

WHAT ^{IN THE} WORLD?



LEVEL 2 (GRADES 8 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?

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Level 2, 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 (eg, news photos, editorial cartoons, infographics, maps) • evaluating sources

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

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

Note: To facilitate assessment, a comprehension quiz is included for each article. Teachers may also find the **Assessment Rubric** (p. 51) 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 52) as needed.



Op NANOOK-NUNALIVUT

Taken on March 5, 2026

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.

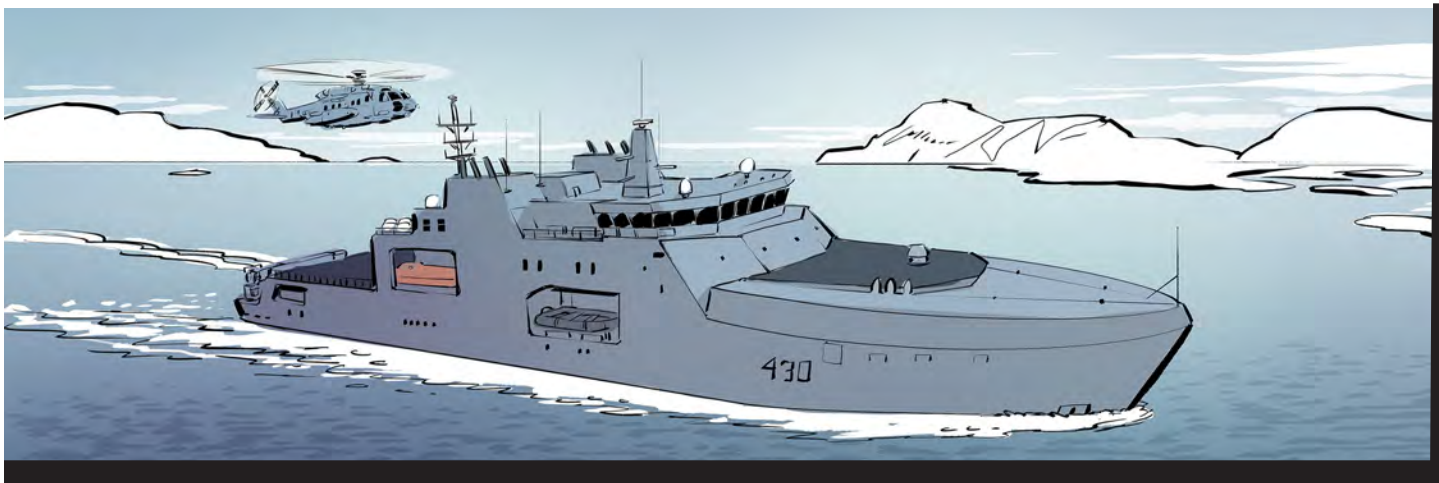
<https://www.flickr.com/photos/cafcombatcameradecombatfac/albums/72177720332081781/with/55127419929>



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. Between mid-February and 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 territorial governments, local 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 executed emergency scenarios, such as evacuating personnel and coordinating air rescues.

The mission was designed to strengthen Canada's northern defence capabilities. It marked the largest CAF presence in the region since 2007, and it involved nearly 200 snowmobiles, **light armoured vehicles**, helicopters, and planes. Soldiers even brought along two artillery guns, each about the size of a compact car.

DID YOU KNOW?

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

DEFENDING A CLAIM

One goal of this exercise was to train soldiers to fight under harsh conditions. But there was another motive, too. At present, Canada controls about one-quarter of the entire Arctic as well as the legendary Northwest Passage, a route through the islands from the Atlantic to the Pacific. Canada also

claims **jurisdiction** over parts of the Beaufort Sea, near the Yukon-Alaska border. Ottawa says its Arctic lands and waterways have long been a part of the country and it wants other nations to know it plans to keep things that way.

WHAT'S AT STAKE

Until recently, the Arctic was seen as a frozen wasteland. Few countries challenged Canada's claims. Even when they did, thick ice stopped their ships from moving through the region.

That's no longer the case. As climate change and melting **permafrost** reshape the North, competition is also heating up for access to the region.

One reason? Riches. Scientists say that the Arctic seabed holds about 13 percent of the world's undiscovered oil and nearly 30 percent of its natural gas. Add in deposits of rare earth minerals—the materials inside every smartphone, electric vehicle, and solar panel—and it's clear that the Arctic isn't just a wilderness: It's a vault.

Then there are the shipping lanes. The Northwest Passage can significantly cut sailing time between Asia and Europe

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

compared to going through the **Suez Canal**. As ice retreats, travel becomes possible for longer periods of the year. That could greatly reduce shipping costs for companies.

Canada bases its claim to the Northwest Passage in part on the UN Convention on the Law of the Sea. Under the treaty, internal waters are considered a nation's territory, meaning a country has full control. Foreign ships must ask permission to travel through.

Finally, there is military geography. The Arctic is the shortest flight path between Russia and North America. Whoever controls the Arctic's air, sea, and underwater approaches controls critical entry points to the continent. That poses a threat to North America's security in an uncertain world.

THE HISTORICAL CONTEXT

So does Canada really have a right to so much of the Arctic? To help answer that, a little background is needed. In 1880, shortly after Canada became a nation, Britain 'gave' the Arctic islands to the new country, setting the groundwork for Canada's claim of **sovereignty**.

Then, during the **Cold War**, the Arctic became a critical hiding place as nuclear submarines from America and the **Soviet Union** prowled under the ice. Canada and the U.S. built a radar network across the North and tied their defences tightly together under the **NORAD** treaty.

That partnership was shaken in 1985 when the *Polar Sea*, an American icebreaker, sailed through the Northwest Passage without asking permission. Ottawa was furious. The incident forced Canada to formally declare the Northwest Passage as internal waters. To this day, the U.S.

still refuses to accept that claim and the argument has never been resolved.

Russia also claims large parts of the Arctic. In 2007, a Russian submarine planted a flag at the bottom of the Arctic Ocean at the North Pole to support Moscow's territorial claims to the seabed. This made it clear that the race for the cold Arctic was heating up.

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

CANADA HANGS TOUGH

Meanwhile, it pays to remember that the Arctic was never empty land waiting to be claimed. Inuit and First Nations Peoples, who have lived there for centuries, built the knowledge and culture that make Arctic life possible.

Today, Indigenous rights and treaties are central to Canada's Arctic sovereignty argument. Pacts like the Nunavut Land Claims Agreement recognize Inuit territorial ownership, protect hunting and fishing rights, and give Indigenous communities a role in managing resources and development. Canada argues that this strengthens its claim to Arctic lands and waters.

To secure its Arctic sovereignty, Canada is increasing its presence by investing in Arctic patrol ships, improving surveillance systems, and expanding infrastructure such as airfields and ports. Operation NANOOK-NUNALIVUT is one example of this strategy.

CANADA'S ARCTIC

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

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

The region is characterized by accelerating climate change, thinning sea ice, and increased military, economic, and geopolitical interest.

But in the end, Canada still faces several challenges. The region is vast, remote, and expensive to operate in. Monitoring such a large area takes major resources, and harsh conditions make infrastructure projects difficult.

As well, other countries, including the U.S., interpret things differently. They say that the Northwest Passage is international water and ships can pass through when they want. And when other nations dispute Canada's sovereignty there's no single "enforcement switch." Ottawa relies on a mix of law, diplomacy, and presence to try to stand firm.

Bottom line? Arctic sovereignty has economic, environmental, and security implications at a time when the region is becoming centre stage for global competition and cooperation. So one thing is clear. As the ice keeps melting, today's decisions will determine the Arctic's future—and Canada's place within 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.



NATIONAL

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 four other important facts about Canada's Arctic region.

3. What is the Northwest Passage? Why are many countries interested in accessing this route?

4. Explain why Canada says it controls this passageway.

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

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

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

8. List the two main reasons for Operation NANOOK-NUNALIVUT.



NATIONAL

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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.

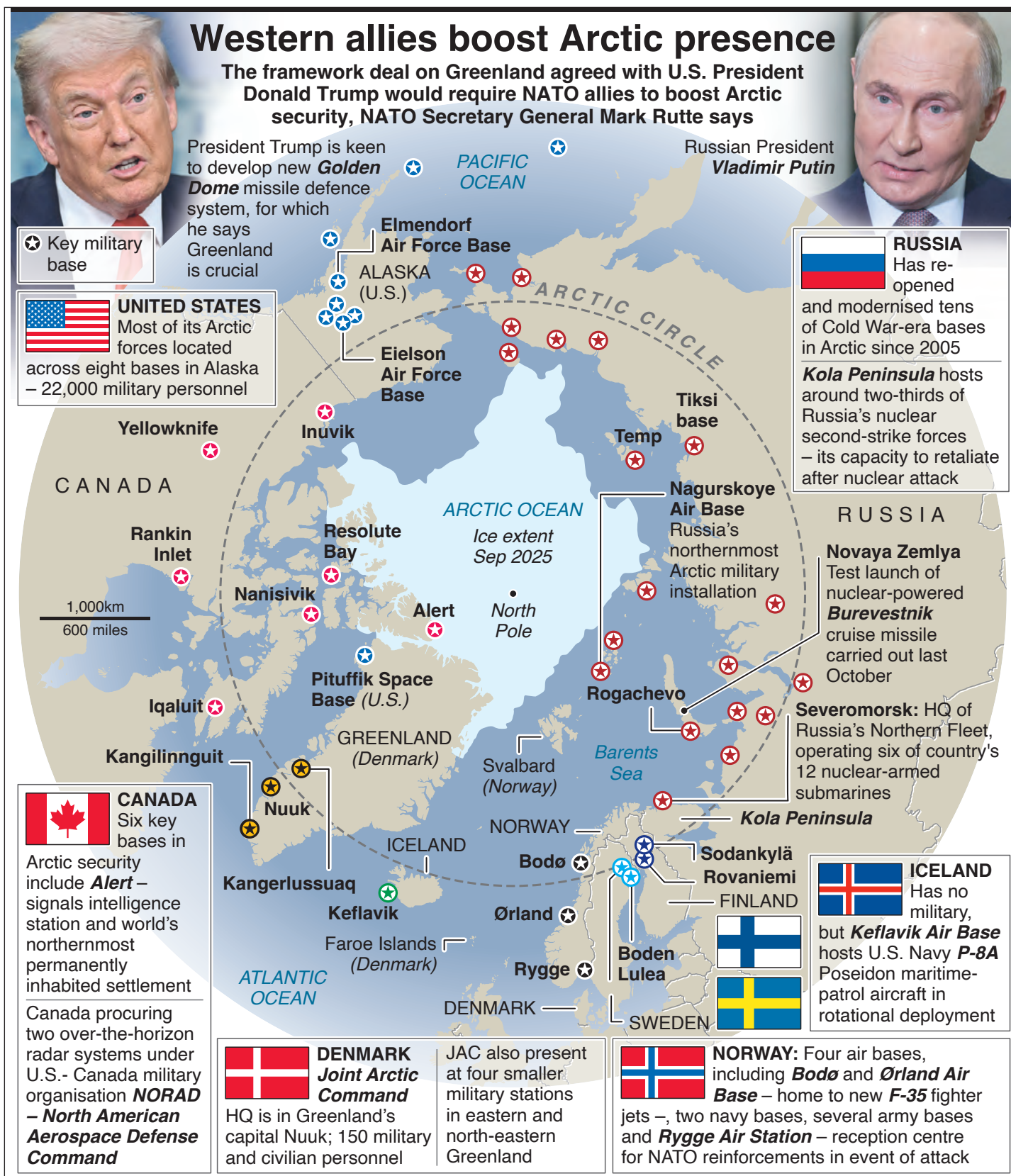


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INFOGRAPHIC



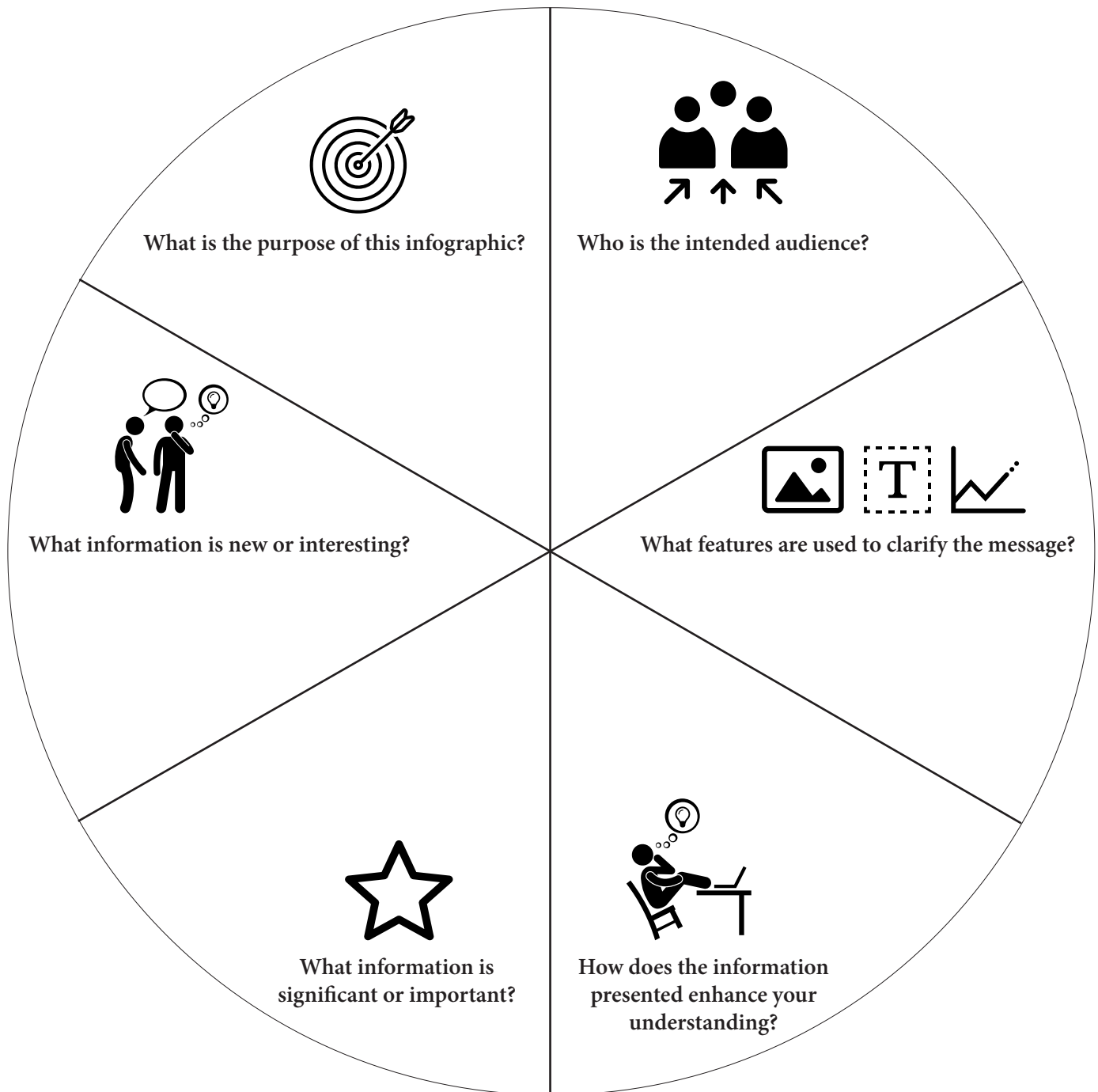


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ANALYZING AN INFOGRAPHIC



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:





NATIONAL

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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-Nunavut 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/department-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-Nunavut:

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

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

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PUTTING IT ALL TOGETHER

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

- _____ 1. How many Indigenous Peoples live in Canada's Arctic region?
a) 40,000 b) 75,000
c) 150,000 d) 240,000
e) 600,000
- _____ 2. Canada's claim to the Northwest Passage is based on:
a) NORAD b) UN High Seas Treaty
c) Maritime law d) Nunavut Land Claims Agreement
e) UN Convention on the Law of the Sea
- _____ 3. Which military force joined CAF soldiers in Operation NANOOK-NUNALIVUT?
a) Canadian Rangers b) Nunavut Militia
c) Canadian Navy reservists d) Princess Patricia's Light Infantry
e) Joint Task Force 2

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?** The U.S. sent the *Polar Sea* icebreaker through the Northwest Passage in 1985.

- _____ 5. **True or False?** Some 60 percent of all polar bears live in the Canadian Arctic.

- _____ 6. **True or False?** Very few natural resources are located under the Arctic seabed.

C. Fill in the blanks to complete each sentence.

7. Some _____ military personnel took part in Operation NANOOK-NUNALIVUT.
8. The Northwest Passage is a shorter route from Europe to Asia than the _____ Canal.
9. _____ is interested in the Northwest Passage even though it is not an Arctic country.

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

10. Do you agree that Canada should spend large sums of money and use many military and government resources to support its Arctic claims? Why or why not? Give reasons to support your response.



NATIONAL

MANITOBA EYES NEW SOCIAL MEDIA LAW

– 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. 52) as needed.



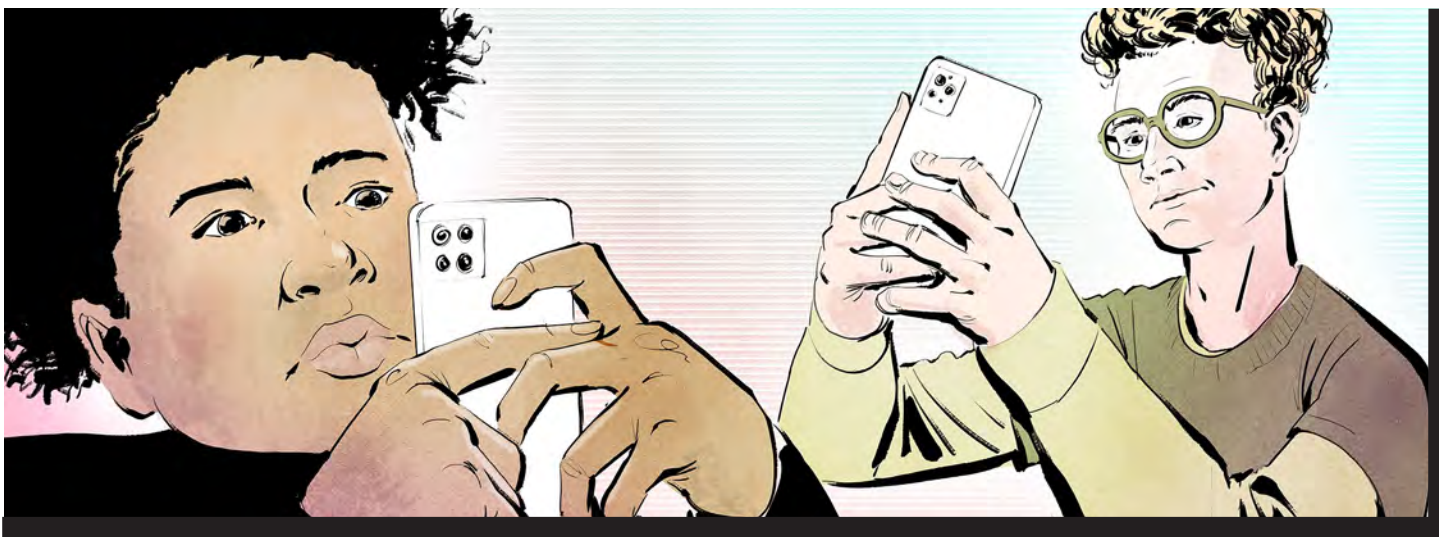
Social media platter

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



MANITOBA EYES NEW SOCIAL MEDIA LAW

– 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? The government has just made it illegal for you to use these apps.

That's not a **hypothetical**. That's what Manitoba Premier Wab Kinew announced on April 25. In a move that made headlines, he declared that the prairie 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 ChatGPT.

Proposals are also under review to limit late-night notifications, scrolling feeds, and targeted ads—features critics say are habit-forming. Manitoba is exploring ways to give parents more control over their kid's social media use, too, with tools that could restrict teens' screen time during certain hours.

KEEPING KIDS SAFE

Those moves could have a real impact. While Manitoba-specific numbers are not available, national data shows cellphone ownership among

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

At the start of the 2024-2025 school year, Manitoba already banned cellphone use for all students in Grade 8 and under, while those in high school can't access their phones during instructional time.

Now Manitoba is going further. Why? The short answer: mental health. Mr. Kinew's government argues 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. What's more, social media often exposes young people to cyberbullying, misinformation, and unrealistic images of bodies and lifestyles.

In fact, studies from groups like the Canadian Paediatric Society and the **WHO** have linked heavy screen time and social media use to issues such as anxiety, depression, sleep disruption, and low self-esteem in adolescents.

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

That's a real problem. A 2026 Canadian study commissioned by Rogers Communications found that young people aged 11 to 17 were spending over five hours a day on their phones, far above the two-hour daily recreational screen time guideline recommended by the Canadian Paediatric Society.

ENFORCING THE LAW

Premier Kinew isn't shy about placing blame squarely on the tech giants. He's compared social media to vaping—something that might feel normal but causes real damage.

So he has made clear that the responsibility for enforcement won't fall on kids or parents. The companies themselves—Meta, OpenAI, Snapchat, and others—would be required to use

DEFINITIONS

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

HYPOTHETICAL: based on an idea or situation that isn't real but is imagined for discussion or thinking

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

age-verification technology to keep underage users off their platforms.

And if they don't comply? The fines could be enormous. Mr. Kinew has hinted at extreme penalties. "They're going to be bigger fines than you've ever seen in Manitoba before," the premier said.

LEARNING FROM AUSTRALIA

There's no start date for the ban, and the full 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 were required to deactivate accounts belonging to underage users and to prevent younger teens from creating new accounts. Those who did not faced fines of up to \$49 million Canadian.

The results were mixed. A month after the law took effect, nearly five million accounts belonging to young Australians were deactivated. But researchers also noticed something else. Many kids simply migrated to platforms that weren't included in the ban or found workarounds—like altering their appearance slightly to fool facial-recognition age checks.

Technology analyst Carmi Levy says this is exactly why Manitoba's plan includes AI chatbots in addition to social media.

"Kids are managing to bypass [the law] in Australia, and I think we would have to expect that the same thing would happen here," Mr. Levy said. But he added that the goal isn't perfection. "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 and that their safety is maximized."

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 others worry about what gets lost. Lily Wassing, 16, says restricting AI is okay, but cutting off other social media could hurt teens' ability to connect.

One of the most pointed criticisms came from Quinn Bloomfield, 18. He agreed with the goal of protecting kids online but was frustrated by how the decision was made.

"There's just a ban for this group of people who don't have a voice as is," he said. "They 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 suggested the province invest in spaces for teens to gather and socialize as part of any online restrictions.

ELSEWHERE IN CANADA

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

British Columbia's attorney general, Niki Sharma, said the province will look at similar measures if Ottawa doesn't act first. For his part, Saskatchewan Premier Scott Moe says he plans to consult the public about a potential ban. And Quebec has its own movement pushing for under-16 restrictions.

At the federal level, the Liberal Party recently passed a **non-binding resolution** calling for national age restrictions on social media. Canada

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.

tried to safeguard kids from social media before. The Online Harms Act, a law proposed in 2024, required tech companies to better protect children from troubling content. But the bill stalled and didn't become law. The government will likely try again.

A BROADER TREND

The Manitoba legislature could fast track the proposed social media ban law now, but it's more likely to be introduced this fall.

The province is just one of many governments grappling with the same issue: has the harm caused by social media gotten bad enough to justify government intervention?

Various U.S. states believe it has. They've introduced laws requiring parental consent for minors to open accounts. Also, countries like China, France, Denmark, the United Kingdom, and New Zealand have introduced or are considering severe restrictions.

But for now in Canada, Manitoba's teens are the ones who would actually live under this prohibition. How they respond—and whether the ban helps—will have an impact on what the rest of the country does. ★

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. What is the average age? What segment of the population is 15 years and under?

3. How many cellphones are in use in Manitoba?

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

5. 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?

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

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

8. What other restrictions are also being considered?

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

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



MANITOBA EYES NEW SOCIAL MEDIA LAW

– 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.



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?

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

https://www.youtube.com/watch?v=8krDm4883JE&list=PLC-psp4a5OpsA9lO_Y-EitCrEwSN4h6bp&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 LAW

– 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



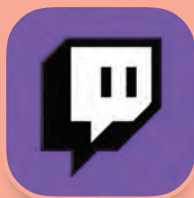
SNAPCHAT



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 LAW

– PROPOSAL WOULD BAN TIKTOK AND OTHERS FOR THOSE UNDER 16

EDITORIAL CARTOON



YOUR TASK:

Examine the editorial cartoon. Then, use the questions below to help you decode the cartoon's message. Be specific and include as many details as possible in your answers. *Note:* The **Editorial Cartoons** resource page (p. 53) may be useful.

INITIAL READING: What can an initial look reveal?

1. Glance quickly at the cartoon. What is your first impression – your “gut response”?
2. Consider your background knowledge. What do you already know about the context of the cartoon – the time, place or situation? (List key facts.)

CLOSER LOOK: What's happening in the cartoon?

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

DRAW CONCLUSIONS: What overall impression can you draw?

4. Identify possible biases. Whose perspective or point of view is expressed in the cartoon?
5. Explain the overall message of the cartoon in a paragraph. (Remember, a good interpretation is *specific* and *detailed*.) ★

**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 |
| e) Japan | |

_____ 2. Who is the premier of Manitoba?

- | | |
|-------------------|----------------|
| a) Scott Moe | b) Mark Carney |
| c) Richard Wagner | d) Wab Kinew |
| e) Doug Ford | |

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

- | | |
|----------------|------------|
| a) 270,000 | b) 360,000 |
| c) 475,000 | d) 640,000 |
| e) 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?** There is a total ban on cellphones 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.

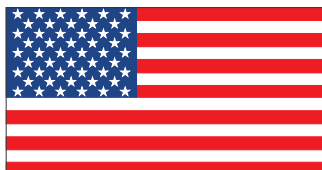
4. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** (page 52) as needed.



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



Canada



United States



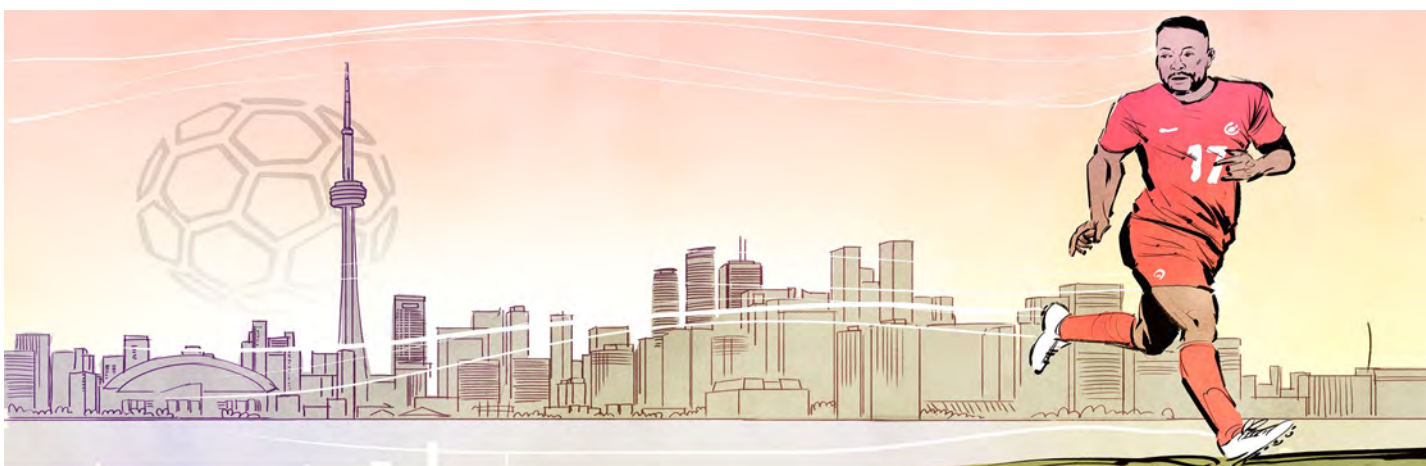
Mexico



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 echo through the newly renamed Toronto Stadium to 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 loudly as the Canadian Men's National Soccer Team faces Bosnia/Herzegovina. The kickoff will be a **watershed moment** for the game in this country.

SHARING THE THRILLS

It will be a unique moment for FIFA, too, because it's 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 9, will take place in the U.S.

FIFA chose to award the competition to North America for a mix of reasons. For one thing, the 2026 tournament is the largest ever, so spreading it out lowers the cost and uses existing stadiums, airports, and hotels.

Second, joint hosting was considered a low-risk move that promised higher revenues and fewer construction challenges than competing bids. Third, FIFA favoured showcasing the game across an entire region. It's a way to tap into large and diverse fan bases in all three nations and to boost the sport's growth in North America.

Finally, the decision also had symbolic value: the competition emphasizes global cooperation, as it brings together fans and players from many nations.

ABOUT THE CUP

The FIFA World Cup takes place every four years. This summer marks 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.' The 2026 edition is set to be the most watched sporting event in history.

FIFA places the 48 qualifying teams into 12 groups of four, based on a draw that spreads out strong teams and keeps countries from the same region apart if possible. Each team then plays the others in three group-

stage matches. The top two teams in each group, along with the eight best third-place teams, advance to the knockout round. At that point, the competition becomes do-or-die. Only winning teams advance until two remain to compete in the final.

There's a lot riding on the outcome—a share of \$871 million (US) in prizes. That's by far the most money ever awarded. On July 19, when the tournament ends, the champions will raise the World Cup trophy and collect a cool \$50 million (US).

It's a punishing contest. Only eight nations have ever won the World Cup: Germany, Brazil, Argentina, Spain, Uruguay, France, England, and Italy.

CANADA'S ROCKY FIFA BID

FIFA requires a great deal from its host cities. They must provide large, modern stadiums that meet strict technical standards, reliable transportation systems, airports, and thousands of hotel rooms for teams, officials, and fans. They must also deliver tight security measures, manage crowd control, and create "fan zones."

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.

In addition, host governments often grant FIFA commercial protections—such as exclusive marketing rights, limits on nearby advertising, and tax **exemptions**—making the event a major logistical undertaking.

An expensive one, too. Montreal, Edmonton, Calgary, and Toronto originally expressed interest. Calgary dropped out first when costs shot up. Edmonton followed in 2022, citing the same concerns. Montreal balked in July 2021 after refusing to renovate its Olympic Stadium. Vancouver stepped in as a replacement in April 2022. In the end, only Toronto and Vancouver were left.

A TEAM WITH PROMISE

But now that the logistics have been worked out, the fun is about to begin. What about Canada's team? Is it looking good? Is there real reason to hope? Observers believe so.

As one of the host countries, Canada automatically qualified. That meant it didn't have to go through the usual qualifying rounds—but it still has to compete once the action starts.

Canada has qualified for the World Cup twice—in Mexico in 1986 and in Qatar in 2022, where the team returned after a 36-year absence. The team showed promise there but finished without a win. This time, expectations are different. The talent is better. The coach is better. And they're playing at home.

Jesse Marsch took over as head coach in 2024 and quickly built a winning culture. He led Canada to the semi-finals of the 2024 Copa América tournament but lost to Argentina. Now, he's leading the national team into what he believes can be 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 believe that he is Canada's best soccer player ever. All

eyes will also be on striker/forward Jonathan David, who just completed a stunning season with Lille, recording 25 goals and 12 assists. Stephen Eustáquio of Porto anchors the midfield, and winger Tajon Buchanan adds flair from the flanks.

The team's first challenge will be against Bosnia/Herzegovina in what analysts say is a fair match-up. Next, it will have to tackle Qatar (June 18, Vancouver) and Switzerland (June 24, Vancouver). But for the first time ever, advancing past the group stage is not a fantasy. It is a real possibility.

THE BOTTOM LINE

In preparation, Toronto's BMO Field has been expanded, upgraded, and temporarily renamed 'Toronto Stadium' for the tournament since FIFA doesn't allow any advertising during competition. Now it's about to host six World Cup matches, including Canada's opening game. The estimated cost of hosting those six games? \$380 million.

In Vancouver, BC Place will host seven matches, plus the FIFA Congress, the governing body that runs global soccer. The bill for Vancouver has increased from an initial estimate of \$240 million to \$624 million—a number that has triggered serious debate about who bears the cost when FIFA comes to town.

In the end, hosting 13 World Cup contests on Canadian soil will cost taxpayers at least \$1 billion. The Toronto and Vancouver host committees are publicly funded arms of their cities. When costs rise, taxpayers must cover the shortfall.

The promised upside is real: organizers project more than \$2 billion added to the Canadian economy, over a million visitors, and thousands of jobs. But critics point out that 12 of the last 14 World Cups resulted in financial losses for the host country. According to

Carson Binda, B.C. Director for the Canadian Taxpayers Federation, B.C. residents "understand that spending more than half-a-billion taxpayer dollars to host a few international soccer games is not worth the cost . . . Normal families are struggling to make ends meet, while this government plans to waste a million dollars per minute hosting seven soccer games."

On the other hand, the 2015 Women's World Cup, which Canada hosted, drew 1.35 million spectators and generated nearly \$500 million in economic activity. The impact of the 2026 men's tournament is expected to be several times larger.

But there's also a legacy question. When Vancouver hosted the 2010 Winter Olympics, the city negotiated community commitments regarding education, social inclusion, and sustainability. Critics say that the World Cup deal includes none of that, with limited accountability for inner-city benefits, particularly in areas like Vancouver's Downtown Eastside.

CANADA'S SOCCER FUTURE

Supporters of Canada's role in World Cup 2026 are looking at the upside. Soccer is now the most popular sport in Canada, with over one million players registered. Half of all young Canadians play soccer, making it the top youth sport, surpassing swimming and hockey. So the bigger legacy may be generational, they argue.

Young people who watch Alphonso Davies sprint past defenders and Jonathan David curl a ball into the top corner are the players of 2034 and 2038. A World Cup at home, with a Canadian team that actually competes, could be the spark that transforms the nation into a soccer contender.

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 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? How many matches will occur in each host country?

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

5. Describe the popularity of this international competition.

6. How many teams will take part?

7. Describe how the tournament is organized.

8. How much prize money is at stake?

9. Which Canadian cities were initially interested in hosting tournament games? Which cities will host the matches?

10. How much will it cost to host the soccer games in these cities?



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?

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

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

<https://www.youtube.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

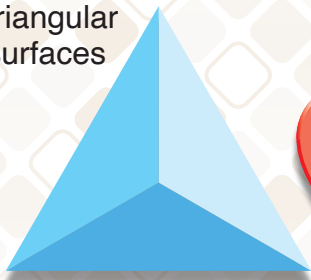


Trionda: FIFA World Cup match ball

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



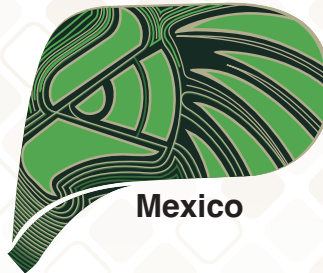
Country icons



Canada



U.S.



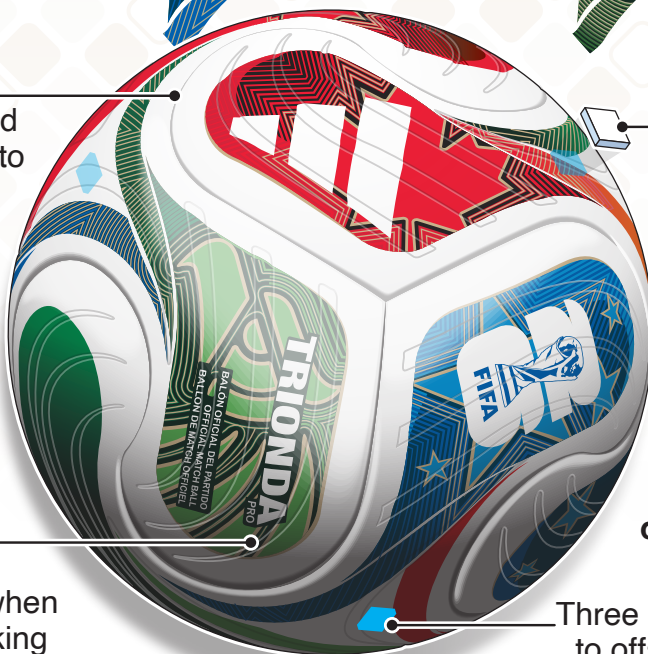
Mexico

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.

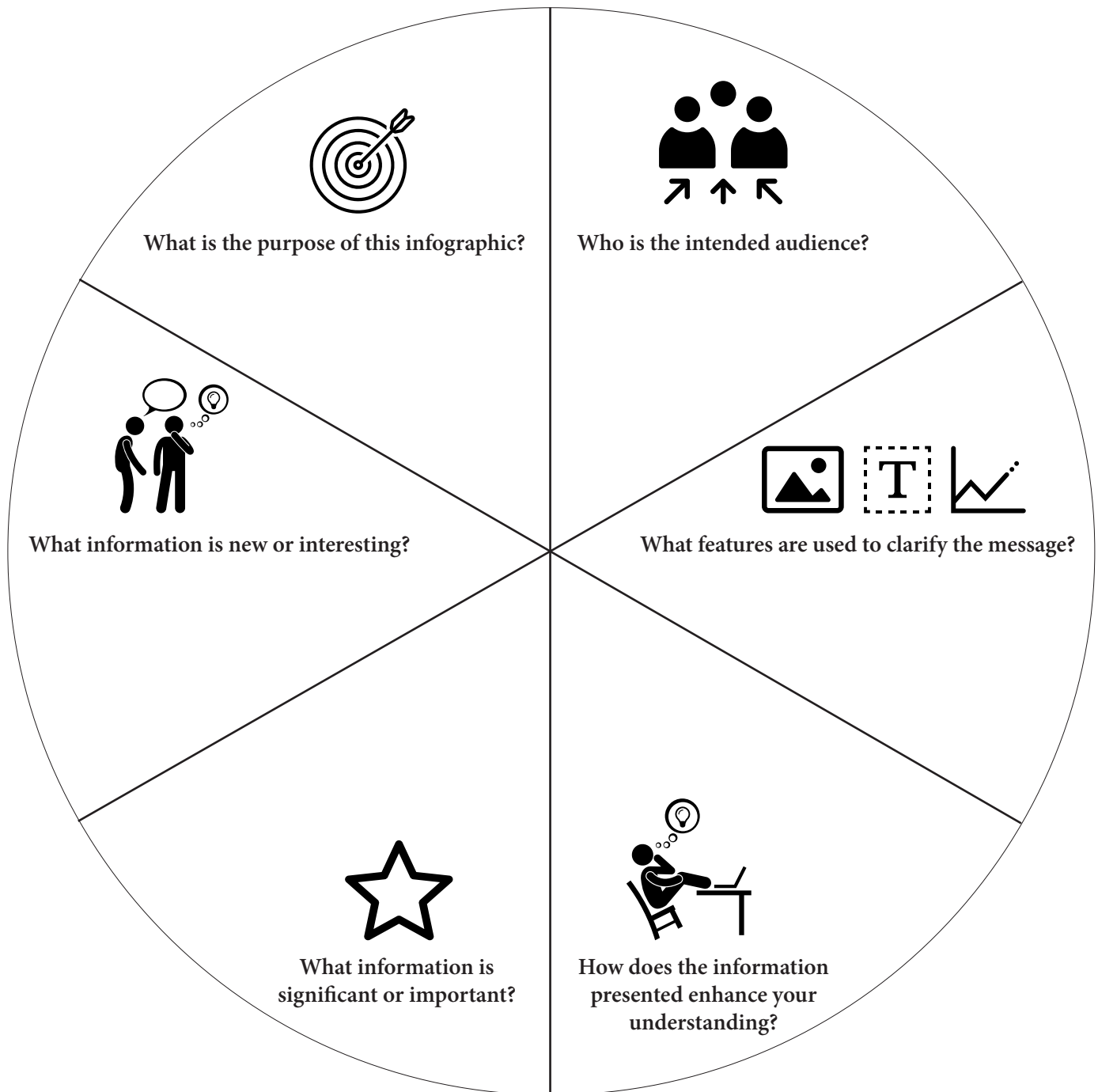


INTERNATIONAL

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:

PAGE 32



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 52) 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 a long 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 almost seeing your old buddy, really," Mr. Bloodoff told CBC News in March. "He looks great. He doesn't look like he's aged a day."

Meet Bear 122, the official name on his GPS collar. But 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 estimate he's between 25 and 30 years old. Most male grizzlies don't live past 25.

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

But there's more to The Boss than fame. He represents 400,000-plus bruins across Canada, all trying to live with other animals and 41 million people. Given the dangers bears face crossing roads and rail lines, their

risky visits to backyards in search of food, and 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 future generations of 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 a **prolific** dad. DNA samples show that roughly three-quarters of the cubs in the area are his offspring.

"It's the biggest, baddest bear that gets to mate," says University of Alberta biologist Colleen St. Clair.

His celebrity has inspired a children's book, *The Little Grizzly Who Walked Like a Boss*, and a Banff restaurant called The Boss Kitchen and Bar, where a giant Boss photo greets diners.

"The bear himself is a symbol of resilience, and local and Canadian pride," said Boss Kitchen owner Steven Sachkiw.

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 widespread, and over 380,000 live in wildlife areas across the country. Canada hosts the world's largest population, followed by the U.S. (350,000) and Mexico (between 1000 and 2000).

DID YOU KNOW?

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

Around 20,000 grizzly bears live in Canada, and most—about 16,000—reside in British Columbia. The rest are located in Alberta, the Yukon, the Northwest Territories, and Nunavut. Historically, grizzlies once ranged into the U.S. Northwest and as far south as California. Grizzlies were once common in many regions, but as human populations grew, they were **extirpated** in many areas during the 19th and early 20th centuries. (Today,

DEFINITIONS

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

EXTIRPATE: to make a species extinct in a specific area

PROLIFIC: to produce a lot of something

the biggest population is in Alaska—home to about 30,000 grizzly bears.)

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

HOW BEARS LIVE

Bears are known for sleeping during winter, but the reality is a little more complicated. While polar bears remain active, black bears and grizzlies enter a state called **torpor**, sleeping deeply in their dens and waking quickly if disturbed.

Before settling in for winter, bears go through a phase called hyperphagia. They eat almost constantly, sometimes packing on enough fat to double their body weight. Once in their dens, they don't eat, drink, or even eliminate their waste until the spring.

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

Most bears live 15 to 25 years in the wild, making The Boss a true outlier.

BEARS AND PEOPLE

All bears are **omnivores**. Black bears and grizzlies have the most varied diet, feasting on berries, roots, insects, salmon, and **carrion**. That flexible appetite can easily get them into trouble. A bear that smells something worth eating doesn't care whether it's coming from a salmon stream, a landfill, or a residential neighbourhood.

Around Banff and Canmore, backyard apple, crabapple, and cherry trees are the main reason 'nuisance' bears in the Bow Valley are relocated or put down,

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 are surprised or threatened. Bears generally avoid humans, but when scared, black bears usually flee and climb trees. Grizzlies are more likely to rely on size and aggression to defend themselves and especially their cubs. Here's what to look for:

The shoulders: A grizzly has a pronounced hump above its front legs, built from the heavy muscle it uses digging for roots, bulbs, and ground squirrels. Black bears eat more vegetation and fruit, which 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 line from forehead to nose.

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

To keep everyone safe, never leave food or garbage out at a campsite. Carry bear spray while hiking. Use bells to make noise and travel in groups—and keep dogs under control. If you meet a bear, stay calm. Don't run—just back away slowly, speak calmly, and use bear spray if it continues to approach. Most encounters end without incident if you obey these rules.

according to the Biosphere Institute of the Bow Valley, a local conservation group. The Town of Canmore offers residents money to remove fruit trees and replace them with native plants.

Cars and trains are also a problem—the source of 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 bear populations although rules vary by species and region. B.C. banned grizzly trophy hunting in 2017. Limited black bear hunting is still allowed in most provinces, but not in parks. In the North, Inuit communities and the authorities make decisions about how and when polar bears can be hunted.

A WARMING COUNTRY

Climate change is reshaping bear habitats in several ways. Warmer rivers have affected migrating fish, particularly species like salmon which many bears rely on. Milder winters have also shortened denning seasons.

As well, wildfires have destroyed some denning sites and key feeding areas. Forest fires have also exposed bears to more predators, including humans.

Some grizzlies are responding by moving north. In a few places, they've even mated with polar bears, producing rare offspring that scientists call "grolar bears."

For regular polar bears, the stakes for their survival are even higher. The research group Polar Bears International warns that two-thirds of the world's polar bears could disappear by 2050 due to thinning ice.

CANADA'S NEXT GREAT BEAR

Even The Boss can't reign forever. Another massive grizzly—Bear 136, nicknamed Split Lip—is likely to be the next king of Bow Valley. He could even take over this year.

But right now, The Boss remains in charge. He's a powerful reminder that bears can thrive in the modern Canadian landscape, but only 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 that live 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. How have backyard fruit trees in the Bow Valley affected many bears?

7. How are gradually warming temperatures changing the way all bears behave? Explain.

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

9. 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>

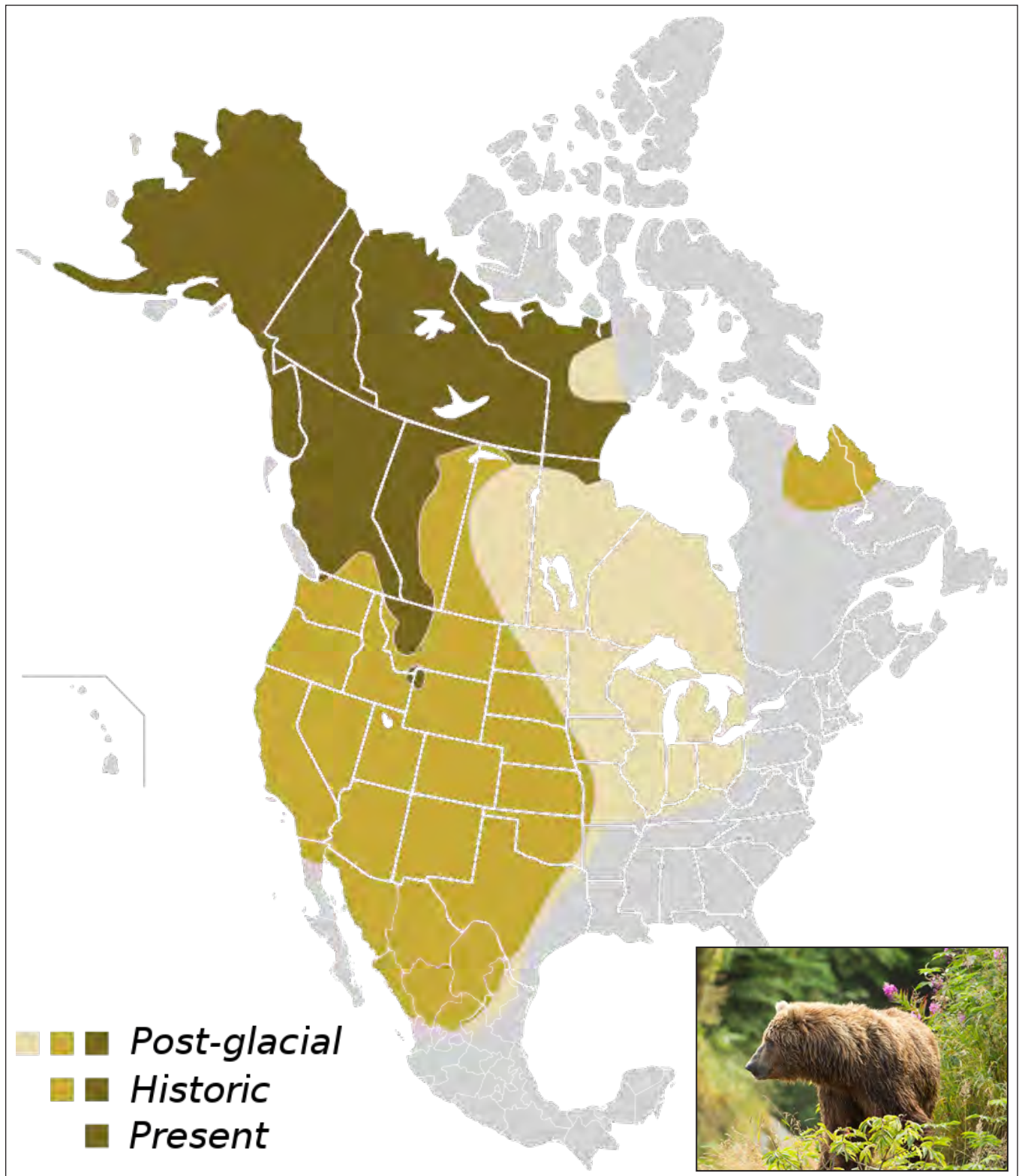
<https://www.arcticwwf.org/wildlife/polar-bear/polar-bear-population/>



THE BOSS IS BACK IN BANFF

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

INFOGRAPHIC



Grizzly Bear - Historic and Present Range

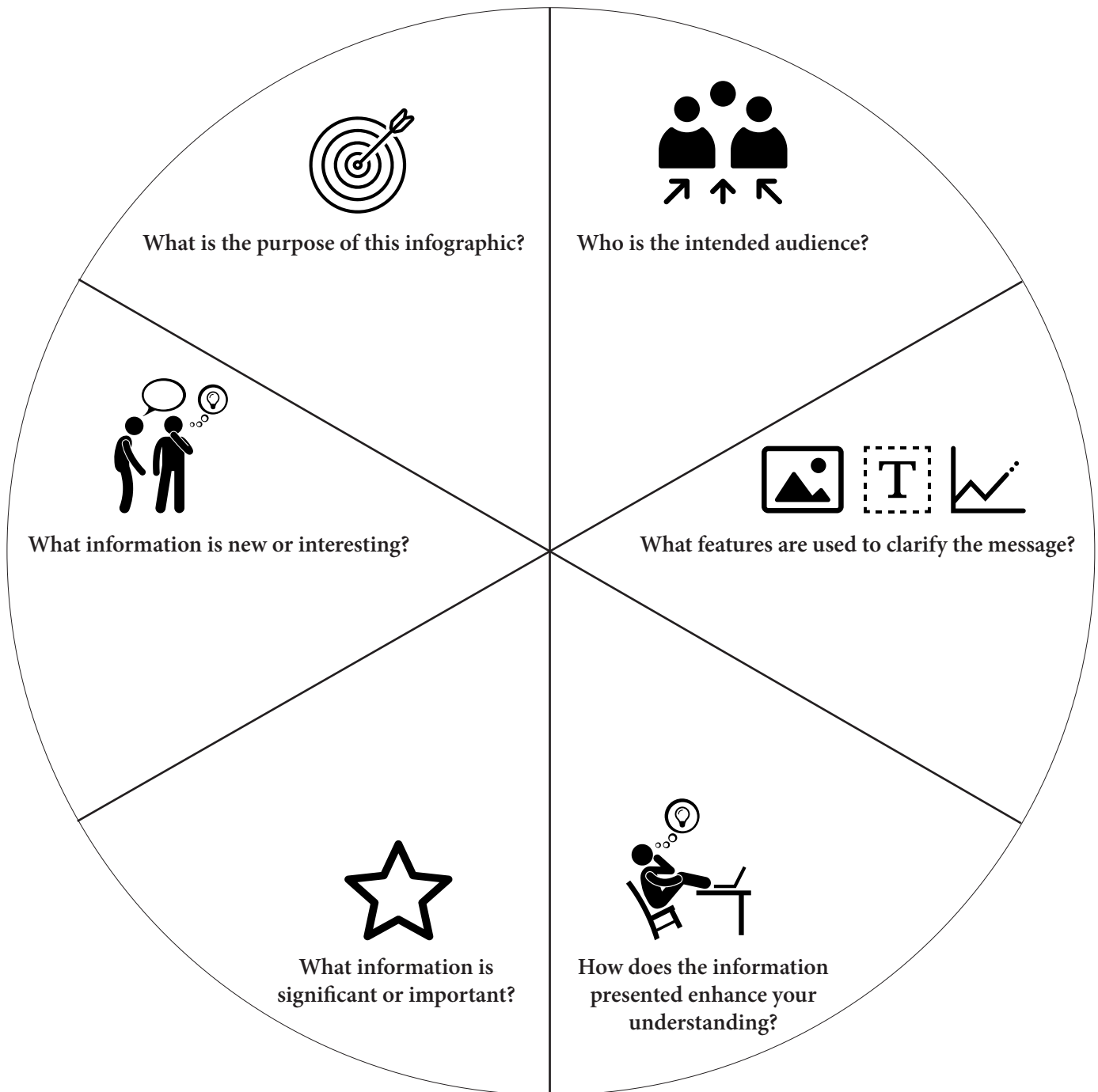
https://en.wikipedia.org/wiki/Grizzly_bear#/media/File:North_American_Grizzly_Range_Map.png



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?

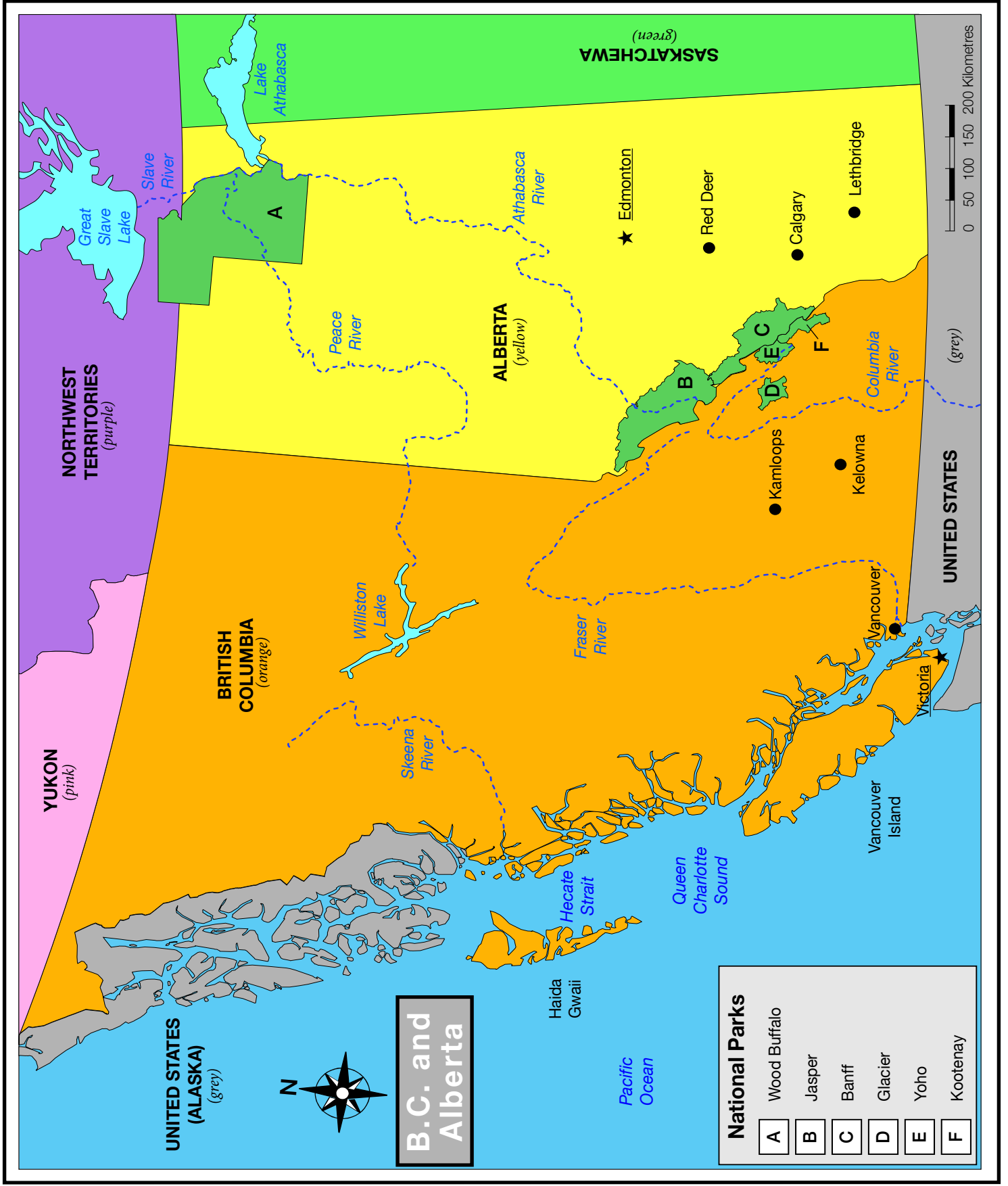
B. Analyzing the map:

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??





PUTTING IT ALL TOGETHER

PAGE 43



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://youtu.be/jt-IZ5M6XU8> [1:39]

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

- keep a written journal;
- create a note making template (like the one included on p. 54);
- 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!



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 ‘aha’, 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. 46. 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

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:



RESOURCE PAGE FOR STUDENTS

INQUIRY PROJECT

HELPFUL TEACHER RESOURCES ON INQUIRY-BASED LEARNING

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

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

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

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

- "Helping Students Ask Better Questions by Creating a Culture of Inquiry"

<https://medium.com/synapse/helping-students-ask-better-questions-by-creating-a-culture-of-inquiry-d1c4b0324a6f>

- "Using a Wonder Week to Spark Inquiry-based Learning"

<http://www.spencerauthor.com/wonder-week/>

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

- "What the heck is Inquiry-based Learning?"

<https://www.edutopia.org/blog/what-heck-inquiry-based-learning-heather-wolpert-gawron>

- "Resources and Downloads to Facilitate Inquiry-based Learning"

<https://www.edutopia.org/article/inquiry-based-learning-resources-downloads>

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

**SETTING THE TONE**

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

1. It is recommended to co-create discussion norms with your students and, depending on their experience, review what each of these looks like and sounds like. Post them for regular classroom reference. These may include:

- Listen respectfully and actively, without interrupting
- Assume best intentions
- Challenge ideas, not individuals
- Commit to learning, not winning
- Speak with evidence
- Agree and disagree politely

2. Always give students the option to pass on a sensitive discussion topic and to choose other means of 'participation' instead, such as a personal journal entry, or partner/small group discussion.

BEFORE READING

1. **Know the topic:**

- review the *Learning Outcomes* and the *At a Glance* points (found in the Before Reading section of the lesson plan accompanying the article) before presenting the article to students.

2. **Know yourself:**

- consider your perspective on the article content and how you will respond to student questions.

3. **Know your students:**

- anticipate student connections and/or triggers related to the article content.
- anticipate how you might incorporate or respond to these connections.

4. **Find out what your students know:**

- brainstorm as a class, talk with a partner, or write in response to a prompt, depending on students' backgrounds and life experience.
- begin with basic questions (e.g., Who? What? Where? When?).
- progress to more probing questions (e.g., How? Why?).

5. **Gather student ideas and questions:**

- examine student ideas together.
- determine commonalities.

6. **Help students make connections:**

- how might this topic affect them, their family, or their friends?
- are there connections that can be made to other topics you've studied (e.g., political, environmental, etc.)?

7. **Introduce the article:**

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

**DURING THE DISCUSSION**

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

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

AFTER THE DISCUSSION

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

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



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

	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 of 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: for enjoyment; to find something out; to critically evaluate information; or to learn how to perform a task.

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

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

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

Good readers are flexible and responsive. This means that they match their reading strategies to their purpose for reading.

What types of text do you read? Why do you read them? What strategies do you use to read each of these texts? The following chart provides a summary of the main purposes for reading and what each entails.

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

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

**WHAT ARE EDITORIAL CARTOONS?**

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

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

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

WHAT COMMON ART TECHNIQUES ARE USED BY EDITORIAL CARTOONISTS?

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

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

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

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

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

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

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



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. Over half are Indigenous (Inuit, First Nations, and Métis).

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

a) It is a vast, strategically vital area. Nunavut, the Yukon, and the Northwest Territories 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 region is characterized by accelerating climate change, thinning sea ice, and increased military, economic, and geopolitical interest. New resources are becoming accessible and many countries are interested.

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

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

3. What is the Northwest Passage? Why are many countries interested in accessing this route?

The Northwest Passage is a shipping route through Canada's Arctic islands from the Atlantic to the Pacific. 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.

4. 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 travel through. Canada claims that the passage is an internal waterway. (The U.S. and others say it is not.)

5. As the climate warms which resources on the Arctic seabed are Canada and other countries 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 also heating up for access to the region.)

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

Some 1300 CAF personnel and Canadian Rangers took part in a series of 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 Northwest Territories to test their skills.)

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

Military personnel and Canadian Rangers 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 included diving in ice water. Coping with harsh conditions, they carried out long patrols across ice and tundra, hauling equipment by sled. 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.

8. List the two main reasons for Operation NANOOK-NUNALIVUT.

The mission was designed:

1) to strengthen Canada's northern defence capabilities and train soldiers to fight under harsh conditions, and

2) to reinforce Canadian sovereignty over lands and waterways in Canada's Arctic.



TO THE TEACHER **ANSWER KEY**

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. e; 3. a; 4. True; 5. True; 6. False; 7. 1300; 8. Suez; 9. China; 10. *Answers will vary.*



MANITOBA EYES NEW SOCIAL MEDIA LAW

1. What is the population of Manitoba?

Manitoba's population is 1.5 million.

2. What is the average age? What segment of the population is 15 years and under?

The average age in Manitoba is 39.7. There are about 270,00 children aged 15 and under who make up 18.8 percent of the population. (Manitoba is one of five provinces with more young people (15 to 24) than older residents (55 to 64). For every potential retiree aged 55 to 64, there are 1.2 Manitobans aged 15 to 24.

3. 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.

4. 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.

5. 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.

6. 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.

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

Premier Wab Kinew declared that the Prairie province would be the first in Canada to prohibit kids under 16 from accessing TikTok, Instagram, Snapchat, X, Facebook, YouTube, and Twitch, as well as AI sites like ChatGPT.

8. What other restrictions are also being considered?

Proposals are under review to limit late-night notifications, scrolling feeds, and targeted ads—features critics say are habit-forming. Manitoba is also exploring ways to give parents more control over their kids' social media use, with tools that could restrict teens' screen time during certain hours.

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

The major concern is mental health. The provincial government 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.

10. 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. *Answers will vary.*
2. 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.
3. 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.
4. The bias is that of the cartoonist.
5. 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.

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 associations belong to this organization?

The Fédération Internationale de Football Association (based in Zurich, Switzerland) has 211 members. (FIFA recognizes nations differently. For example, it views England, Scotland, Northern Ireland, and Wales as four separate nations, although all four together make up the United Kingdom.)

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 at the MetLife Stadium in East Rutherford, New Jersey.)

3. How many games will be played? How many matches will occur in each host country?

Canada will host 13 of the 104 matches and 13 games will occur in Mexico. The other 78 will take place in the U.S.

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

- a) The 2026 event is the largest ever, so spreading it out lowers costs and uses existing stadiums, airports, and hotels.**
- b) Joint hosting was considered a low-risk move that promised higher revenues and fewer construction challenges.**
- c) FIFA favoured showcasing the game across an entire region to tap into large and diverse fan bases in all three nations and to boost the sport in North America.**
- d) The decision was also symbolic: the competition emphasizes global cooperation, since it brings together fans and players from many nations.**

5. Describe the popularity of this international 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.

6. How many teams will take part?

48

7. Describe how 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. The top two teams in each group, and the eight best third-place teams, advance to the knockout (playoff) stage. The competition then becomes do-or-die. Only winning teams advance until two 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).)

8. 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).

9. Which Canadian cities were initially interested in hosting tournament games? Which cities will host the matches?

Montreal, Edmonton, Calgary, and Toronto originally expressed interest. Toronto and Vancouver will host the games.

10. How much will it cost to host the soccer games in these cities?

The estimated cost to host the six games in Toronto is \$380 million. The cost for Vancouver to host seven matches and the FIFA Congress has risen from \$240 million to \$624 million.

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



THE BOSS IS BACK IN BANFF

1. List the three types of bears that live 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 of Canada. 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?

Today, 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, the bears were extirpated in many areas during the 19th and early 20th centuries.)

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 eggs wait 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 a kilogram at birth.
- b) Most grizzlies live 15 to 25 years in the wild.
- c) Grizzlies have a varied diet, feasting on berries, roots, insects, salmon, and carrion.
- d) Grizzlies are more likely than black bears to rely on size and aggression to defend themselves and their cubs.

6. How have backyard fruit trees in the Bow Valley affected many bears?

Near Banff and Canmore, apple, crabapple, and cherry trees are the main reason “nuisance” bears are relocated or put down. (The Town of Canmore offers residents money to replace fruit trees with native plants.)

7. How are gradually warming temperatures changing the way all bears behave? Explain.

Warmer rivers have affected migrating fish, particularly species like salmon, which many bears rely on. Milder winters have also shortened denning seasons, and wildfires have destroyed some denning sites and key feeding areas. Forest fires have also exposed bears to more predators, including humans. Some grizzlies have moved north, and there are reports a few have mated with polar bears and produced “grolar bears.” Polar bears face serious threats to their survival. Some researchers warn that two-thirds of all polar bears could disappear by 2050 due to thinning ice.

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

Most people call him “The Boss.” Researchers estimate he’s between 25 and 30 years old and weighs over 315 kg.

9. 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. e; 4. True; 5. True; 6. False; 7. extinct; 8. torpor; 9. 2500; 10. *Answers will vary.*

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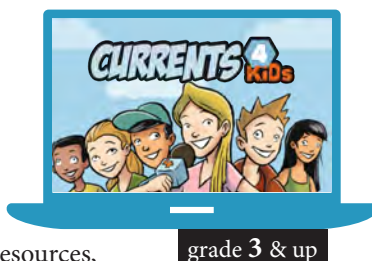
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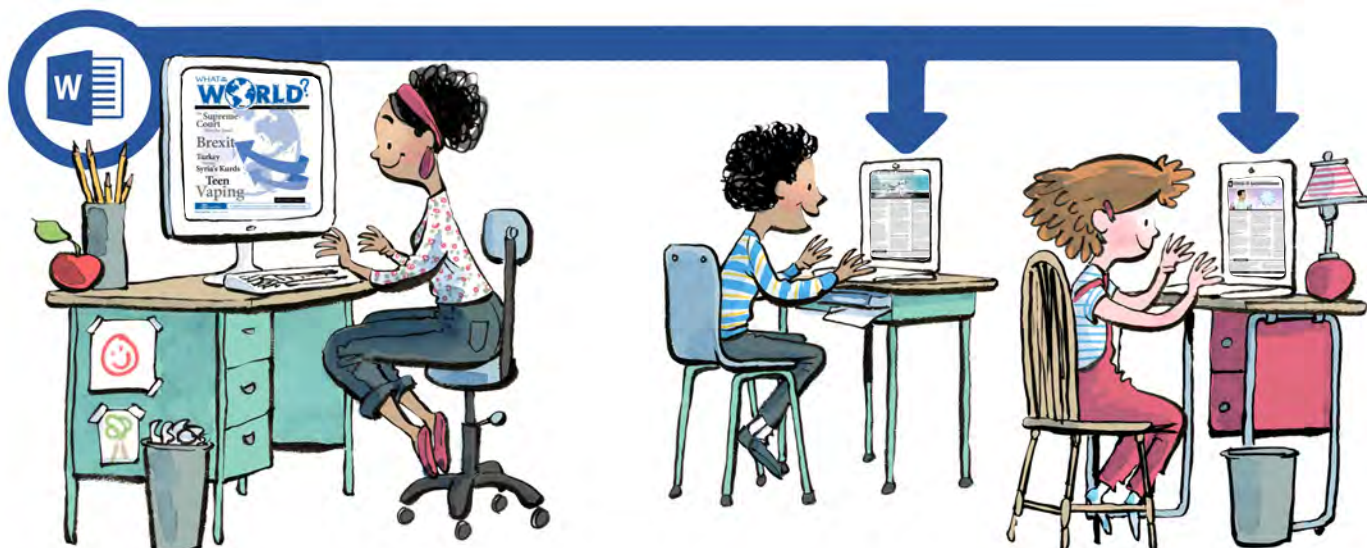
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Issue 1: August 22
Issue 2: September 22
Issue 3: October 27
Issue 4: December 1
Issue 5: January 19
Issue 6: February 23
Issue 7: April 6
Issue 8: May 11

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

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Numéro 2: 3 octobre
Numéro 3: 7 novembre
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Numéro 6: 6 mars
Numéro 7: 17 avril
Numéro 8: 22 mai



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