are about 1.4 million cellphone subscriptions in the province. However, that number includes people with multiple devices and business accounts.

The average age in Manitoba is 39.7. Children aged 15 and under make up 18.8 percent of the population or about 270,000.

Manitoba is one of five provinces with more young people (15 to 24) than older individuals (55 to 64). For every potential retiree aged 55 to 64, there are 1.20 Manitobans aged 15 to 24.

Federally, the Liberal Party has passed a **non-binding resolution** calling for national age restrictions on social media. Ottawa tried to safeguard kids from social media in 2024 with the Online Harms Act, but the bill stalled. It will likely try again.

A BROADER TREND

Manitoba will probably introduce the bill this fall. It's just one of many governments grappling with the issue.

Some U.S. states have passed laws limiting minors' accounts. China, France, Denmark, the UK and New Zealand have introduced or are considering bans. For now in Canada, only Manitoba teens will be affected. But the law's impact will no doubt influence the rest of the country, so be prepared. ★

DEFINITIONS

NON-BINDING RESOLUTION: an official statement that shows what a government thinks or supports, but it does not create a law
UNMITIGATED: not reduced, softened, or made less severe in any way



COMPREHENSION QUESTIONS

1. What is the population of Manitoba?

2. How many cellphones are in use in Manitoba?

3. How many 12 and 13-year-old kids in Canada have cellphones? How many teens aged 14 to 17 own cellphones?

4. What does the Canadian Paediatric Society recommend is a safe amount of daily screen time for youth? How much time are young people actually spending on their phones?

5. What are the current rules for cellphone use in Manitoba schools?

6. Name the premier of Manitoba. What did he announce in late April?

7. What reasons did the Manitoba government give for these proposed restrictions?

8. How will the new rules be enforced? Explain.



MANITOBA EYES NEW SOCIAL MEDIA BAN

– PROPOSAL WOULD BAN TIKTOK AND OTHERS FOR THOSE UNDER 16

QUESTIONS FOR FURTHER THOUGHT

1. Manitoba Premier Wab Kinew recently stated: *"I think it's really important for the mental health of young people and just the freedom of young people to be kids while they're growing up."* What is your understanding of this quote? Do you agree or disagree with his perspective? Give reasons to support your ideas.

2. Australia has had a social media ban for youth under 16 in place for about 4 months, the first country to do so. According to experts, many Australian kids are bypassing the law by migrating to platforms that weren't included in the ban. Technology analyst Carmi Levy states: *"The trick is to ensure that the vast majority of kids are targeted, that the majority of kids are given other alternatives to unmitigated social media access."* As you see it, what types of alternatives would help to limit youth exposure to social media? Give examples to support your ideas.

3. Other provinces, territories, and the Canadian government are considering following Manitoba's initiative to prohibit access to certain social media platforms and AI sites. How would you react if this were to happen in Canada? How would such a law change how you communicate with your peers and your daily routines? Give reasons to support your response.



MANITOBA EYES NEW SOCIAL MEDIA BAN

– PROPOSAL WOULD BAN TIKTOK AND OTHERS FOR THOSE UNDER 16

QUESTIONS FOR ONLINE EXPLORATION

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

1. Learn more about Manitoba's plan to ban social media for youth:

<https://www.youtube.com/watch?v=P767gyGwhnw> [3:41]

What did you learn?

2. Hear from youth in Manitoba about what this proposed ban means for them:

<https://www.cbc.ca/kidsnews/post/watch-manitoba-announces-canadas-1st-social-media-ban-what-teens-think> [0:51]

Do you agree or disagree with their ideas? Explain.

3. Explore some of the challenges in enforcing this ban:

<https://www.cbc.ca/news/canada/manitoba/ai-social-media-youth-ban-experts-9.7178638> [1:54]

What questions do you have?

4. Learn more about Australia's efforts to ban social media for youth and the progress they've made with this initiative:

<https://www.bbc.com/news/articles/cwyp9d3ddqyo>

<https://www.cbc.ca/news/world/au-social-ban-begins-9.7007357>

<https://www.cnews.fr/france/2026-04-10/interdiction-des-reseaux-sociaux-aux-moins-de-16-ans-en-australie-le-systeme-est>

What can we learn from Australia's example?



NATIONAL

MANITOBA EYES NEW SOCIAL MEDIA BAN

– PROPOSAL WOULD BAN TIKTOK AND OTHERS FOR THOSE UNDER 16

QUESTIONS FOR ONLINE EXPLORATION

5. Learn why social media bans are becoming more common:

https://www.youtube.com/watch?v=8krDm4883JE&list=PLC-psp4a5OpsA9lO_Y-E1tCrEwSN4h6bp&ind [30:03]

6. Learn what health organizations say about the potential dangers of social media for youth:

<https://www.who.int/europe/news/item/25-09-2024-teens--screens-and-mental-health>

https://healthyscreenuse.cps.ca/answers/age-bans_

What did you learn?



NATIONAL

MANITOBA EYES NEW SOCIAL MEDIA BAN

– PROPOSAL WOULD BAN TIKTOK AND OTHERS FOR THOSE UNDER 16

INFOGRAPHIC

Australia bans social media for kids

Social media companies in Australia must take “reasonable steps” to ensure that children under the age of 16 cannot engage with their platforms and that all existing accounts in that age range are deleted

BANNED APPS



FACEBOOK



INSTAGRAM



KICK



REDDIT



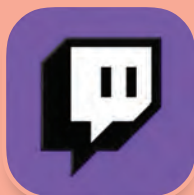
SNAPCHAT



THREADS



TIKTOK



TWITCH



X (TWITTER)



YOUTUBE



■ **Dec 10, 2025:** New law – world-first policy popular with parents – begins following government study that concluded **96% of children aged 10-15** used social media and that **seven out of 10** of them had been exposed to bullying and harmful content, such as misogynistic material and pro-suicide themes

■ **Feb 10:** Marks annual **Safer Internet Day**, which sees 180 nations draw attention to issue

ALLOWED APPS



DISCORD



GITHUB



CLASSROOM*



LEGO PLAY



MESSANGER



PINTEREST



ROBLOX



STEAM†



WHATSAPP



YT KIDS‡

Current as of Nov 21, 2025 – lists open to re-evaluation. *Google Classroom. †Includes Steam Chat.

‡YouTube Kids. Sources: BBC, Australia eSafety Commissioner Picture: Unsplash © GRAPHIC NEWS

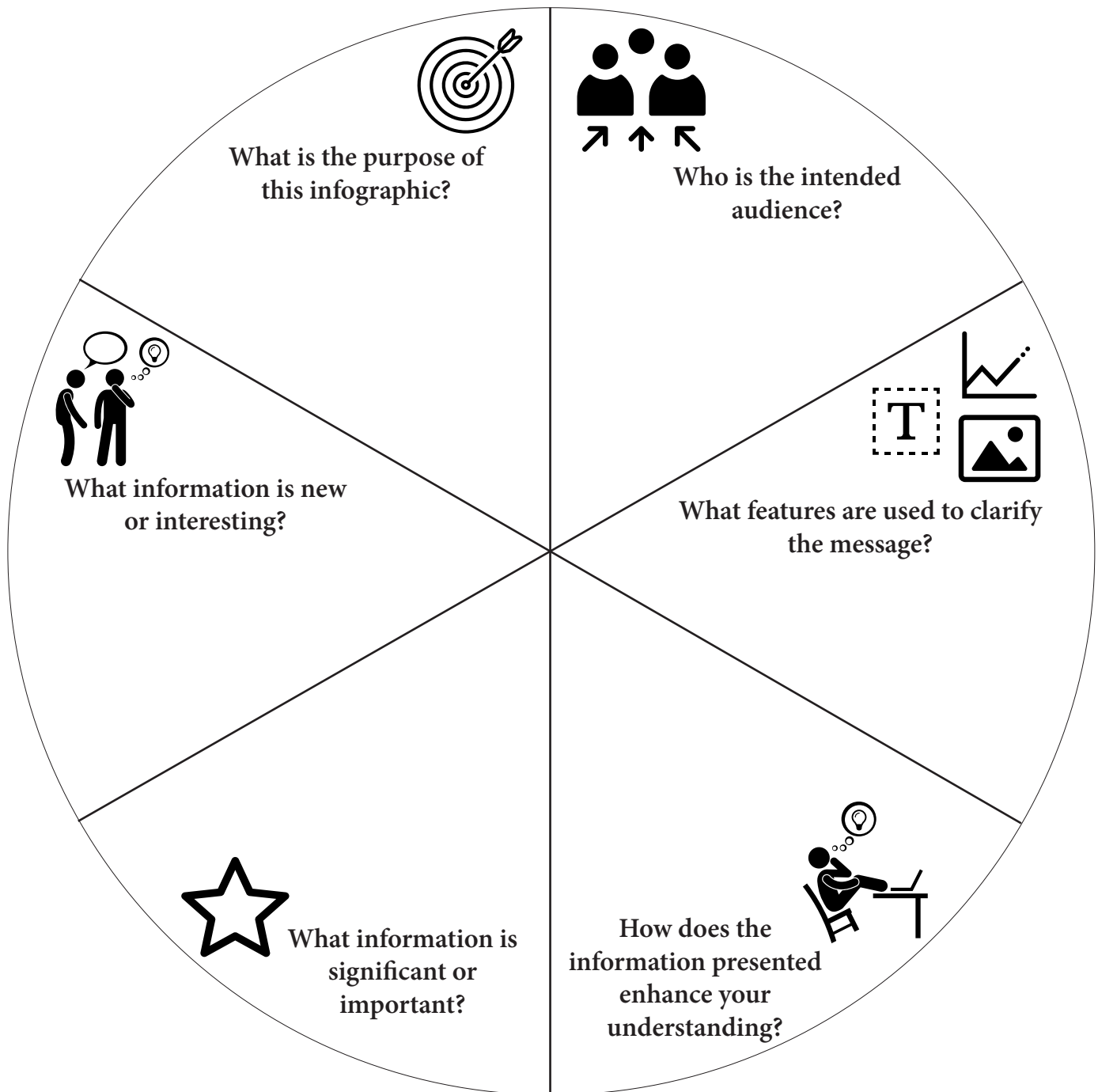


NATIONAL

MANITOBA EYES NEW SOCIAL MEDIA BAN

– PROPOSAL WOULD BAN TIKTOK AND OTHERS FOR THOSE UNDER 16

ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?



NATIONAL

MANITOBA EYES NEW SOCIAL MEDIA BAN

– PROPOSAL WOULD BAN TIKTOK AND OTHERS FOR THOSE UNDER 16

EDITORIAL CARTOON



YOUR TASK:

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

1. What do you already know about the proposed social media ban for youth under 16 in Manitoba?
2. Describe what you see and read in the cartoon.
3. As you see it, what might the cartoonist be saying about social media? Explain.
4. For what reasons do you agree with the cartoonist? For what reasons do you disagree? Explain. ★

**PUTTING IT ALL TOGETHER**

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

_____ 1. Which country was the first to prevent kids from accessing social media?

a) Texas

b) New Zealand

c) Australia

d) France

_____ 2. Who is the premier of Manitoba?

a) Scott Moe

b) Mark Carney

c) Doug Ford

d) Wab Kinew

_____ 3. How many Manitoba residents are 15 years old and under?

a) 270,000

b) 475,000

c) 640,000

d) 1.5 million

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?** 81 percent of Canadian youth aged 12 and 13 have a cellphone.

_____ 5. **True or False?** All cellphones are banned in all Manitoba schools.

_____ 6. **True or False?** Manitoba parents and teachers will be responsible for enforcing the new social media ban.

C. Fill in the blanks to complete each sentence.

7. The Canadian Paediatric Society recommends _____ hours of daily screen time for youth.

8. There are _____ million cellphone subscribers in Manitoba.

9. WHO = World _____ Organization.

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.



INTERNATIONAL

THE 'BEAUTIFUL GAME' COMES CALLING

– IN A 'FIRST', CANADA WILL CO-HOST MEN'S 2026 WORLD CUP

BEFORE READING

1. Tell students that this article is about Canada co-hosting the Men's 2026 World Cup.
2. Have students discuss in pairs what they know about the topic. Debrief ideas as a group. (e.g., Canada is sharing host duties with the U.S. and Mexico; only two Canadian cities are hosting - Toronto and Vancouver; Canada gets an automatic qualification because it is hosting the event; Canada's first match is against Bosnia-Herzegovina in Toronto; captain is Alphonso Davies; coach is Jesse Marsch, etc.)
3. Next, have students watch this promotional video for the event from Sport Canada:

<https://www.youtube.com/watch?v=r7W3OF6Ws-8&t=5s> [0:56]

Facilitate a class discussion about the ideas presented in the video.

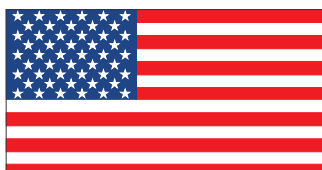
4. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (page 56) as needed.



Children play soccer in Bata, Equatorial Guinea. (ABDELHAK SENNA/AFP/Getty Images)



Canada



United States



Mexico



INTERNATIONAL

THE 'BEAUTIFUL GAME' COMES CALLING

— IN A 'FIRST', CANADA WILL CO-HOST MEN'S 2026 WORLD CUP



On June 12, a referee's whistle will usher in the first-ever Men's FIFA World Cup match on Canadian soil. A sold-out crowd of some 45,000 spectators will cheer as the Canadian Men's Soccer Team faces Bosnia/Herzegovina in Toronto in a **watershed moment**.

SHARING THE THRILLS

It will be a unique moment for FIFA, too—the first time the World Cup will be played in three countries. In all, 48 qualifying nations and over one million visitors will descend on the U.S., Mexico, and Canada for the largest World Cup ever.

Canada will host 13 of the 104 matches: six in Toronto and seven in Vancouver. Mexico will host 13 games, while the other 78, including the final on July 19, will take place in the U.S.

FIFA awarded the competition to North America for a mix of reasons. First, spreading it out lowers the cost and uses existing stadiums, airports, and hotels.

Second, joint hosting is a low-risk move that promised higher profits and fewer construction challenges. Third, it's a way to tap into large fan bases in all three nations and to boost the sport's growth in North America.

Finally, it brings together fans and players from many nations in a spirit of cooperation.

ABOUT THE CUP

The FIFA World Cup takes place every four years. This will be the 23rd time it will be held. It's the most popular sports event on Earth. Some six billion fans—over half the world's population—are expected to tune in on radio, TV, or via

streaming to follow the 'beautiful game.' It is set to be the most watched sports event in history.

FIFA places the 48 qualifying teams into 12 groups of four, based on a draw that spreads out strong teams. It also tries to keep nations from the same region apart. Each team then plays the others in three group-stage matches. The top two teams in each group and the eight best third-place teams advance to the knockout round. At that point, only winning teams advance until two are left in the final.

There's lots riding on the outcome—\$871 million (US) in prizes, the most money ever awarded. When play ends, champions will raise the trophy and collect a cool \$50 million.

It's a punishing contest. Only eight nations have ever won the World Cup: Germany, Brazil,

DEFINITIONS

FIFA (FÉDÉRATION INTERNATIONALE DE FOOTBALL ASSOCIATION): a global organization with 211 member associations that governs soccer (football). It sets the rules of the game and it organizes major international competitions.

WATERSHED MOMENT: a turning point. A time when something important changes and things are never quite the same afterward.

Argentina, Spain, Uruguay, France, England, and Italy.

CANADA'S FIFA BID

FIFA asks a lot of host cities. They must provide modern stadiums that meet strict standards, reliable transportation systems, and thousands of hotel rooms. They must also deliver tight security measures, manage crowds, and create “fan zones.”

In addition, host governments often grant FIFA exclusive marketing rights, limits on nearby advertising, and tax **exemptions**. That makes the event a major undertaking.

A costly one, too. Montreal, Edmonton, Calgary, and Toronto originally bid for matches. But the Alberta cities dropped out when costs shot up. Montreal, replaced by Vancouver in 2022, dropped out too, after refusing to renovate its Olympic Stadium.

A TEAM WITH PROMISE

With hosting finally resolved, the fun is about to begin. What about Canada's team? Is there reason to hope? Observers believe so.

As a host country, Canada gets to play without going through qualifying rounds. But it must compete once the action starts.

Canada qualified for the World Cup twice—in Mexico in 1986 and in Qatar in 2022, where the team finished without a win. This time, expectations are different.

Jesse Marsch became head coach in 2024 and he built a winning culture. He believes the team can make a historic showing.

The players to watch? Team Captain Alphonso Davies of Edmonton, who scored Canada's first-ever World Cup goal in Qatar. Some say he's Canada's best soccer player ever. All eyes will also be on striker/forward Jonathan David, who just recorded 25 goals and 12 assists playing for Lille. Winger Tajon Buchanan will add flair.

Getting past the group stage is a real possibility this time. The team's first challenge will be against Bosnia/Herzegovina—seen as a fair match-up. Next, it will have to tackle Qatar (June 18, Vancouver) and Switzerland (June 24, Vancouver).

THE BOTTOM LINE

Toronto's BMO Field has been expanded, upgraded, and temporarily renamed ‘Toronto Stadium’ since FIFA doesn't allow ads. Toronto's six matches include Canada's opening game. The cost of hosting these games? About \$380 million.

In Vancouver, BC Place will host the FIFA Congress, which runs global soccer, as well as seven matches. The bill there has soared from an initial estimate of \$240 million to \$624 million.

In the end, hosting 13 World Cup contests in Canada will

cost taxpayers at least \$1 billion. At the same time, with over a million visitors, and thousands of event-related jobs, more than \$2 billion could be added to the Canadian economy. Yet host countries had financial losses in 12 of the last 14 World Cups.

Carson Binda of the Canadian Taxpayers Federation says B.C. residents “are struggling to make ends meet” while the province wastes “a million dollars per minute hosting seven games.”

Still, when Canada hosted the 2015 Women's World Cup, it drew 1.35 million spectators and generated nearly \$500 million. The impact of the men's tournament will be much larger.

There's also a legacy question. For the 2010 Vancouver Winter Olympics, the Games' governing body made commitments regarding education, social inclusion, and sustainability. The World Cup deal has none of that.

OUR SOCCER FUTURE

That said, soccer has taken Canada by storm, with over one million registered players. It's the sport of choice for half of all young Canadians—more popular even than hockey or swimming. So a strong home team on the world stage could inspire future elite players.

Will you be watching Canada's soccer future unfold? ★

DEFINITIONS

EXEMPTION: when someone is allowed not to follow a rule that most people have to follow



INTERNATIONAL

THE 'BEAUTIFUL GAME' COMES CALLING

– IN A 'FIRST', CANADA WILL CO-HOST MEN'S 2026 WORLD CUP

COMPREHENSION QUESTIONS

1. What does **FIFA** stand for? How many football associations belong to this organization?

2. Which major soccer tournament will begin on June 12? When will the final game take place?

3. How many games will be played in Canada? Which cities will host these matches?

4. How many matches will occur in the other host countries?

5. List at least three reasons why FIFA awarded the tournament to these three countries.

6. Describe the popularity of this soccer competition.

7. How many teams will take part?

8. Describe how the first round of the tournament is organized.

9. Describe how the following rounds are organized.

10. How much prize money is at stake?



THE 'BEAUTIFUL GAME' COMES CALLING

– IN A 'FIRST', CANADA WILL CO-HOST MEN'S 2026 WORLD CUP

QUESTIONS FOR FURTHER THOUGHT

1. According to the article, "Soccer is now the most popular sport in Canada." As you see it, how might Canada's hosting duties for this year's World Cup impact the future of soccer in Canada? Give reasons to support your ideas.

2. Some observers criticize FIFA's process for selecting teams for the World Cup. They believe that capping the number of slots for certain regions excludes better teams from participating. As you see it, what is more important for the World Cup...having the best teams compete or ensuring that there is worldwide representation? Give reasons to support your response.

3. As you see it, what are the main benefits of large sporting events such as the FIFA World Cup? What are the main drawbacks? Overall, do you believe that the benefits of these events outweigh the drawbacks, or that the drawbacks outweigh the benefits? Give reasons to support your response.



INTERNATIONAL

THE 'BEAUTIFUL GAME' COMES CALLING

– IN A 'FIRST', CANADA WILL CO-HOST MEN'S 2026 WORLD CUP

QUESTIONS FOR ONLINE EXPLORATION

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

1. Visit the official site of the FIFA World Cup 2026:

<https://www.fifa.com/en/tournaments/mens/worldcup/canadamexicousa2026>

What did you learn?

2. Explore the profiles of the teams competing at the FIFA World Cup 2026:

<https://www.fifa.com/en/cat/f8b3TUJHoOg5YrooOppT8>

Which teams do you believe have the best chance of winning this year?

3. Learn more about the 16 host cities and take a guided video tour of each city with a local spokesperson:

Cities:

<https://www.fifa.com/en/tournaments/mens/worldcup/canadamexicousa2026/host-cities>

Video tours:

<https://www.youtube.com/playlist?list=PLCGIzmTE4doiMsY1UxNq3yAvQIH8WgeDH>

List three interesting facts that you learned:

4. Meet the Canadian Men's National Team and its coach:

<https://canadasoccer.com/national/%20camps/?teamId=2068>

Who will you be watching on Team Canada?



INTERNATIONAL

THE 'BEAUTIFUL GAME' COMES CALLING

– IN A 'FIRST', CANADA WILL CO-HOST MEN'S 2026 WORLD CUP

QUESTIONS FOR ONLINE EXPLORATION

5. Watch these interviews with team captain, Alphonso Davies, and coach, Jesse Marsch, speaking about Canada's chances this year:

<https://www.yout-ube.com/watch?v=MoC4AtFRGsM> [12:44]

<https://www.yout-ube.com/watch?v=BhXa9MIoTto> [26:17]

What questions do you have?

6. Check out this infographic showing the full schedule of play:

https://digitalhub.fifa.com/m/1be9ce37eb98fcc5/original/FWC26-Match-Schedule_English.pdf



INTERNATIONAL

THE 'BEAUTIFUL GAME' COMES CALLING

– IN A 'FIRST', CANADA WILL CO-HOST MEN'S 2026 WORLD CUP

INFOGRAPHIC



Trionda: FIFA World Cup match ball

The Trionda match ball features a design inspired by the three co-hosts, a unique four panel construction, and technology which logs every movement to aid match officials' decisions

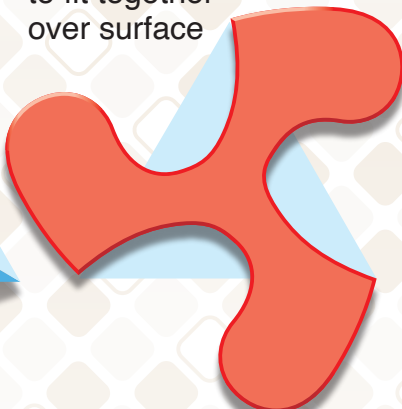
Tetrahedron

Platonic solid with four equilateral triangular surfaces



Trionda panel

Triangle's edges curved to fit together over surface



Trionda ball



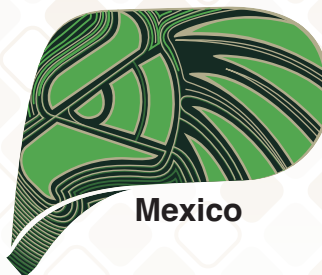
Country icons



Canada



U.S.



Mexico

Ball surface:

Deep seams and debossed lines to provide evenly distributed drag for optimal in-flight stability

Embossed icons:

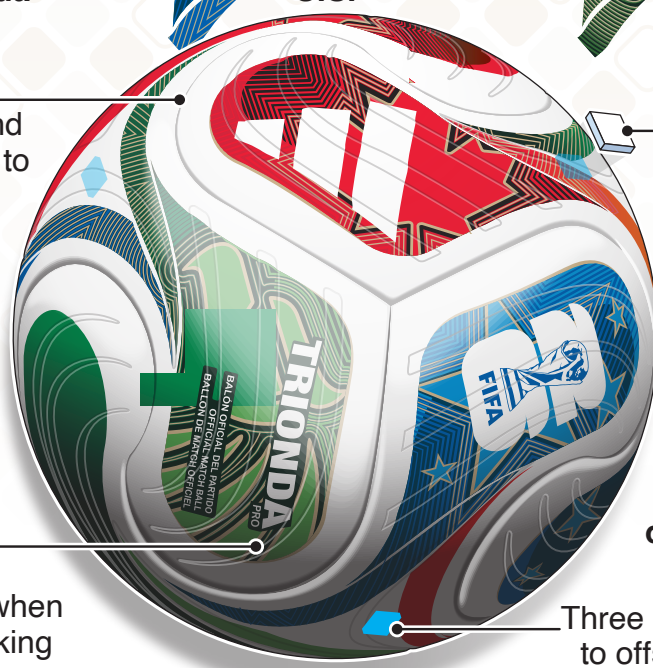
For improved grip when dribbling or striking

Connected Ball Technology

Side-mounted 500Hz inertial measurement unit motion sensor chip

Identifies time and location of each touch of ball – including handball and offside incidents

Three counter-balances to offset weight of chip



Sources: adidas, FIFA, Scientific American

© GRAPHIC NEWS

By PHIL BAINBRIDGE

Fifa World Cup 2026 Trionda Match Ball

June 11, 2026 - July 19, 2026 - The Trionda official match ball features a design inspired by the three co-hosts, a unique four panel construction, and technology which logs every movement to aid match officials' decisions.

The design celebrates the three nations that will host the tournament, with a maple leaf representing Canada, the eagle for Mexico and the Star for the U.S.

The construction of the Trionda is based on the tetrahedron, a platonic solid with four equilateral triangular surfaces. The sides of each triangle have been curved to form four shapes that can interlock over the spherical surface of the ball. The ball surface itself features deep seams and debossed lines to provide evenly distributed drag for optimal in-flight stability. Embossed icons provide additional grip when dribbling or striking.

An enhanced version of Adidas Connected Ball Technology includes a new side-mounted 500Hz inertial measurement unit (IMU) motion sensor chip, which identifies the time and location of each touch of the ball, including handball and offside incidents, to aid match officials' decisions. Counter-balances are fitted in three other panels to offset the weight of the chip.

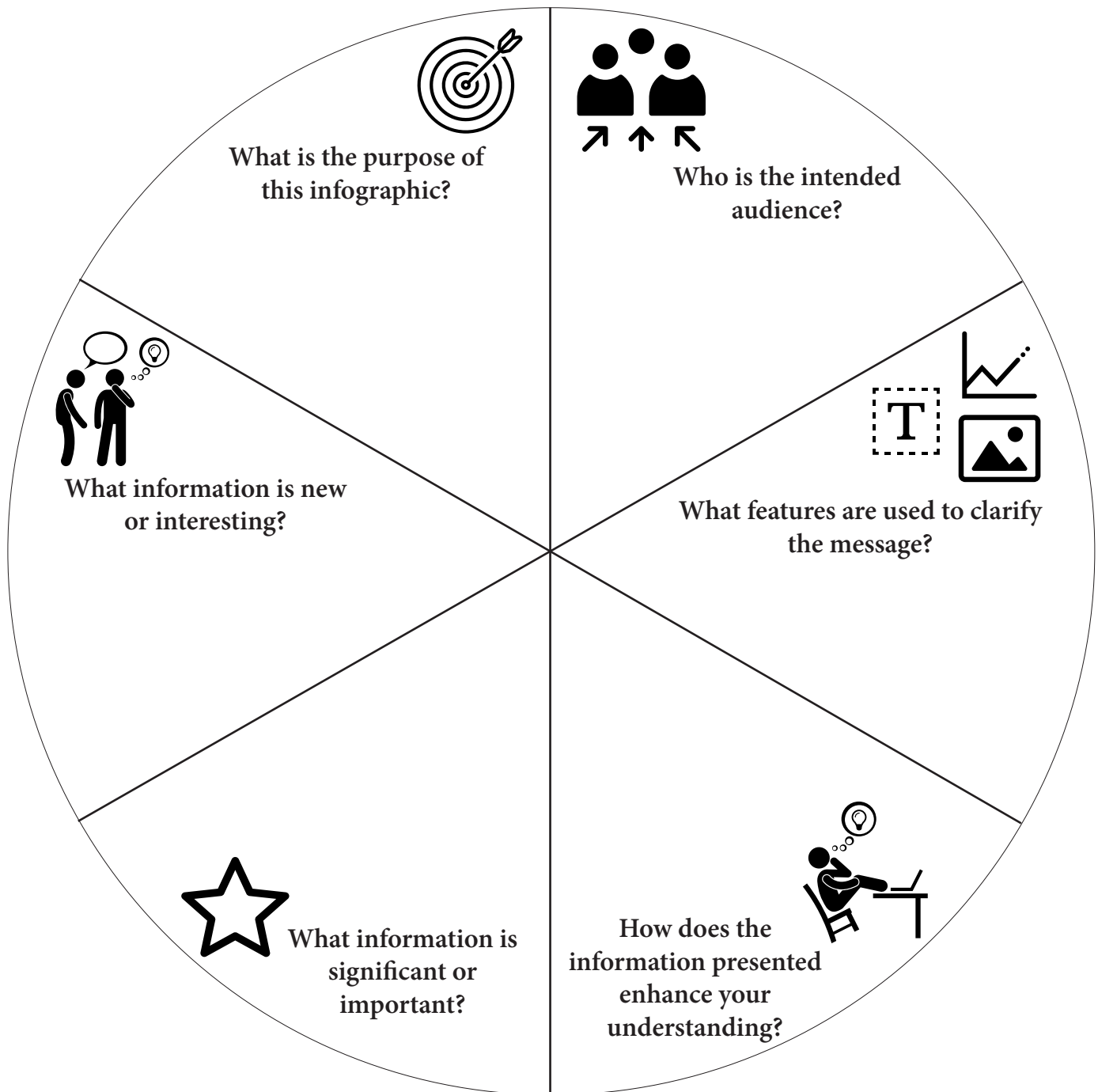


INTERNATIONAL

THE 'BEAUTIFUL GAME' COMES CALLING

– IN A 'FIRST', CANADA WILL CO-HOST MEN'S 2026 WORLD CUP

ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?



- IN A 'FIRST', CANADA WILL CO-HOST MEN'S 2026 WORLD CUP

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

d) 48

d) Nick Suzuki

d) \$1 billion

_____ 6. **True or False?** The total amount of World Cup prize money is \$871 million (US).

2025/2026: ISSUE 8



THE BOSS IS BACK IN BANFF

– OUR 'BIGGEST, BADDEST' BEAR TELLS US LOTS ABOUT THE SPECIES

BEFORE READING

1. Divide the class into small groups and write "**bears**" on the board. Give students a few minutes to brainstorm as many types of bears as they can. This link may be helpful:

<https://greatbear.org/bear-species/>

2. Share and compare the types of bears that students identified. (N.B. The koala is not a bear, but a marsupial.

3. Next, have students pare down their list to the species that live in Canada. (Grizzly, Black, Polar) Debrief as a class.

N.B. Grizzlies are a subspecies of the brown bear; Spirit/Kermode bear is a subspecies of the black bear; Grolar bear is a grizzly-polar bear hybrid.

4. Show this video to confirm their guesses: <https://www.youtube.com/watch?v=gP68t6-636E> [0:55]

5. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (page 56) as needed.



Ursus arctos horribilis at the Grizzly & Wolf Discovery Center in West Yellowstone, Montana

May 23, 2024

https://commons.wikimedia.org/wiki/File:Grizzly_bear_grizzly_and_wolf_discovery_center_7.24.23_DSC_7779.jpg



THE BOSS IS BACK IN BANFF

— OUR 'BIGGEST, BADDEST' BEAR TELLS US LOTS ABOUT THE SPECIES



When a large grizzly bear, still groggy from winter, ambled into view in Banff National Park, photographer Chris Bloodoff didn't need a second look. He's been watching the same bear for seven years.

"It's kind of like seeing your old buddy," Mr. Bloodoff told CBC News in March. "He doesn't look like he's aged a day."

Meet Bear 122, the name on his GPS collar. Most people call him "The Boss." He's one of the most famous wild animals in Canada.

He's huge. At over 315 kilograms, he weighs about as much as a grand piano. He's old. Researchers say he's between 25 and 30 years old. Most male grizzlies don't live past 25.

Tourists flock to Banff hoping to spot him. Photographers stake out the backcountry for hours. He's even on social media.

But there's more to The Boss than fame. He represents the 400,000-plus bruins in Canada, all trying to live with other animals and 41 million people. Bears face dangers crossing roads and rail lines. They make risky visits to backyards for food. They cope with the pressures of hunting, land development, and climate change. Sharing the land hasn't been easy. So what can we learn from The Boss—a tough survivor—to protect bears?

A SYMBOL OF RESILIENCE

The Boss has been the dominant grizzly in Alberta's Bow Valley for nearly 30 years. His range covers over 2500 square kilometres across Banff, Yoho, and Kootenay national parks. He's also quite a dad. DNA samples show that roughly three-quarters of the cubs in the area are his offspring.

DID YOU KNOW?

Kermode bears, also called spirit bears, are black bears with a gene that makes their fur white. Native only to B.C.'s central coast, fewer than 500 are believed to exist.

"The biggest, baddest bear gets to mate," says Alberta biologist Colleen St. Clair.

A TALE OF THREE BEARS

Grizzlies like The Boss are one of three kinds of bears that live in Canada. Black bears are the most common. Canada has the largest population (380,000), followed by the U.S. (350,000) and Mexico (between 1000 and 2000).

Around 20,000 grizzly bears live in Canada. Most—about 16,000—are in B.C. The rest are in Alberta, Yukon, the Northwest Territories, and Nunavut. Grizzlies used to range in the U.S. Northwest and as far south as California, but as human populations grew, in the

DEFINITIONS

DNA (DEOXYRIBONUCLEIC ACID): a tiny set of instructions inside your body that tells it how to grow and work

19th and early 20th centuries their range was drastically reduced. (Today, Alaska has the most—about 30,000.)

Polar bears roam the Arctic coast and sea ice. Canada has some 17,000, or about two-thirds of the world's population. (Another 8000 or so live in Russia, Greenland, Norway, and Alaska.)

HOW BEARS LIVE

Polar bears remain active in winter but black bears and grizzlies enter a state called **torpor**. They sleep deeply all season, waking only if disturbed.

Before settling in for winter, they go through a phase called hyperphagia. They eat almost constantly, sometimes doubling their weight. Once in their dens, they don't eat, drink, or even eliminate waste until the spring.

Bears mate in early summer, but the females' fertilized eggs go through a process called delayed implantation until the moms-to-be settle into their dens. Cubs are born in the den in January or February, while mom sleeps. They weigh less than a kilogram.

Most bears live for 15 to 25 years in the wild. As **omnivores**, black bears and grizzlies feast on berries, roots, insects, salmon, and **carrion**. A bear doesn't care if it's coming from a salmon stream, a landfill, or a town.

KNOW YOUR BEARS—AND HOW TO STAY SAFE

So, you spot a bear while out on a hike. Is it a black bear or a grizzly? It matters because the two species usually behave differently if they feel threatened. Bears generally avoid humans, but when scared, black bears often flee and climb trees. Grizzlies are more likely to rely on size and aggression to defend themselves and their cubs. Here's what to look for.

The shoulders: A grizzly has a big hump above its front legs, built from muscle it uses digging for roots, bulbs, and squirrels. Black bears eat more vegetation. That requires climbing so they have no hump.

The face: A grizzly's face curves inward between the forehead and the snout, a shape biologists call 'dished.' A black bear's face is a straight.

The claws. A grizzly's front claws are long and pale, between five and 10 centimetres. A black bear's are darker and three to four centimetres.

To stay safe, never leave food or garbage out at a campsite. Carry bear spray while hiking. Use bells to make noise, travel in groups—and keep dogs under control. If you meet a bear, back away slowly, speak calmly, and use bear spray if it approaches.

Around Banff and Canmore, backyard fruit trees are the main reason bears in the Bow Valley are put down. Canmore pays residents money to replace them.

Cars and trains are responsible for most human-caused black bear deaths in Canada's mountain national parks. The Boss himself has been hit twice by trains while feeding on grain spilled along the tracks.

Hunting also impacts bears. B.C. banned grizzly hunting in 2017. Most provinces still allow black bear hunting, but not in parks. As for polar bears, Inuit communities and authorities decide when they can be hunted.

A WARMING COUNTRY

Climate change is reshaping bear habitats. Warmer rivers

affect migrating fish, especially salmon, which many bears rely on. Milder winters shorten denning seasons. Wildfires destroy denning sites, feeding areas and expose bears to more predators, including humans. Some grizzlies respond by moving north and mating with polar bears, producing "grolar bear" offspring. But experts say two-thirds of the world's polar bear population could vanish by 2050 due to thinning ice.

THE NEXT GREAT BEAR

The Boss can't reign forever. Another huge grizzly, Bear 136, called Split Lip, could be top dog. But right now, Bear 122 is in charge, reminding us that these regal creatures can thrive—if we make room for them. The future is still ours to shape. ★

DEFINITIONS

CARRION: the remains of dead animals, eaten by other animals
OMNIVORE: an animal that eats both plants and other animals

TORPOR: a state of reduced activity and lower body temperature; deeper than normal sleep but lighter than full hibernation



THE BOSS IS BACK IN BANFF

— OUR 'BIGGEST, BADDEST' BEAR TELLS US LOTS ABOUT THE SPECIES

COMPREHENSION QUESTIONS

1. List the three types of bears found in Canada. Where do they live and how many are in each species?

2. Which part of North America is home to the largest number of grizzly bears?

3. How far did grizzly bears once roam? Why did their populations disappear from many regions?

4. Describe how grizzly bears spend each winter.

5. List at least three other important facts about grizzly bears.

6. Identify at least three ways gradually warming temperatures are changing the way all bears behave.

7. How old is Bear 122? How much does he weigh?

8. Where does this bear live? How large is his range?



THE BOSS IS BACK IN BANFF

— OUR 'BIGGEST, BADDEST' BEAR TELLS US LOTS ABOUT THE SPECIES

QUESTIONS FOR FURTHER THOUGHT

1. The article states that DNA samples show that roughly three-quarters of the cubs in the area are offspring of The Boss. As you see it, what does this mean for the future of grizzly bears in the region? Give reasons to support your ideas.

2. The article states that climate change is reshaping bear habitats. As you see it, in what ways might this further impact the relationship between bears and people? Give examples to support your ideas.

3. The article provides some helpful information on what to do if you live in or visit an area where you might encounter a bear. How might tips for protecting yourself against bears be different for residents and visitors? Explain.



THE BOSS IS BACK IN BANFF

– OUR 'BIGGEST, BADDEST' BEAR TELLS US LOTS ABOUT THE SPECIES

QUESTIONS FOR ONLINE EXPLORATION

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

1. Meet award-winning nature photographer Jason Leo Bantle who's been tracking "The Boss" for years:

<https://www.youtube.com/watch?v=dLIQMF2ZSfs> [1:24]

<https://www.youtube.com/watch?v=pNk-Noiq2xk> [1:54]

2. Meet "The Boss" rival "Split Lip" and learn how he got his name:

<https://www.cbc.ca/news/canada/calgary/banff-grizzly-the-boss-9.7146083> [1:31]

<https://www.cbc.ca/news/canada/calgary/the-boss-bow-valley-grizzly-bear-split-lip-9.6979193>
[2:06]

What questions do you have?

3. Learn more about the habitat, social behaviour, and current populations of grizzly bears in western Canada:

<https://parks.canada.ca/pn-np/mtn/ours-bears/generaux-basics/grizzli-grizzly>

What did you learn?

4. Compare and contrast the physical characteristics of grizzlies and black bears:

<https://parks.canada.ca/pn-np/mtn/ours-bears/generaux-basics>

5. Explore how climate change is impacting polar bear habitats:

<https://canadiangeographic.ca/articles/think-like-a-bear-learning-to-coexist/>

6. Learn more about the Kermode bear and the Grolar bear:

<https://canadiangeographic.ca/articles/animal-facts-spirit-kermode-bear/>

<https://animals.howstuffworks.com/mammals/grolar-bear.htm>

7. Check out these infographics showing populations and locations of various bear species in Canada and the Arctic region:

<https://www.facebook.com/WildOriginsCanada/posts/nova-scotias-new-spring-black-bear-pilot-hunt-is-under-attack-whats-the-truth-ab/788641236637725/>

<https://davidsuzuki.org/wp-content/uploads/2013/03/threatened-grizzly-bear-populations-bc-alberta-MAP.pdf>

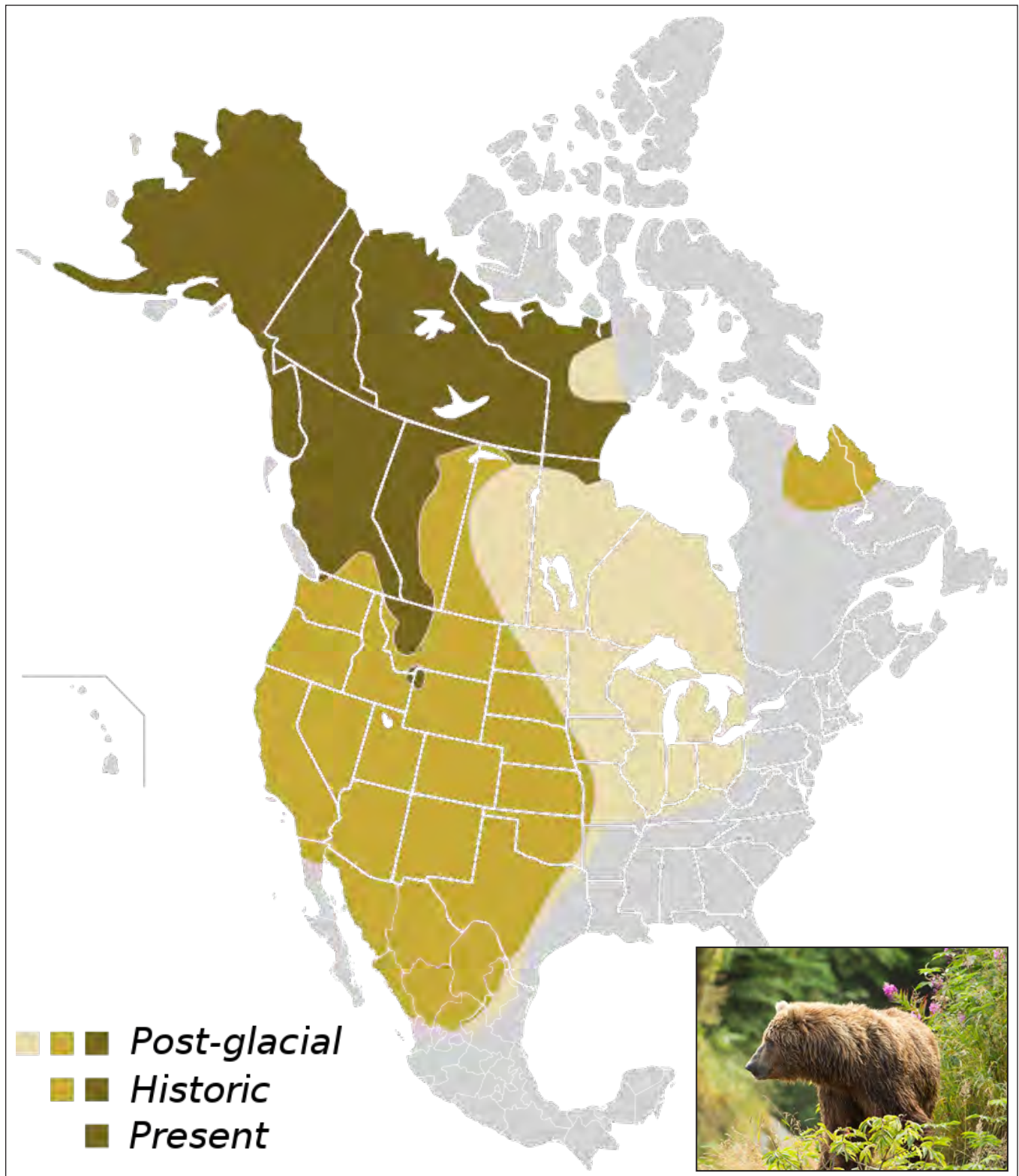
<https://www.arcticwwf.org/wildlife/polar-bear/polar-bear-population/>



THE BOSS IS BACK IN BANFF

— OUR 'BIGGEST, BADDEST' BEAR TELLS US LOTS ABOUT THE SPECIES

INFOGRAPHIC



Grizzly Bear - Historic and Present Range

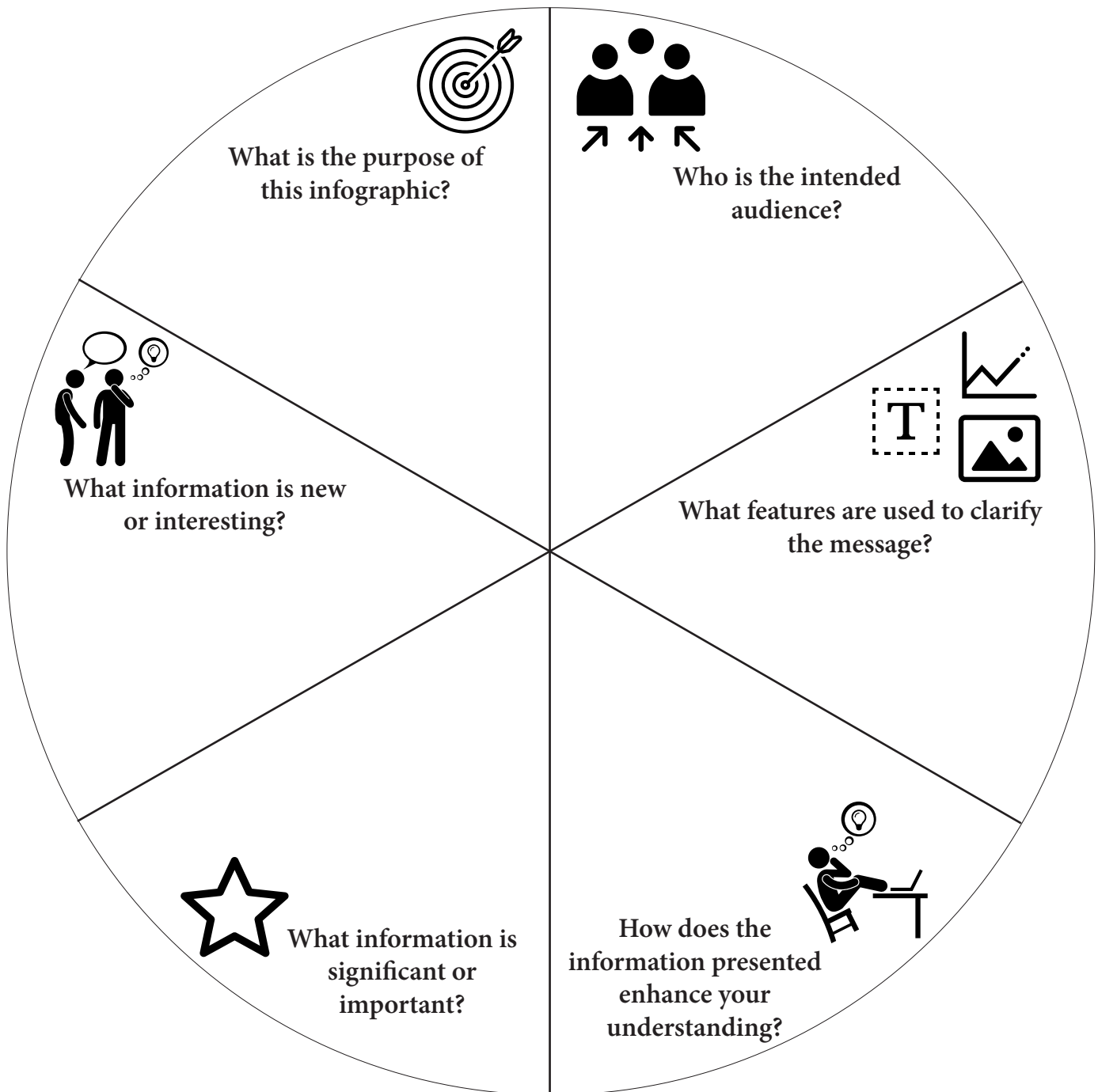
https://en.wikipedia.org/wiki/Grizzly_bear#/media/File:North_American_Grizzly_Range_Map.png



THE BOSS IS BACK IN BANFF

— OUR 'BIGGEST, BADDEST' BEAR TELLS US LOTS ABOUT THE SPECIES

ANALYZING AN INFOGRAPHIC



What questions do you still have about the topic presented?



THE BOSS IS BACK IN BANFF

— OUR 'BIGGEST, BADDEST' BEAR TELLS US LOTS ABOUT THE SPECIES

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?

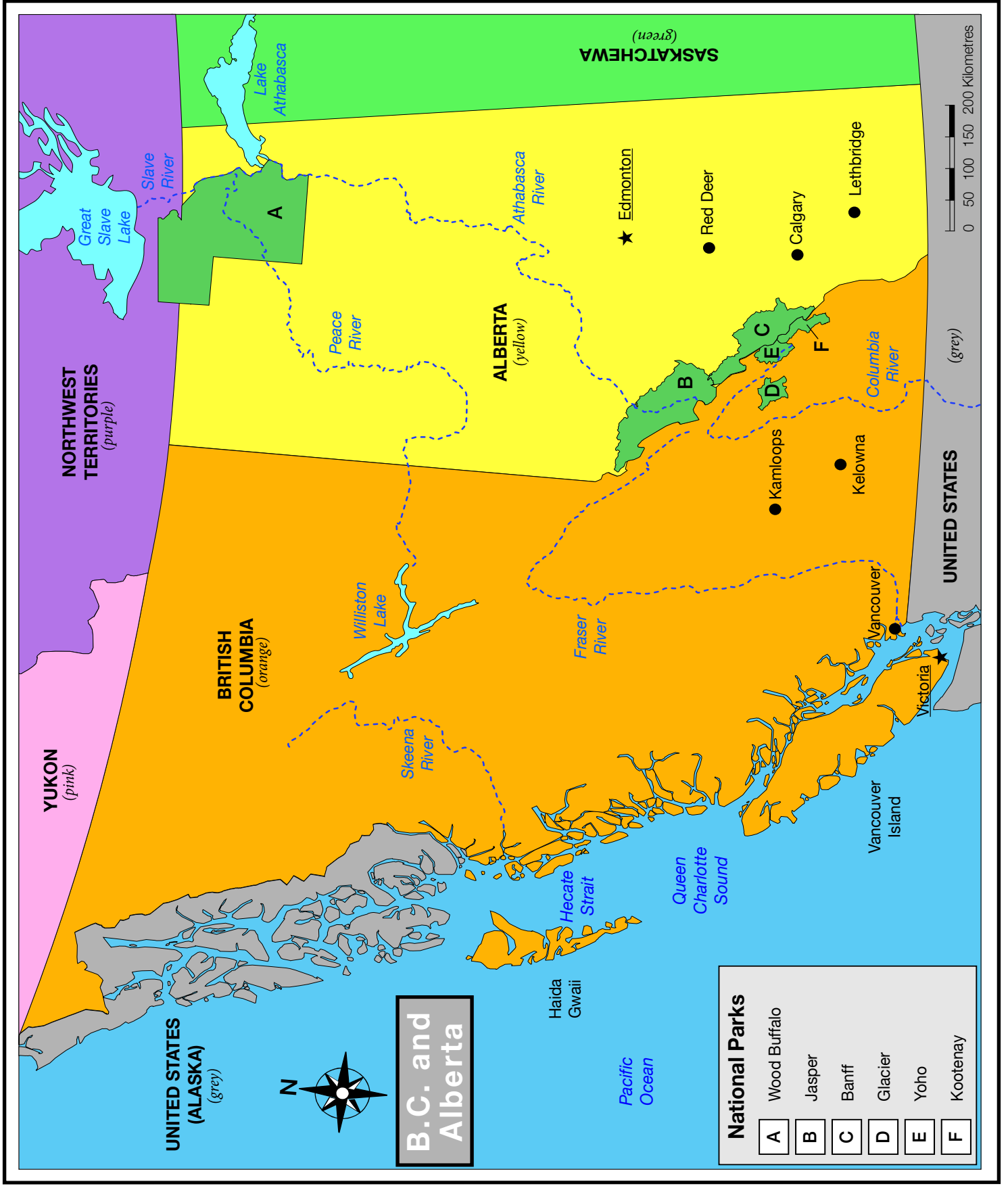
B. Analyzing the map:

1. Describe the location of the national parks relative to other features on the map. Aim for 5-10 descriptors. (E.g., *most national parks on the map are located along the southern part of the B.C.-Alberta border.*)

2. What observations can you make about the national parks shown on the map? Explain.

3. What inferences can you make about the national parks shown on the map?

4. What inferences can you make about the climate and topography in the national parks shown on the map?





THE BOSS IS BACK IN BANFF

— OUR 'BIGGEST, BADDEST' BEAR TELLS US LOTS ABOUT THE SPECIES

PUTTING IT ALL TOGETHER

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

- _____ 1. Which state or province is home to the largest number of grizzly bears?
a) B.C. b) Alaska
c) Alberta d) Washington
- _____ 2. Which type of bear does not hibernate?
a) Black bear b) Polar bear
c) Gummy bear d) Grizzly bear
- _____ 3. Before bears enter their den in the fall, they go through a state of constant eating called:
a) fasting b) hypertension
c) hyperphagia d) torpor

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?** Grizzly bears once ranged as far south as California.

- _____ 5. **True or False?** Grizzly bears are more aggressive than black bears.

- _____ 6. **True or False?** Grizzly bears are not able to mate with any other species of bears.

C. Fill in the blanks to complete each sentence.

7. There are about 380,000 _____ bears in Canada.
8. In winter grizzly bears enter into a period of deep sleep called _____.
9. The Boss has a range of about _____ square kilometres.

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

10. *Grizzly bears should be reintroduced to areas they once inhabited.* Do you agree or disagree with this statement? Give reasons to support your response.

**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. 49. 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.



RESOURCE PAGE FOR STUDENTS

INQUIRY PROJECT

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://www.youtube.com/watch?v=TVptfuj6_yk [2:45]

<https://www.youtube.com/watch?v=PLTOVoHbH5c> [3:14]

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. 50);
- construct a visual journal (e.g., photographs, videos, Sketchnote);
- write a blog (e.g., Wordpress, edublogs, Weebly for Education);
- link a series of mind maps or concept maps.

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

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

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

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

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

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



INQUIRY PROJECT PLANNER

Topic: _____

Inquiry question:

This question is important to me because...

Research questions:

-
-
-
-
-

Resources I'll use:

How I will document my findings:

How I will share what I've learned:

Due:



RESOURCE PAGE FOR STUDENTS INQUIRY PROJECT

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-d1c4bo324a6f>

- "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.



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.)?



FACILITATING DISCUSSIONS ON SENSITIVE TOPICS

7. Introduce the article:

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

DURING THE DISCUSSION

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

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

AFTER THE DISCUSSION

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

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



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

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



SETTING A PURPOSE BEFORE READING

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

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

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

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

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

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

**OPERATION NANOOK-NUNALIVUT**

1. How many people live in Canada's Arctic? How many of the residents are Indigenous?

Around 150,000 people live in the region. Half are Indigenous (Inuit, First Nations, and Métis).

2. List at least three other important facts about Canada's Arctic region.

a) It is a vast, strategically vital area. Nunavut, the Yukon, and the NWT are located in this region.

b) It covers 40 percent of Canada's total landmass and it includes over 36,000 islands.

c) The region features over 162,000 km of coastline, which represents 60 percent of Canada's total.

d) It is home to 60 percent of the world's polar bear population.

e) The United Kingdom 'gave' the territory to Canada just after Confederation.

f) During the Cold War, the Arctic was a high-stakes arena for strategic competition between the two superpowers.

3. What is the Northwest Passage?

It is a shipping route through Canada's Arctic islands between the Atlantic and the Pacific.

4. Why are many countries interested in accessing this route?

It can significantly cut travel time between Asia and Europe compared to the Suez Canal route. As the ice thins and retreats, travel becomes possible for longer periods each year. Using this route could greatly reduce shipping costs for companies.

5. Explain why Canada says it controls this passageway.

Canada claims the Northwest Passage based on the UN Convention on the Law of the Sea. Under this treaty, internal waters are considered a nation's territory, meaning a country has full control. Foreign ships must ask permission to access. Canada says the passage is an internal waterway.

6. As the climate warms which resources on the Arctic seabed are Canada and other nations interested in?

The Arctic seabed holds large amounts of oil, natural gas, and rare earth mineral deposits. (As climate change and melting permafrost reshape the North, competition is increasing for access to the region.)

7. How many troops took part in Operation NANOOK-NUNALIVUT? What resources and equipment were involved?

Some 1300 CAF personnel and Canadian Rangers took part in recent Arctic exercises. The operation involved nearly 200 snowmobiles, light armoured vehicles, helicopters, planes, and two artillery guns. (They travelled across large parts of Nunavut and the NWT to test their skills.)

8. List at least four activities that they practiced or skills they worked on.

CAF personnel and Canadian Rangers trained in -40° C weather, learning how to survive cold conditions by building snow shelters, melting ice for water, and preventing frostbite. Drills included diving in ice water. They carried out long patrols across ice and tundra. They practiced protecting key infrastructure. They tested drones and other technology in sub-zero weather. They also executed emergency scenarios, such as evacuating personnel and coordinating air rescues.

**OPERATION NANOOK-NUNALIVUT****News Photo:**

Answers will vary. The actual caption reads: Members of the 38th Canadian Bridge Group's Arctic Response Company Group, armed with C7 automatic rifles, demonstrate tactical team movements across the icy terrain during Operation NANOOK-NUNALIVUT near Cambridge Bay, Nunavut on February 19, 2026. [Photo credit: Master Corporal Sarah Morley, Imagery Technician, 4th Canadian Division Support Base Petawawa]

Quiz: 1. b; 2. b; 3. a; 4. False; 5. True; 6. False; 7. polar; 8. 1300 ; 9. Suez; 10. *Answers will vary.*

MANITOBA EYES NEW SOCIAL MEDIA LAW

1. What is the population of Manitoba?

Manitoba has 1.5 million residents. (There are about 270,00 children aged 15 and under who make up 18.8 percent of the population.)

2. How many cellphones are in use in Manitoba?

There are about 1.4 million cellphone subscriptions, but that number includes people with multiple devices and business accounts.

3. How many 12 and 13-year-old kids in Canada have cellphones? How many teens aged 14 to 17 own cellphones?

A recent study found that 81 percent of Canadian youth aged 12 and 13 owned a smartphone, rising to 93 percent among teens aged 14 to 17.

4. What does the Canadian Paediatric Society recommend is a safe amount of daily screen time for youth? How much time are young people actually spending on their phones?

The Canadian Paediatric Society recommends two hours of daily recreational screen time. Studies show that young people aged 11 to 17 spend over five hours a day on their phones.

5. What are the current rules for cellphone use in Manitoba schools?

In September 2024, Manitoba restricted cellphone use at all times for students in Grade 8 and under. High school students have limited access to their phones during non-instructional time.

6. Name the premier of Manitoba. What did he announce in late April?

Premier Wab Kinew declared the province would be the first in Canada to ban kids under 16 from accessing TikTok, Instagram, Snapchat, X, Facebook, YouTube, Twitch, and AI sites like ChatGPT. (Proposals are also under review to limit late-night notifications, scrolling feeds, and targeted ads. Manitoba is also exploring ways to give parents more control over their kids' social media use.)

7. What reasons did the Manitoba government give for these proposed restrictions?

The major concern is mental health. The province says that social media features such as likes, comments, and algorithm-driven feeds keep users scrolling. For teens, whose brains are still developing, that can be addictive. Social media also often exposes young people to cyberbullying, misinformation, and unrealistic images of bodies and lifestyles.

8. How will the new rules be enforced? Explain.

The responsibility won't fall on kids, parents, or schools. Instead, social media companies will be required to use age-verification technology to keep underage users off their platforms. If they don't, the fines could be enormous. Mr. Kinew has hinted at extreme penalties.

**MANITOBA EYES NEW SOCIAL MEDIA LAW****Editorial Cartoon:**

1. On April 25, Manitoba Premier Wab Kinew announced that the province would be the first to prohibit kids under 16 from accessing TikTok, Instagram, Snapchat, X, Facebook, YouTube, and Twitch, as well as AI sites like Chat GPT. The government is also looking at restricting related social media features such as scrolling feeds, late-night notifications, and targeted ads. The Manitoba government says it is taking these measures to protect youth mental health. Social media can be addictive for teens because their brains are still developing. It also often exposes young people to cyberbullying, misinformation, and unrealistic images of bodies and lifestyles. Studies have linked screen time and social media use to issues such as anxiety, depression, sleep disruption, and low self-esteem in adolescents.
2. The cartoon shows six people sitting on chairs in a semi-circle. The people are facing outside the circle, instead of inward and looking at each other. Each person is smiling while looking at and interacting with a digital device – either a phone or a tablet. The caption reads: “Social” media.
3. The cartoonist may be suggesting that social media is actually not that social. Instead of encouraging people to interact with each other face to face, it is having the opposite effect – people focus on their phones at the expense of in-person interactions.
4. *Answers will vary.*

Quiz: 1. c; 2. d; 3. a; 4. True; 5. False; 6. False; 7. two; 8. 1.4; 9. Health; 10. *Answers will vary.*

**THE 'BEAUTIFUL GAME' COMES CALLING**

1. What does FIFA stand for? How many football associations belong to this organization?

The Fédération Internationale de Football Association (based in Switzerland) has 211 members.

2. Which major soccer tournament will begin on June 12? When will the final game take place?

The Men's World Cup (this event is held every four years.) The final will be played on July 19. (It is scheduled to take place in East Rutherford, New Jersey.)

3. How many games will be played in Canada? Which cities will host these matches?

Canada will host 13 of 104 matches. Six will be in Toronto and seven in Vancouver.

4. How many matches will occur in the other host countries?

Mexico will host 13 games and 78 will take place in the U.S.

5. List at least three reasons why FIFA awarded the tournament to these three countries.

- a) **Spreading out the 2026 event out lowers costs and uses existing stadiums, airports, and hotels.**
- b) **Joint hosting is a low-risk move that promised higher revenues and fewer construction challenges.**
- c) **FIFA favoured tapping into large and diverse fan bases and boosting the sport in North America.**
- d) **The event emphasizes cooperation, since it brings together fans and players from many nations.**

6. Describe the popularity of this soccer competition.

It's *the* most popular sporting event (even bigger than the Olympics.) Some six billion fans—over half the world's population—are expected to tune in on radio, TV, or via streaming. The 2026 version is set to be the most watched sporting event in history.

7. How many teams will take part?

48

8. Describe how the first round of the tournament is organized.

The 48 teams are placed into 12 groups of four, based on a draw that spreads out strong teams and tries to keep nations from the same region apart. Each team then plays the others in three group-stage matches. (Canada plays Bosnia/Herzegovina, Qatar, and Switzerland.)

9. Describe how the following rounds are organized.

The top two teams in each group, and the eight best third-place teams, advance to the knockout (playoff) stage. The competition then becomes 'win or go home' until two teams remain to play in the final. (National teams have been competing over the last three years to clinch one of the 45 spots. The three host countries qualify automatically).

10. How much prize money is at stake?

There is a total of \$871 million (US) in prizes. When the tournament ends, the champions will raise the World Cup trophy and collect \$50 million (US).

Quiz: 1. d; 2. b; 3. c; 4. True; 5. False; 6. True; 7. Football; 8. Switzerland; 9. \$50; 10. *Answers will vary.*

**THE BOSS IS BACK IN BANFF**

1. List the three types of bears found in Canada. Where do they live and how many are in each species?

- a) Black bears are the most common, and they live in all regions. The population is about 380,000.
- b) There are some 20,000 grizzly bears, and most live in B.C.
- c) About 17,000 polar bears live in Canada's Arctic region.

2. Which part of North America is home to the largest number of grizzly bears?

The largest population is in the state of Alaska—about 30,000 grizzlies live there. (Bears that live closer to the Pacific Ocean are larger than inland bears due to more available food sources.)

3. How far did grizzly bears once roam? Why did their populations disappear from many regions?

Grizzlies once ranged into the U.S. Northwest (Oregon, Washington, Idaho, Montana, and Wyoming) and as far south as California. Grizzlies were once much more common, but as human populations grew, their range was greatly reduced.

4. Describe how grizzly bears spend each winter.

Before settling into their dens, they go through a phase called hyperphagia—eating almost constantly and adding much fat to their body weight. Grizzlies enter a state called torpor, sleeping deeply in their dens during winter and waking quickly if disturbed. Once in their dens, they don't eat, drink, or even eliminate their waste until the spring.

5. List at least three other important facts about grizzly bears.

- a) Grizzlies mate in early summer, but a female's fertilized egg waits until the bears settle into their dens in late fall. Cubs are born inside the den in January or February, and they weigh less than one kilogram at birth.
- b) Most grizzlies live 15 to 25 years in the wild.
- c) Grizzlies have a varied diet, including berries, roots, insects, salmon, and carrion.
- d) Grizzlies are more likely than black bears to defend themselves and their cubs.

6. Identify at least three ways gradually warming temperatures are changing the way all bears behave.

- a) Warm rivers have affected fish, particularly salmon, which many bears rely on.
- b) Milder winters have shortened denning seasons.
- c) Wildfires have destroyed denning sites and feeding areas.
- d) Forest fires have also exposed bears to more predators, including humans.
- e) Polar bears face serious threats to their survival. Researchers warn that two-thirds of all polar bears could disappear by 2050 due to thinning ice.

7. How old is Bear 122? How much does he weigh?

Researchers estimate 'The Boss' is between 25 and 30 years old and weighs over 315 kg.

**THE BOSS IS BACK IN BANFF**

8. Where does this bear live? How large is his range?

He has been the dominant grizzly in Alberta's Bow Valley for nearly 30 years. His range covers over 2500 square kilometres across Banff, Yoho, and Kootenay National Parks. (He's also a prolific dad. DNA samples show that roughly three-quarters of the cubs in the area are his offspring.)

Quiz: 1. b; 2. b; 3. c; 4. True; 5. True; 6. False; 7. black; 8. torpor; 9. 2500; 10. *Answers will vary.*

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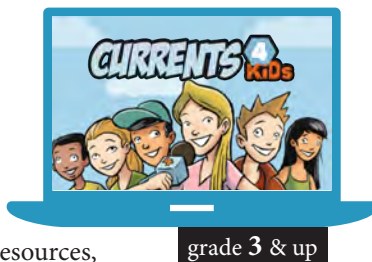
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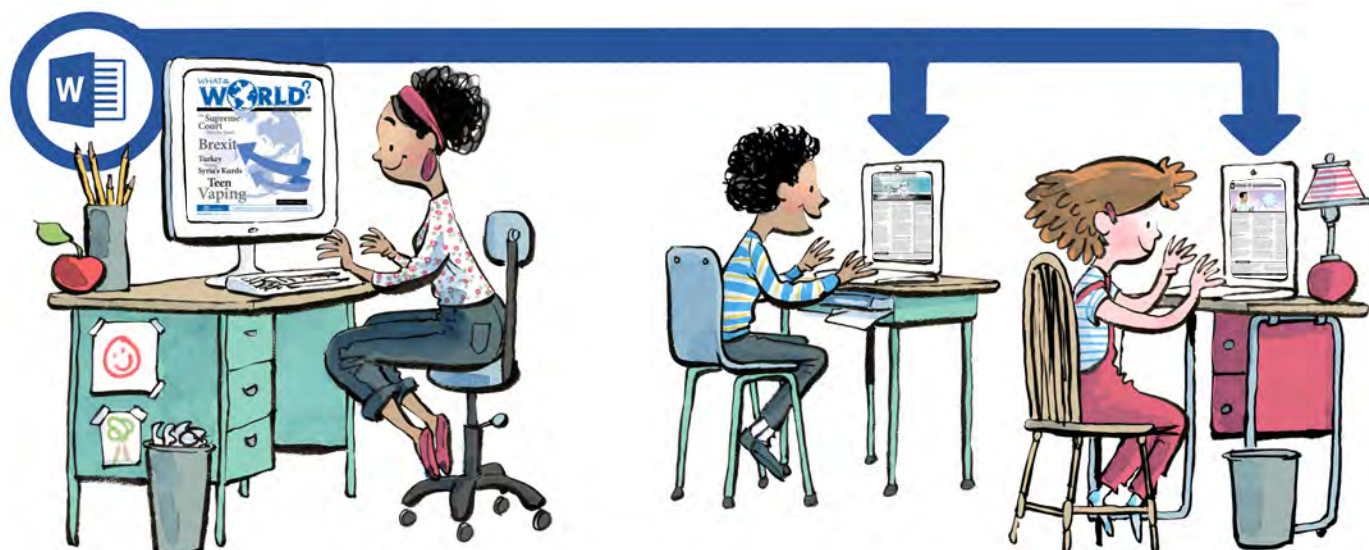
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- create a PDF document and use **Adobe Reader's** 'Read Out Loud Mode'
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2025 – 2026 Publication Schedule

What in the World? Level 2

Issue 1: August 22
Issue 2: September 22
Issue 3: October 27
Issue 4: December 1
Issue 5: January 19
Issue 6: February 23
Issue 7: April 6
Issue 8: May 11

What in the World? Level 1

Issue 1: August 25
Issue 2: September 25
Issue 3: October 30
Issue 4: December 4
Issue 5: January 22
Issue 6: February 26
Issue 7: April 9
Issue 8: May 14

The Canadian Reader

Issue 1: August 26
Issue 2: September 26
Issue 3: October 31
Issue 4: December 5
Issue 5: January 23
Issue 6: February 27
Issue 7: April 10
Issue 8: May 15

Le Monde en Marche Niveau 2

Numéro 1: 29 août
Numéro 2: 29 septembre
Numéro 3: 3 novembre
Numéro 4: 8 décembre
Numéro 5: 26 janvier
Numéro 6: 2 mars
Numéro 7: 13 avril
Numéro 8: 18 mai

Le Monde en Marche Niveau 1

Numéro 1: 31 août
Numéro 2: 1^{er} octobre
Numéro 3: 5 novembre
Numéro 4: 10 décembre
Numéro 5: 28 janvier
Numéro 6: 4 mars
Numéro 7: 15 avril
Numéro 8: 20 mai

Nos Nouvelles

Numéro 1: 2 septembre
Numéro 2: 3 octobre
Numéro 3: 7 novembre
Numéro 4: 12 décembre
Numéro 5: 30 janvier
Numéro 6: 6 mars
Numéro 7: 17 avril
Numéro 8: 22 mai



Currents4Kids

Every **Friday** from August 22 – June 12, except
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Infos-Jeunes

Chaque **mardi** du 26 août au 16 juin, sauf le
23 décembre, 30 décembre et le 24 Mars.

News4Youth

Every **Friday** from August 22 – June 12, except
December 19, December 26, and March 20

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23 décembre, 30 décembre et le 24 Mars.

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			4 issues (Sept. – Dec.)	8 issues (Sept. – May)	
<i>The Canadian Reader</i>	English	Grades 3 and up	☐ \$115	☐ \$230	
<i>What in the World?</i> - Level 1	English	Grades 5 and up	☐ \$115	☐ \$230	
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<i>Le Monde en Marche</i> - Niveau 2	Français	À partir de la 8 ^e année	☐ 115 \$	☐ 230 \$	
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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 3 ^e année	☐ 115 \$	☐ 230 \$	
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• Animals and Us	☐	☐			\$27 each	
• Endangered Animals	☐	☐			\$21 each	
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• O Canada - Volume 1	☐	☐			\$30 each	
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• 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
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• Environment	☐	☐	☐	☐	\$36 each	
• Government	☐	☐	☐	☐	\$27 each	
• Indigenous	☐	☐	☐	☐	\$18 each	
• Legislation	☐	☐	☐	☐	\$21 each	
• O Canada	☐	☐	☐	☐	\$21 each	
• Space	☐	☐	☐	☐	\$36 each	
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