

ENVIRONMENT ISSUE

# OFF THE VOICE

SPRING 2025

## IT'S ALL ABOUT RELATIONSHIPS

TEACHING STUDENTS TO PROTECT WATER THROUGH  
A LAND-CENTRED MUSIC PROGRAM



**PLUS:**

STUDENTS BECOMING  
CHANGEMAKERS

LEADING TOGETHER FOR  
A SUSTAINABLE FUTURE

ADVOCACY FROM  
ASUBPEESCHOSEEWAGONG



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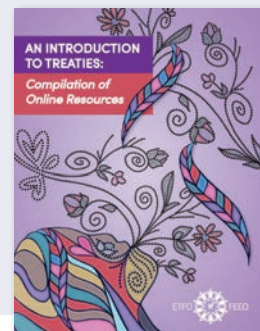
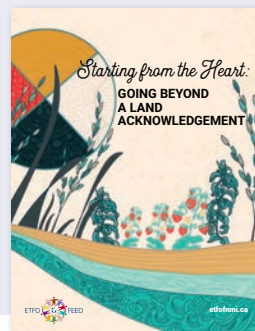
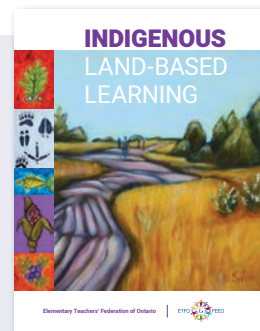
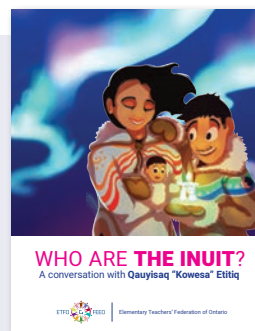
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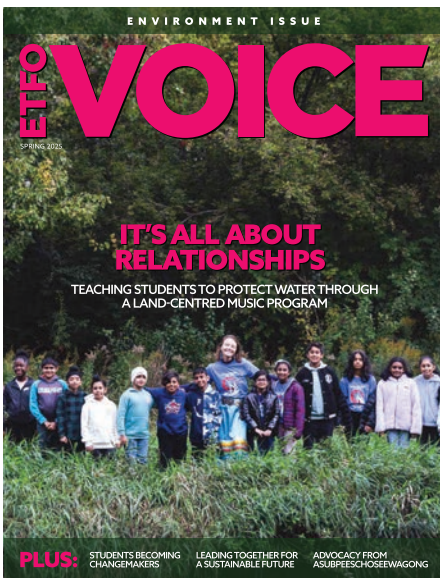
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# Interested in **First Nations**, **Métis** and **Inuit** education resources?



Check out these ETFO resources at [etfofnmi.ca](https://etfofnmi.ca).





**4 FROM THE EDITOR**

**5 FROM THE PRESIDENT**

By Karen Brown

**6 FROM THE GENERAL SECRETARY**

By Sharon O'Halloran

**40 CURRICULUM**

Climate Change: Every Action Counts

**42 YOUR FEDERATION**

**45 BOOK REVIEWS**

**47 CROSSWORD: "PUT ALL THE PIECES TOGETHER"**

By Matt Gaffney

**8**

**STUDENTS BECOMING CHANGEMAKERS**

Emily Chan interviews student activist Cecilia La Rose-Luciuk.

**16**

**ADVOCACY FROM ASUBPEESCHOSEEWAGONG**

JoAnne Formanek Gustafson considers the more than 50 years that Indigenous activists have been fighting for clean water for Grassy Narrows.





## **20** **LEADING TOGETHER FOR A SUSTAINABLE FUTURE**

Sarah Lowes offers practical ideas for creating a climate-centred classroom.

## **30** **IT'S ALL ABOUT RELATIONSHIPS**

Jennifer Luxmore-Begin reflects on teaching her students to protect water through her Land-centred music program.

## **36** **SOLIDARITY BY DESIGN**

Jen Reid and other organizers give advice on how to start a committee in your local.







The spring issue of *Voice* is our environment issue and an opportunity to recommit not only to educating our students about environmental justice but to modelling best practices as educators. With the re-election of a Ford majority government for a third term, the protection of the environment, like the protection of all aspects of the public good, will be even more pressing. As President Karen Brown writes, "Ford's track record on public education, workers' rights, public services and environmental protections has been marked by cuts, privatization

and a disregard for the voices of experts and frontline workers. As we face another four years of Ford, it is more important than ever to stay engaged and active in the fight for fairness, equity and justice."

In *Students Becoming Changemakers*, Emily Chan interviews Cecilia La Rose-Luciuk, one of 15 young people, aged 10 to 19, who filed a lawsuit in 2019 stating that the federal government of Canada is contributing to harms caused by climate change. Asked what she wants educators to know about engaging young people to become activists, La Rose-Luciuk says, "Kids are capable of more than we like to give them credit for... If students feel like they have a choice and that they have the ability to influence change, the skills and lessons they learn in school will serve them for the rest of their lives."

In *Leading Together for a Sustainable Future*, Sarah Lowes offers practical ideas for creating a climate-centred classroom. "Young people are calling for education that goes beyond the scientific facts of climate change to focus on solutions-based, hands-on learning," she writes. "As educators, we have a responsibility to equip the next generation with not only the knowledge but also the agency to address the climate crisis in meaningful ways."

A strong thread through this issue, is the importance of protecting water and centering Indigenous voices. In *Advocacy from Asubpeeschoseewagong*, JoAnne Formanek Gustafson considers the more than 50 years that Indigenous activists have been fighting for clean water for Grassy Narrows. She writes about the importance of centering the voices of communities impacted by environmental racism.

In *It's All About Relationships*, Jennifer Luxmore-Begin reflects on teaching her students to protect water through her Land-centred music program. "In my program, students hear and see First Nations, Inuit and Métis people singing to water, praying for water and telling stories connected to this practice. They learn from inspirational water activists and Knowledge Keepers and discover that water is our relative and needs to be cared for just like humans need care," she writes.

Also in this issue, advice on how to start a committee in your local, a climate-themed curriculum insert, book reviews and our spring crossword!

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**Izida Zordeva**, Editor

**Sharon O'Halloran**, Business Manager

**Michelle Goddard**, Advertising Sales

**David Beyer**, Design

### Contributors not otherwise credited:

**Federico Carvajal**, Dory Cerny

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### Return undeliverable Canadian addresses to:

136 Isabella Street

Toronto, ON M4Y 0B5

Phone: 416-962-3836 or 1-888-838-3836

E-mail: [etfovoice@etfo.org](mailto:etfovoice@etfo.org)

[etfovoice.ca](http://etfovoice.ca)

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# WE MUST STAY ENGAGED AND ACTIVE IN THE FIGHT FOR EQUITY AND JUSTICE

**T**he election of Doug Ford's Conservatives to a third-term majority government has many in labour, community, climate and social justice groups deeply concerned. Ford's track record on public education, workers' rights, public services and environmental protections has been marked by cuts, privatization and a disregard for the voices of experts and frontline workers.

As we face another four years of Ford, it is more important than ever to stay engaged and active in the fight for equity and justice. While we were unable to defeat the Ford government in this election, the connections we have made and organizing we have done across the province means that we are heading into the next four years stronger than ever before.

During his first two terms, Ford's government cut funding to public schools by \$1,500 per student. This has meant larger classes, a lack of assessments and supports for students, and increased violence resulting from unmet student needs. These cuts have not only impacted students, they have significantly impacted the health and well-being of Ontario educators. The Conservative government has imposed wage suppression legislation on educators and other public sector workers, tried to sell off the Greenbelt and stripped funding from public healthcare while pushing for privatization. These measures have had a profound impact on Ontarians and our work over the next four years will require solidarity across communities and sectors.

As we are recovering from this significant loss as well as the impacts of the election of Donald Trump in the United States, I want to remind you that that our strength lies in our solidarity. The labour movement has always been a powerful force for change, and it is through our collective action that we have secured the rights and protections we enjoy today. These gains, however, are not guaranteed. They require vigilance and advocacy. They require all of us to work to-



PHOTO BY CHRISTINE COUSINS

gether to bring other people up, especially in the face of a government that has consistently prioritized corporate interests over the needs of communities.

Now is the time to double down on our efforts. We must continue to build alliances with other unions, community organizations and advocacy groups to amplify our voices and continue to hold the government accountable. While the provincial election is over, there is much to be done to protect not only our public schools but all public services. Please consider reaching out to your local MPP or school board trustee and letting them know that you expect them to advocate for Ontario public schools and public services. Make sure you are connected to ETFO through the ETFO newsletter and [BuildingBetterSchools.ca](http://BuildingBetterSchools.ca). Both of these tools will give you access to information, opportunities and campaigns.

As we prepare for the next round of collective bargaining, ETFO remains steadfast

in our commitment to securing a fair agreement for our members and better learning conditions for our students. We will continue to fight for smaller class sizes, more supports for students with special needs and safer schools. Bargaining is not just about negotiating contracts; it is about defending the integrity of public education and ensuring that every student in Ontario has access to the high-quality public education they deserve. ETFO will stand strong at the bargaining table, backed by the solidarity of our members and the support of parents and our broader communities, to push back against any attempts to undermine our profession or the public education system.

The road ahead will not be easy, but history has shown that when we stand together, we can achieve extraordinary things. Let us draw inspiration from the victories of the past and channel our energy into building a brighter future.

– Karen Brown



## WE'LL CONTINUE THE FIGHT FOR OUR MEMBERS AND FOR THE VALUES WE HOLD DEAR

Every day, educators across this province go above and beyond to support their students, their communities, and one another. I am continually inspired by the dedication and resolve of our members. Our goal at provincial office is to ensure that members have the resources, opportunities, and supports they need to thrive in their profession and to continue delivering the high-quality public education that Ontario students deserve.

The past few years have been marked by significant challenges, from the ongoing impacts of the COVID-19 pandemic to the persistent underfunding of public education and the erosion of workers' rights. Despite these obstacles, ETFO has continued to work at all levels to support members and to advocate for public schools. Our work spans a wide range of initiatives, from collective bargaining and professional development to advocacy for social justice, environmental sustainability and investment in the services and supports students need.

As a result of significant underfunding, special education has suffered under the Ford Conservative government. In March, ETFO released a conclusive report on the state of special education in Ontario. The report exposes the consequences of years of neglect and outlines 27 recommendations for the Ontario government to finally address these long-standing issues. These include increasing special education funding to match student needs and reviewing the current funding formula, reducing class sizes, hiring additional support staff, and ensuring timely access to psychological assessments.

As we head into April and the celebration of Earth Day, I want to share that ETFO has taken a proactive role in addressing climate change and climate justice. As an organization, we understand that climate justice is not just an environmental issue — it is a social justice issue that intersects with equity, health, and the future of our planet. Educators play a critical role not only in making our schools more sustainable but in shaping the next generation of environmentally conscious citizens and change makers. Through workshops, resources, lesson plans, a special yearly issue of *Voice* and public cam-



PHOTO BY CHRISTINE COUSINS

paigns, we are empowering members to bring climate education into their classrooms and their communities. Check out [etfo.ca/socialjusticeunion/climate-change](https://etfo.ca/socialjusticeunion/climate-change) to see everything that ETFO has available to support you.

The results of the 2025 Ontario provincial election, which saw Doug Ford's Conservative Party secure another majority government, have underscored the importance of our work. Ford's track record on public education, workers' rights, and environmental protections has been marked by cuts and privatization. His government's policies have exacerbated inequities, undermined public services and prioritized corporate interests over the needs of Ontarians.

In the face of another four years under this government, ETFO remains more committed than ever to fighting for our members and for the values we hold dear. Toxic politics in the United States have had a ripple effect

across the globe, including here in Ontario. Our commitment to equity and inclusion continues to be a cornerstone of our work. ETFO has long been a leader in advocating for anti-racism, 2SLGBTQ+ rights and gender equity. Together, we are working to create safer, more inclusive spaces for members and students alike. We recognize that equity is not a destination but an ongoing journey, and we are committed to doing the work necessary to ensure that every member and every student feels safe, valued and supported. Together, we have the power to create a brighter future for our schools, our students and our communities.

ETFO will continue to build on the progress we have made while addressing the challenges that lie ahead. Our strength lies in our solidarity and we will work tirelessly to ensure that the voices of educators are heard loud and clear.

– Sharon O'Halloran



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# STUDENTS BECOMING CHANGEMAKERS

CLIMATE JUSTICE ACTIVIST **CECILIA LA ROSE-LUCIUK** IN CONVERSATION WITH **EMILY CHAN** ON IDENTITY, COMMUNITY AND CLIMATE JUSTICE ACTIVISM

**C**ecilia La Rose-Luciuk is one of 15 young people, aged 10 to 19, who filed a lawsuit in 2019 stating that the federal government of Canada is contributing to harms caused by climate change. At the time, Cecilia was 15 years old. The case, *La Rose v. His Majesty the King*, argues that the government is violating the youths' rights to life, liberty and security under Section 7 of the Canadian Charter of Rights and Freedoms. The young plaintiffs also allege that they are disproportionately affected by the effects of climate change and that the government's actions violate their rights under Section 15 of the Charter. The group is demanding the federal government develop and implement a climate recovery plan to protect the rights of youth and the case is set for an eight-week trial in October 2026, in Vancouver.

Cecilia is a former student of Emily Chan's, and the conversation that follows was prompted by their mutual interest in reflecting on the value of education, identity and community in climate justice activism.

**Emily Chan: Thinking of seeds as symbols of inspiration, what are some seeds planted in your life that motivated you to become an activist?**

**Cecilia La Rose-Luciuk:** Community is synonymous with activism for me. It's a part of my life and a reflection of the people

around me more than anything. In elementary school, the process of finding my identity as an individual, facing some challenges and also seeing myself as a part of my school community sowed the seeds for my work.

I've always felt confident in my culture and identity as a mixed-race person from an immigrant family. My father is Arawak, Indigenous from Guyana, and none of that felt complicated to me until I went to school and met people who were different from me in all of those ways. That's where my own activism started, seeing what other people had to say about my identity.

Identity is something we build in collaboration with the people around us. In Canada, the word Indigenous is relevant to how we discuss politics and activism on a larger scale. My understanding of my own identity and awareness of this context is important to how I approach activism. Nothing that I say or do is the product of my opinions, more so the product of who I am.

**EC: You weave together important connections about identity, community and standing up for what we believe in. How does climate change or climate justice fit into your work?**

**CL-L:** I learned about climate change both at school and at home early on. It was the merging of the two that really instigated my strong feelings about how we approach climate change and what we do about it. At









**"WHEN I STARTED MY WORK, I FELT REALLY PROFOUND ANGER OVER THE INJUSTICES OF CLIMATE CHANGE. NOW, I VIEW MY ACTIVISM LESS AS STEMMING FROM ANGER AND MORE AS A DESIRE TO BUILD COMMUNITY. I THINK WE FORGET THAT CHILDREN BRING A LOT OF THEMSELVES TO SCHOOL AND LESSONS IN CLASS CAN LAND VERY DIFFERENTLY DEPENDING ON THEIR IDENTITIES AND PERSONAL EXPERIENCES."**

school, I was getting a science-based education. At home, I learned from my grandfather about climate change and what it means for our family in Guyana and for people from our reserve.

My family left Guyana in large part because of the damage done by Canadian mining companies. I remember thinking at a young age that it's ironic that I'm here now and my family had to pick up everything and come to Canada since Canadian companies were responsible for the disappearing resources on my family's land.

When I started my work, I felt really profound anger over the injustices of climate change. Now, I view my activism less as stemming from anger and more as a desire to build community. I think we forget that children bring a lot of themselves to school and lessons in class can land very differently depending on their identities and personal experiences.

**EC: You're one of 15 young people who filed a lawsuit against the Canadian government for violating the Charter of Rights and Freedoms by contributing to harms done by climate change. When did you join the lawsuit and how did that come about?**

**CL-L:** In late 2018, I was involved in organizing climate strikes. It was the first time I was involved in primarily youth-based protests, where young people were voicing their opinions and making decisions. At the time, there were a lot of conversations among adults about climate change from a policy perspective, like COP20. Among young people, there was a lot of frustration, anger and despair because it felt like the mainstream conversation about climate change was not fully addressing the urgency that young people were feeling.

I remember having really cold winters and I remember snowball fights. Since my childhood, things had changed faster than I could make sense of. It was commonly understood among my peers that over the course of our lives we would have to deal with a lot of uncertainty in regard to the environment. At the time the lawsuit felt like one of the few options I had.

I was 14 when we began the process of preparing to file. Initially when I spoke to my father about the lawsuit, his response was to tell me about the work my aunt had done before I was born. That, in the wake of one of the world's largest mining disasters that saw 80 kilometres of the Essequibo River declared an environmental disaster due to cyanide contaminated effluent from the Omai mine, my aunt had been a part of a lawsuit representing the people that lived and survived off the Essequibo. In the end, it gave Indigenous people title rights to the land. Her work was later part of the basis for detailing title rights in the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). I had never known the full extent of her work; it changed my perspective on the role of the justice system and what it can do for people.

Early in the process of filing the lawsuit, a lawyer at Our Children's Trust explained to us their reasoning for their work representing youth. They explained that they felt in some way obligated to offer their help to young people, that adults have the responsibility to show young people that they care about this and want to protect them. It meant something to me, especially at the time – to be offered not just resources but solidarity and support.

We spent a number of months working on the lawsuit before it was filed in the federal court. It was a slow process; these things move through the system very slowly, and









it felt emblematic of the Canadian government's position on climate change. It was an emotionally exhausting process especially because there was a lot of effort from the federal government's lawyers to dismiss the case.

There was a refusal to shoulder any responsibility. In their statements they were always careful to say that they were not diminishing any of our experiences, and that in fact they understood our concerns. However, they continuously refused to accept the idea that the federal government would be at all responsible for the impacts of climate change on Canadian youth. The implication being that they don't have any reasonable control over the impacts of climate change in this country. It was during this time that the government purchased the Trans Mountain pipeline. If we accept the very basic premise that climate change is human-caused, we should also accept that at the very least we have an obligation to try to mitigate its impacts on youth and future generations.

**EC: You highlight some important lessons, including the incredible impacts of your aunt's activism in Guyana. What inspires you to keep going?**

**CL-L:** The legal team, the journalists that I met along the way, people that I still work

with, who took the time to not just listen to young people talk about their experiences with climate change and climate advocacy, but also to teach us. There were people who helped me with my media training and gave me the skills to speak in public. I am very thankful to those people because I don't know where I would have learned those skills otherwise.

I worked with a very kind lawyer, Joe Arvay, who was an undeniably important figure in Canadian law. He worked on PHS Community Services Society v. Canada, which allowed the only legal safe injection site in North America at the time to stay open. His work also influenced Canadian labour laws, marriage equality, and Charter rights for many people in this country. Joe was just a very wonderful person to know, and he was quite outspoken about this climate lawsuit. He died a few years ago in 2020, but he was a big part of our community, and his advice was invaluable.

The people I met through this lawsuit are still people that I've maintained very strong relationships with. To me, community isn't about where I go to school or what I do. It's surrounding yourself with people who are concerned about the issues that matter to you and care for your future as you do

theirs. That's definitely what allowed me to keep going.

**EC: Across different social justice movements, social media has been a catalyst for community organizing. For many young people, friends in virtual spaces are equally as important as those in person. How do your online or virtual and in-person communities intersect?**

**CL-L:** For me, the early days were really shaped by what was going on online. During the climate strike movement, online spaces were where young people primarily found their voices. It's really easy to express your opinions online. It feels less consequential, and you feel like you have more of an audience. It's very tangible – you can see how many people view a story on TikTok or Instagram, you can see who likes it, who reshares it.

But I think that there are limitations to what you can do online. I think that it's really easy to forget that things that feel really real on Instagram, or Twitter or TikTok might feel less consequential when you're sitting in a room with somebody and when you're faced with a person who is maybe more complex than who they follow and what they post.

I definitely had to learn that, and I think people will continue to have to learn that as social media takes up a bigger and bigger part of our lives. I have always had a private Instagram account, and I remember in 2018 when there were a lot of young people finding their way into climate activism, lots of people were going public and they were gaining a lot of followers. I have a number of friends who did that and still maintain a really large following and it works for them. Because of my work in the lawsuit, I was encouraged to put my social media on private, and I'm glad that I did. It also served as a reminder that it's easy to say things online but it's usually less important than doing something in person. I think there is a lot of value in doing things for the sake of doing them and not for posting about it.

**EC: What would you like educators to know about engaging and facilitating young people to become activists/change-makers?**

**CL-L:** Kids are capable of more than we like to give them credit for and that's true for climate change and advocacy.

Kids remember how teachers made them feel, and to me, that sometimes falls by the wayside in school. If students feel like they have a choice and that they have the ability to



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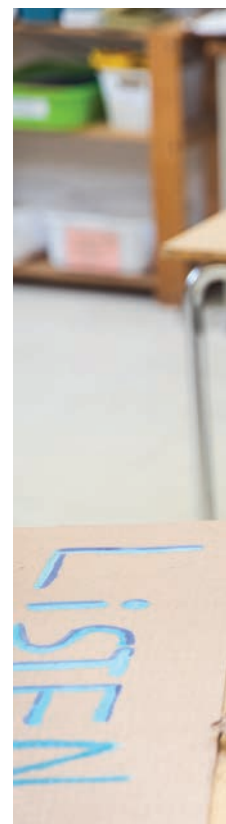


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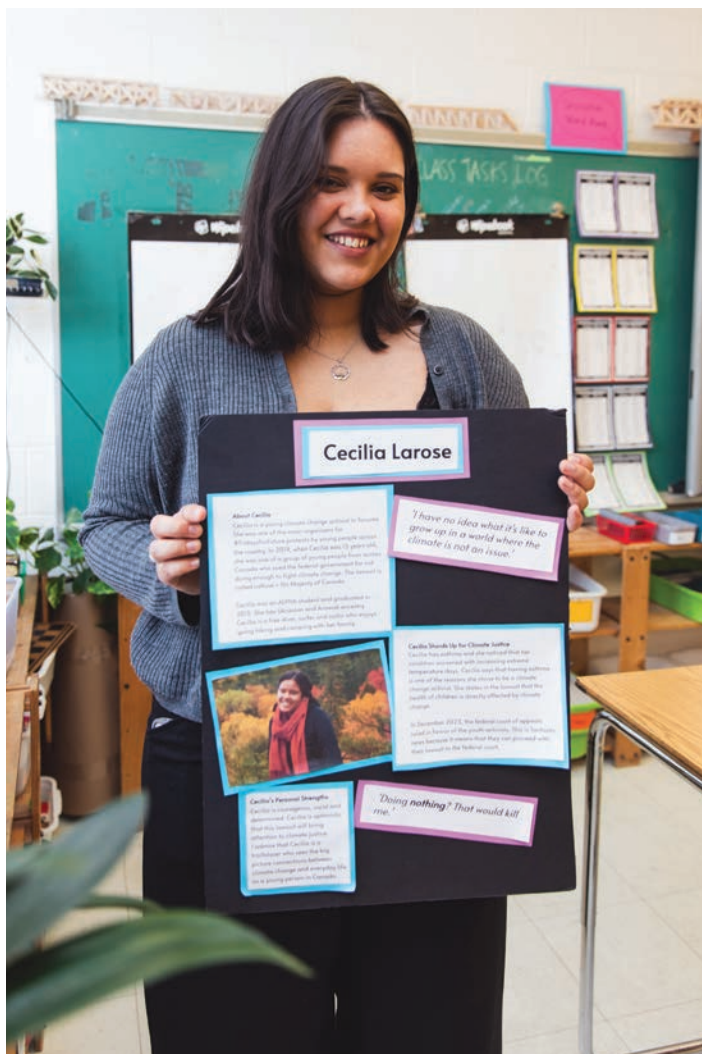
Find everything in one place, including the Climate Change Primer, podcasts, significant environmental dates, Voice articles, and practical, ready to use lesson plans.

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influence change, the skills and lessons they learn in school will serve them for the rest of their lives.

I was fortunate that in both elementary and middle school, there was a genuine effort to give students a sense of agency and accountability. One of the long-standing traditions in my middle school was to put on this play called *Courageous Voices*. At the heart of it, students chose someone they felt was important and inspirational, and really embody them to create a performance using only the words and voices of those heroes and heroines. The act of becoming heroes and heroines to perform this play was more formative than I would have realized at the time. It was an opportunity to draw on what was important to us as individuals, find a place for it in a collective art piece that fit together and create a collective voice of the community. I learned a lot about my peers, and I still think about the reasons they chose the people that they did to this day.

This stands out to me as a perfect example of engaging students to become changemakers. It's about helping kids understand that people have done very important things and there is a lot more out there than what you will just encounter in your classroom. ■

Emily Chan is a member of the Elementary Teachers of Toronto Local.

## CLIMATE JUSTICE RESOURCES

### BACKGROUND INFO

- Our Children's Trust (for summary of lawsuit)
- Climate Strike Canada

### TEACHING RESOURCES

- About the climate strike movement: Climate Justice | CMHR
- Art for climate justice: Visual arts perspectives on climate change
- Teaching about climate justice through a social emotional learning framework
- Environmental racism: Water rights and climate justice "There's Something in the Water"
- Mapping climate change: Climate Atlas of Canada
- Climate change teaching resources database: Resources for Rethinking
- Understanding eco-anxiety: Strategies to help young people

\*Links to these resources are available at [efvoice.ce](http://efvoice.ce)

# ADVOCACY FROM ASUBPEESCHOSE

BY JOANNE FORMANEK GUSTAFSON

**O**n September 18, 2024, more than 8,000 people marched from Toronto's Grange Park to Queen's Park in solidarity with members of Asubpeeschoseewagong (Grassy Narrows) First Nation. Called the River Run, this long-standing event raises awareness of the mercury contamination of the English-Wabigoon River in northwestern Ontario and advocates for compensation and cleanup, and for a future free of mercury. The event is intended to lobby the government about ongoing mercury poisoning, to educate the public, and to invite support and allyship. The community has been fighting for clean water in Grassy Narrows since the 1970s, with mercury poisoning contaminating the water supply for generations.

I'm from neighbouring Couchiching First Nation, an Anishinaabe (Ojibwe) community on Treaty 3 territory. Since 2010, Couchiching has been advocating for cleanup of a site contaminated by sawmill operations nearly 100 years ago. I hear similar stories from reserves across Canada, where people are struggling with the impacts of environmental destruction.

Though I only learned the term environmental racism in recent years, I realize that I have spent a lifetime living with and learning about it. According to the David Suzuki Foundation, environmental racism happens when development, policies or practices intentionally or unintentionally result in more pollution or health risks in Indigenous and racialized communities. It also includes patterns of unequal access to environmental benefits like clean water and air and proximity to parks. Environmental racism has serious impacts on health, well-being and community outcomes. As an educator, I ensure that I integrate this concept into to my teach-

ing about climate and environmental justice. As a member of a First Nation and a person whose history has been marginalized and misrepresented, I understand why it is essential when talking about communities that have been affected by environmental racism that we centre their activism and resistance.

About 100 people from Grassy Narrows led this year's demonstration to Queen's Park, carrying signs made at an art build held in preparation for the rally. The impacts of mercury poisoning make the walk nearly impossible for some, but that didn't stop people from travelling for the important act of advocating for their community. Some of the activists have been fighting for clean water for their community for decades; others are youth who were there for the first time. All of their lives have been profoundly impacted.

## TRAVELLING FROM GRASSY NARROWS TO TORONTO

In early September, Grassy Narrows member Chrissy Isaacs loaded her van for the journey ahead of her. Isaacs remembered her own beginnings in activism and knew how important this trip was for young people. Along with a dozen youth from the community, Isaacs was headed toward Toronto, stopping at towns and cities along the way to educate the public about the mercury poisoning that had been impacting their families for generations.

Each stop was a rally, where youth spoke about their experiences with the effects of mercury poisoning. They carried flags, banners and signs, and sang traditional songs for the water and the people. Their purpose was to educate people about what was happening in their community and to express their frustration and anger at being ignored by the government and industry leaders for decades. Youth are an essential voice in



RICHARD LAUTENS/TORONTO STAR VIA GETTY IMAGES



# EWAGONG







Thousands marched through the streets of Toronto to protest the situation in Grassy Narrows.

Grassy Narrows – advocating for change has been important to community healing from the trauma that is one of the social impacts of living with mercury poisoning.

By the time Isaacs' group reached Toronto, many others had joined their caravan. Drum groups, elders, youth and children arrived from Montreal, Ottawa, Kingston, Hamilton, Guelph and Kitchener-Waterloo. Union members, students and other allies stood together to call for environmental justice.

### EMPOWERING YOUTH

Isaacs has suffered from mercury poisoning her entire life, and has watched her family and community suffer the effects as well. Symptoms can cause birth defects and cognitive delays, numbness and loss of coordination, general muscle weakness and

deterioration, impaired speech, vision and hearing. Mercury poisoning can also lead to mental health struggles including depression and anxiety. Isaacs estimates that about 90 per cent of people in the community live with depression. Suicide rates are higher than average, and many people feel helpless and hopeless.

When Isaacs was 11 years old, she tried to take her own life. Thankfully, she wound up in hospital, where she met leaders Judy Da Silva, Chickadee Richards and others who were doing advocacy work to support Mohawk people at the Oka crisis (1990). These women knew the struggles that Isaacs faced and took her under their wing. Da Silva and Richards were working with Grassy Narrows youth and knew how important activism was to empowering and affirming young people. Isaacs says she finally felt like she had power



and purpose in her life, nurtured through her community's work with youth.

It was Asubpeeschoseewagong's program Spirit of the Youth that was transformational for Issacs and other young people. The focus of this youth empowerment program was on environmental issues including mercury poisoning, caring for the land and water. The youth were trained as leaders and advocates, hosting conferences with their peers throughout Grassy Narrows territory and beyond, to discuss the important issues that their communities faced. The advocacy that they started has continued to support and strengthen their community.

Like others in her community, Isaacs became a strong advocate for her people. She identifies arts-based programming as an important wellness support. After what she describes as a "dark time" when many young people took their own lives, healing through art has offered youth a new way to have a voice. Multiple projects have resulted, including a 2016 project with N'we Jinan to produce *Home to Me*, a song about the land they live on. N'we Jinan Creative Studios provide youth with opportunities to collaborate with professional musicians and music producers for in-school or community-based programs ranging from one to three weeks in duration. These programs aim to empower youth to explore creative communication and share their artistic voices.

Finding ceremony and strengthening her own cultural beliefs and practices has been an important part of how Isaacs moved her advocacy forward. She has carried her community's Sun Dance bundle, and now runs sweat lodges, which are an important cultural practice. These ceremonial roles are a great responsibility, given only to people who have prepared themselves.

Isaacs told me that she found her life's purpose: to speak up about land, water and the environment. She does this not only for the health of the people but also for the health of the water, which is an essential part of the culture and ceremonial life of the community.

Isaacs urged me to tell educators to "teach the truth. Share the stories of Indigenous people as strong advocates, powerful voices for the Land and water."

## **SUPPORTING THE FIGHT FOR JUSTICE**

The story of Grassy Narrows and the River Run can be used to educate students about environmental racism, advocacy and the persistence and strength of Indigenous Peo-

ples. The first River Run in 2010 is well documented and can be shared in the classroom to generate discussion and drive inquiry.

There are also numerous articles on more recent River Run rallies and supports for educators who want to teach their students not only about the inaction of the government and the impacts of environmental racism but also about the activism and resilience of Indigenous communities.

Follow [freegrassy.net](http://freegrassy.net) for regular updates, news and events in Grassy Narrows. You can sign up for periodic newsletters, check out the take action page and find resources to share in your own networks.

Research the work that community members are doing to build capacity and take back power. Anishinaabe women in Ontario organize water ceremonies and water walks. Attend any open events, listen to what community members have to say, and share this information with others. Look for events near your community to learn more.

Look at your own community or region. What types of industries have negative environmental impacts? Consider things like railway lines, transit routes, highways, disposal sites. Who is most at risk of being affected by these? Is there an opportunity to do community organizing or support ongoing efforts? ■

JoAnne Formanek Gustafson is an Anishinaabe of Gojijiing and a member of the Rainy River Occasional Teacher Local.

## **RESOURCES**

### **N'we Jinan Artists**

#### ***Home to Me***

[youtube.com/watch?v=EgaYz8YWwO8](https://youtube.com/watch?v=EgaYz8YWwO8)

#### **Treaty 3 Connections: Learning about Worldview of Indigenous people.**

[teachmag.com/treaty-3-connections](https://teachmag.com/treaty-3-connections)

#### **Amnesty International. 2020. The youth rising up against Canada's mercury crisis.**

[youtube.com/watch?v=JgasHx0pJxM&t=8s](https://youtube.com/watch?v=JgasHx0pJxM&t=8s)

#### **Danks, S. 2024. Raven Trust. Event Recap: Movement Building and Justice with Judy Da Silva**

[raventrust.com/campaigns/grassy-narrows/](https://raventrust.com/campaigns/grassy-narrows/)

#### **Interview with Judy Da Silva**

[youtube.com/watch?v=X8XTY8Qny-s](https://youtube.com/watch?v=X8XTY8Qny-s)

**"THE STORY OF GRASSY NARROWS AND THE RIVER RUN CAN BE USED TO EDUCATE STUDENTS ABOUT ENVIRONMENTAL RACISM, ADVOCACY AND THE PERSISTENCE AND STRENGTH OF INDIGENOUS PEOPLES. THE FIRST RIVER RUN IN 2010 IS WELL DOCUMENTED AND CAN BE SHARED IN THE CLASSROOM TO GENERATE DISCUSSION AND DRIVE INQUIRY."**





PHOTOS BY CHRISTINE COUSINS



# LEADING TOGETHER FOR A SUSTAINABLE FUTURE

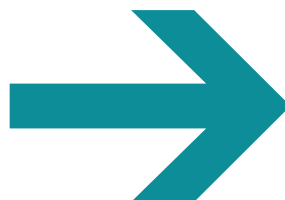
BY SARAH LOWES

**E**ducation plays a critical role in helping societies and economies transition to carbon neutrality and build resilience. Indigenous communities, marginalized populations, and future generations – those who have contributed the least to the climate crisis – will and are feeling the impacts disproportionately. Today, many young people feel overwhelmed by the state of the world they are inheriting. Research shows that nearly 80 per cent of young Canadians aged 16-25 report that climate change negatively affects their mental health.

Young people are calling for education that goes beyond the scientific facts of climate change to focus on solutions-based, hands-on learning. As educators, we have a responsibility to equip the next generation with not only the knowledge but also the agency to address the climate crisis in meaningful ways. It is essential to provide hope, foster resilience, and focus on solutions-based education to counteract the negative mental health impacts of climate change. So, how can educators teach about climate justice while giving students the tools to build a sustainable and equitable future?

## CREATING A CLIMATE-CENTRED CLASSROOM

Did you know that quality climate education can have similar carbon-emission reduction effects as large-scale mitigation strategies, such as rooftop solar panels or electric vehicles? Creating a climate-centred classroom requires an integrated, critical, experiential approach that allows youth to practice sustainability and activism. Climate change is often isolated within the science curriculum, sometimes limited to just solitary units despite language regularly cueing us to assess the human impacts on the environment. While understanding the science of climate change, resource use and greenhouse gas emissions is crucial, other subjects also provide valuable opportunities to engage with climate action in meaningful ways.











## PRACTICAL STRATEGIES FOR TEACHING CLIMATE JUSTICE

Here are a few strategies to help teach climate justice in your classroom:

### STRATEGY 1: BUILDING CONTEXT

Use cross-curricular approaches, such as science, social studies and the arts to create a Community Climate Solutions Map that is added to throughout the year. Students can use Google My Maps or a large, printed map to plot locations where climate solutions are being implemented, perhaps as you see them during a neighbourhood walk. Assign groups different categories of solutions and have them research, visit and verify locations before adding them to the map.

#### What to Track?

- **Renewable energy installations** – locations of solar panels, wind turbines or geothermal projects
- **Green infrastructure** – green roofs, rain gardens, permeable pavement or urban tree-planting efforts
- **Sustainable transportation** – electric vehicle charging stations, bike lanes, public transit hubs
- **Waste reduction initiatives** – community composting sites, zero-waste stores, recycling drop-off locations
- **Climate education & activism** – schools with eco clubs, community-led sustainability projects, climate strikes
- **Biodiversity & conservation** – pollinator gardens, restored wetlands, protected natural areas

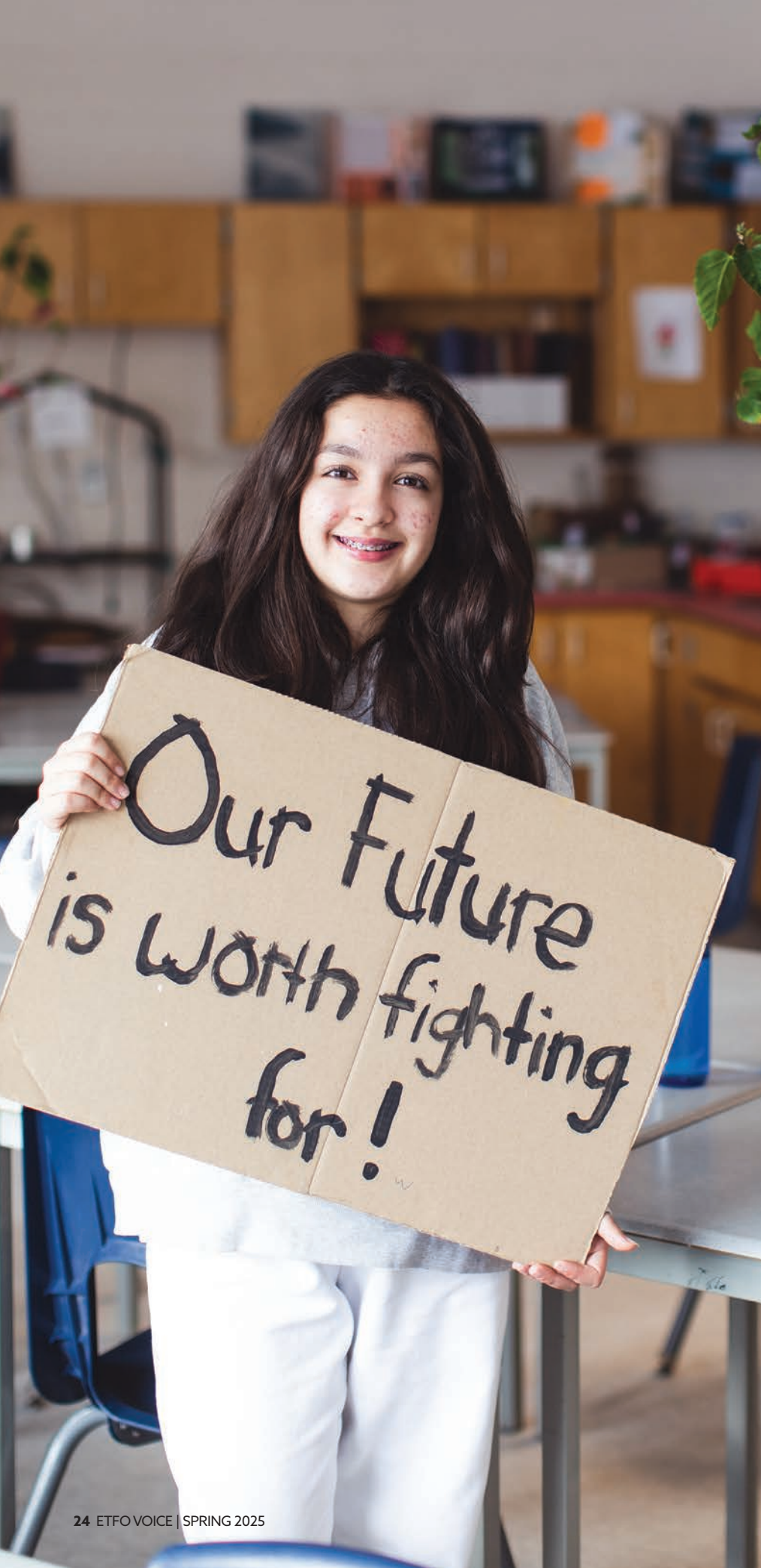
### STRATEGY 2: ENCOURAGING ACCOUNTABLE TALK

Engage with questions about equity, access and responsibility. CIVIX is a Canadian non-profit that offers educational tools to foster civic engagement and critical thinking in students. Their PoliTalks resource aims to help students develop the skills needed for constructive, respectful and critical dialogue, particularly around issues like politics, governance and social responsibility that can be practiced at all ages.

### STRATEGY 3: LEARNING FROM YOUTH ACTIVISM

Explore inspiring examples of youth climate activism, such as Cecilia La Rose-Luciuk's climate lawsuit (See page 8). Have students





write their own climate justice demands. This could also be framed as a letter to a policy-maker or a community leader.

#### **STRATEGY 4: HONOURING INDIGENOUS PERSPECTIVES**

Incorporate voices from Indigenous communities, such as Water Walkers and Grassy Narrows. Explore the Haudenosaunee's Great Law of Peace and the question of what effect our decisions will have on future generations. Or use the Climate Atlas of Canada, which uses climate data from hundreds of Indigenous communities across Canada to provide insights into local and national climate issues, making it a valuable tool for discussing climate justice.

#### **THE CONNECTION BETWEEN EDUCATION, SUSTAINABILITY AND MENTAL HEALTH**

Environmental education equips students with practical knowledge to combat climate change while helping address the psychological toll of eco-anxiety.

**Research highlights the broader benefits of environmental literacy, including:**

- encouraging sustainable lifestyles
- strengthening community ties through collective action
- preparing students for careers in the emerging green economy

Eco-anxiety is a real concern for youth today and a growing public health issue, according to the Mental Health Commission of Canada. Many feel anxious, sad and powerless in the face of a rapidly changing world.

Teachers can address eco-anxiety by focusing on solutions and showing students the many ways they can take meaningful action to combat climate change. Solutions-based learning empowers students to make a real impact on the world around them.

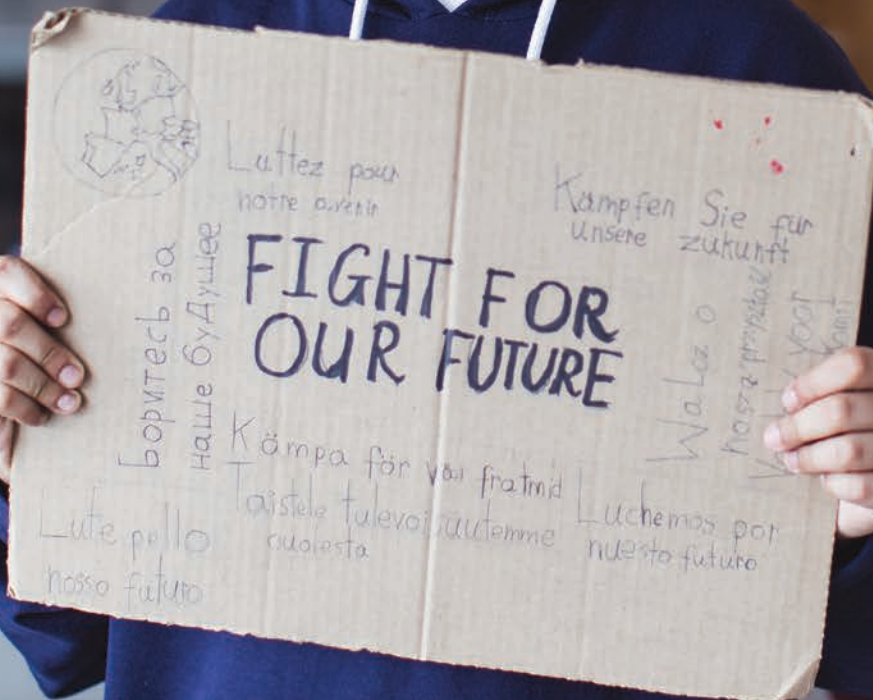
#### **HELPING TEACHERS TAKE THE FIRST STEP**

Integrating sustainability into your classroom doesn't have to feel overwhelming. Start small – take your next unit or task and explore how you can view it through a sustainability lens. You don't have to overhaul your entire curriculum overnight. Instead, try asking simple yet meaningful questions:

- How does this topic connect to the Earth?
- How are humans or climate change impacting this topic?



OAKVILLE  
STARS



Боритесь за  
наше будущее

Luttez pour  
notre avenir

**FIGHT FOR  
OUR FUTURE**

Kämpfen Sie für  
unsere Zukunft

Wälz o  
hass a pampas  
Välj o  
hass a pampas

Kämpa för vår framtid  
Taistele tulevaisuutemme  
suolesti

Lute pelo  
nosso futuro

Luchemos por  
nuestro futuro



- What real-world solutions can be found to this concept?
- How can I tie in local or global sustainability goals?
- What can I do as an individual, what can we do as a community?

Learning for a Sustainable Future offers a wide range of resources through their Resources 4 Rethinking platform, where you can easily filter by grade, subject and United Nations Sustainable Development Goals. With so many resources available, what small steps might help you integrate a climate lens into your current lessons?

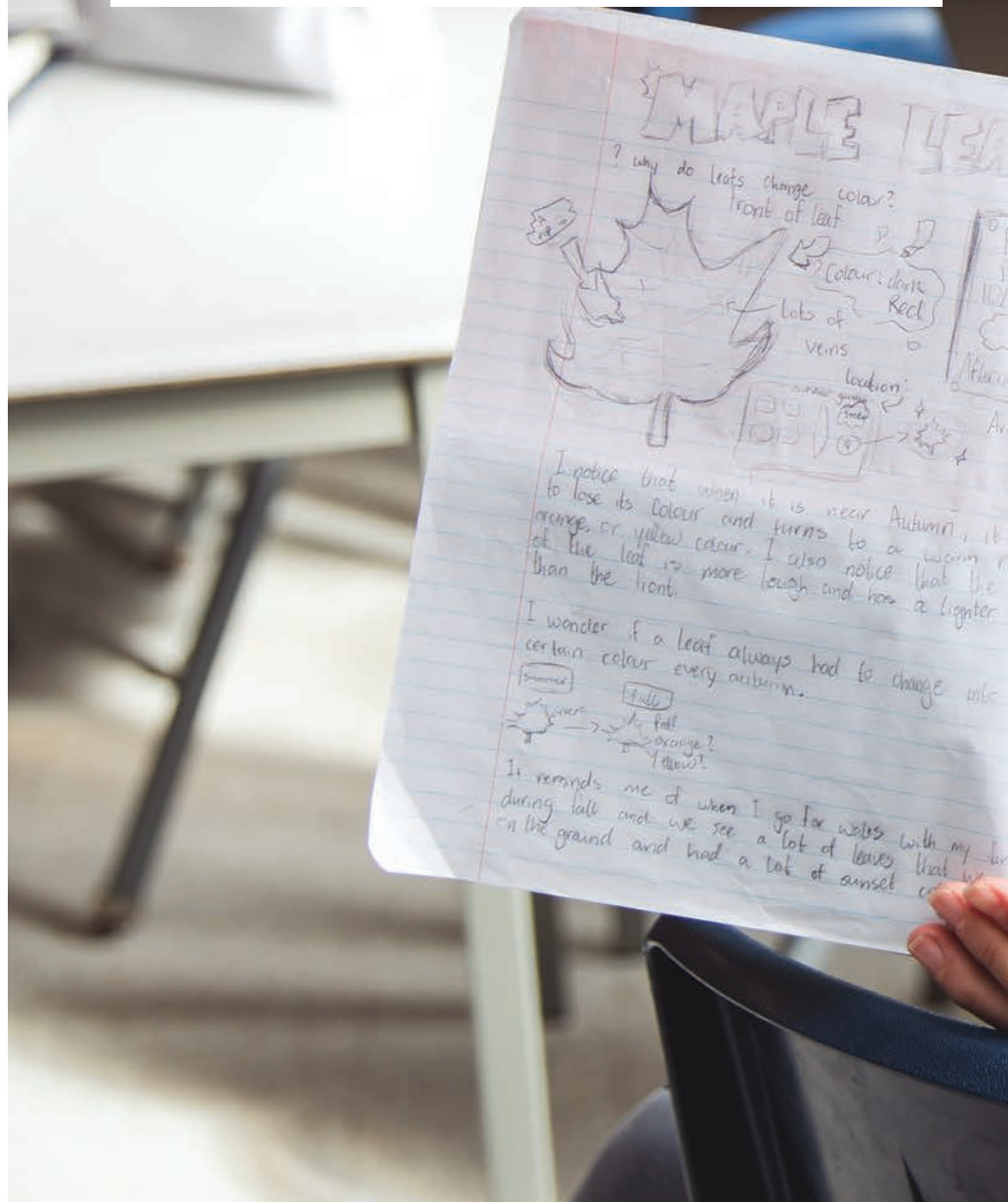
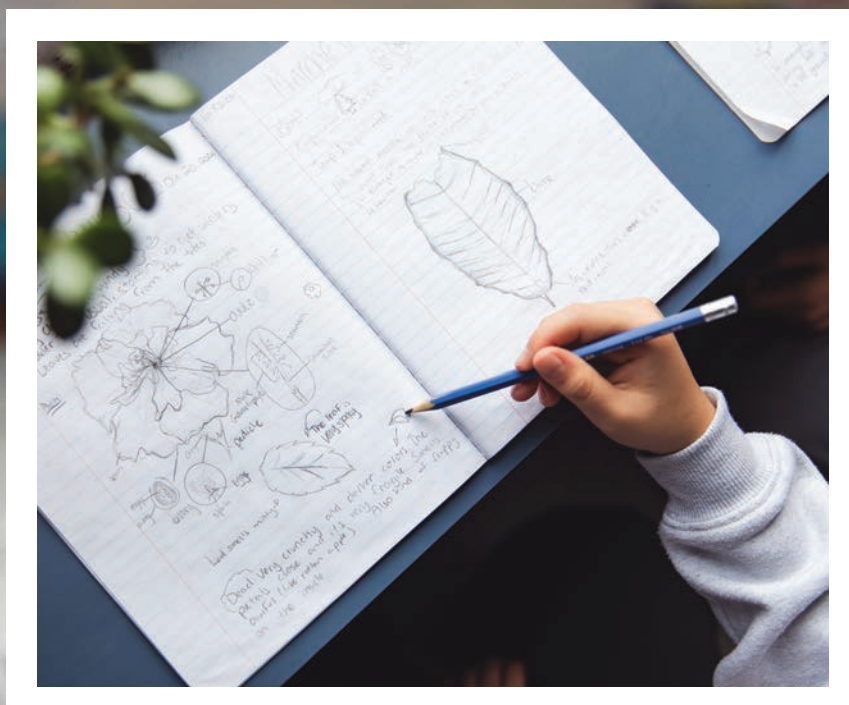
## MODELING ACTIVE CITIZENSHIP

Integrating a climate lens into your teaching isn't just about lesson plans – it's also about modeling sustainability in action. As educators, we have a unique opportunity to show students what engaged citizenship looks like. One way to do this is by staying informed about elections and understanding candidates' platforms, especially on climate action. When students see you taking an interest in solutions, they learn that change happens through everyday actions and decisions.

That doesn't mean every teacher needs to be the school's eco leader (though a big shout-out to those who are!). There are many ways to contribute. Climate scientist Katharine Hayhoe suggests that the best way to start conversations about climate change is by connecting it to what you love. Whether it's a favorite local spot, an outdoor hobby or a community event, exploring how climate change affects those experiences can spark meaningful discussions and action.

## POTENTIAL INQUIRY QUESTIONS

- How does the fast fashion industry contribute to climate change and what can consumers do to reduce its impact? Fast fashion produces cheap clothing rapidly, leading to significant waste, water usage and carbon emissions. Students can explore alternatives like sustainable fashion brands, upcycling and buying second-hand. You could even host a sustainable fashion show with reused items.
- How does the production and use of digital devices, like smartphones and computers, contribute to climate change, and what are ways to reduce their environmental impact? The production of electronics involves mining, energy consumption and e-waste. Students can explore the carbon footprint of















electronics, e-waste recycling programs and ways to extend the lifespan of devices. You might even organize an e-waste collection drive!

### USING EDUCATORS' VOICES TO AMPLIFY CHANGE

Educators have a unique opportunity to advocate for climate action within their spheres of influence – from classroom and community to school boards and their union. Teachers can advocate for their organizations to align student achievement and well-being with climate education goals. Lakehead University's Climate Leadership within Canadian School Boards: 2023 Review provides recommendations for holding school boards accountable for aligning with the Paris Agreement, specifically the goal to halve greenhouse gas emissions by 2030.

### INQUIRE IF YOUR BOARD OR UNION HAS:

- declared a climate emergency, like the Upper Grand, Toronto, Halton, Greater Essex County and Rainbow district school boards (this is one way to start holding your employer accountable)
- a climate action plan with specific greenhouse gas reduction targets and climate action initiatives at all levels of governance
- a designated sustainability position or committee responsible for climate action

Educators can take immediate action by joining committees, attending resolution meetings, and drafting letters to school boards or unions to push climate action forward. Even

small steps can contribute to a larger shift, one that ensures climate education and action remain at the heart of our schools.

### ADDITIONAL RESOURCES FOR TEACHING CLIMATE JUSTICE

#### • EcoSchools

EcoSchools empowers communities to adopt sustainability practices, reduce environmental footprints, foster teamwork, and inspire lasting habits, preparing students to lead a greener future. They are developing a platform to use at the board level to support organizational change and compare boards across the country. Imagine the strength of our community if every school was an Ecoschool?

#### • Our World in Data

Interactive charts and data visualizations that help elementary teachers explore climate change and sustainability. The tools make complex topics more accessible and encourage critical thinking, while also tracking global progress on the UN Sustainable Development Goals.

#### • The Solutions Board Game

Inspired by Project Drawdown, this engaging game helps students explore climate change solutions. It presents strategies for reducing carbon emissions in sectors like energy, food and transportation. Through teamwork and critical thinking, students learn how to contribute to a sustainable future.

#### • Sustainable Development Goals (SDGs)

The SDGs offer a global framework for addressing climate change and promot-

ing sustainability. They can be used in the classroom to teach students about the interconnectedness of environmental, social and economic issues, fostering a sense of global responsibility.

Want to stay connected to a provincial environmental community of teachers? Join our Locals for a Greener Future WhatsApp community: [tinyurl.com/LocalsGreenerFuture](https://tinyurl.com/LocalsGreenerFuture). ■

Sarah Lowes is a member of the Halton Teacher Local.

### WHAT STUDENTS SAY

**Rose:** *We have all the solutions and methods to end climate change, so why don't we get up and end it. Little things can have big impacts on the world, we might be doing something that can change the entire future of the world right now and not even be noticing it.*

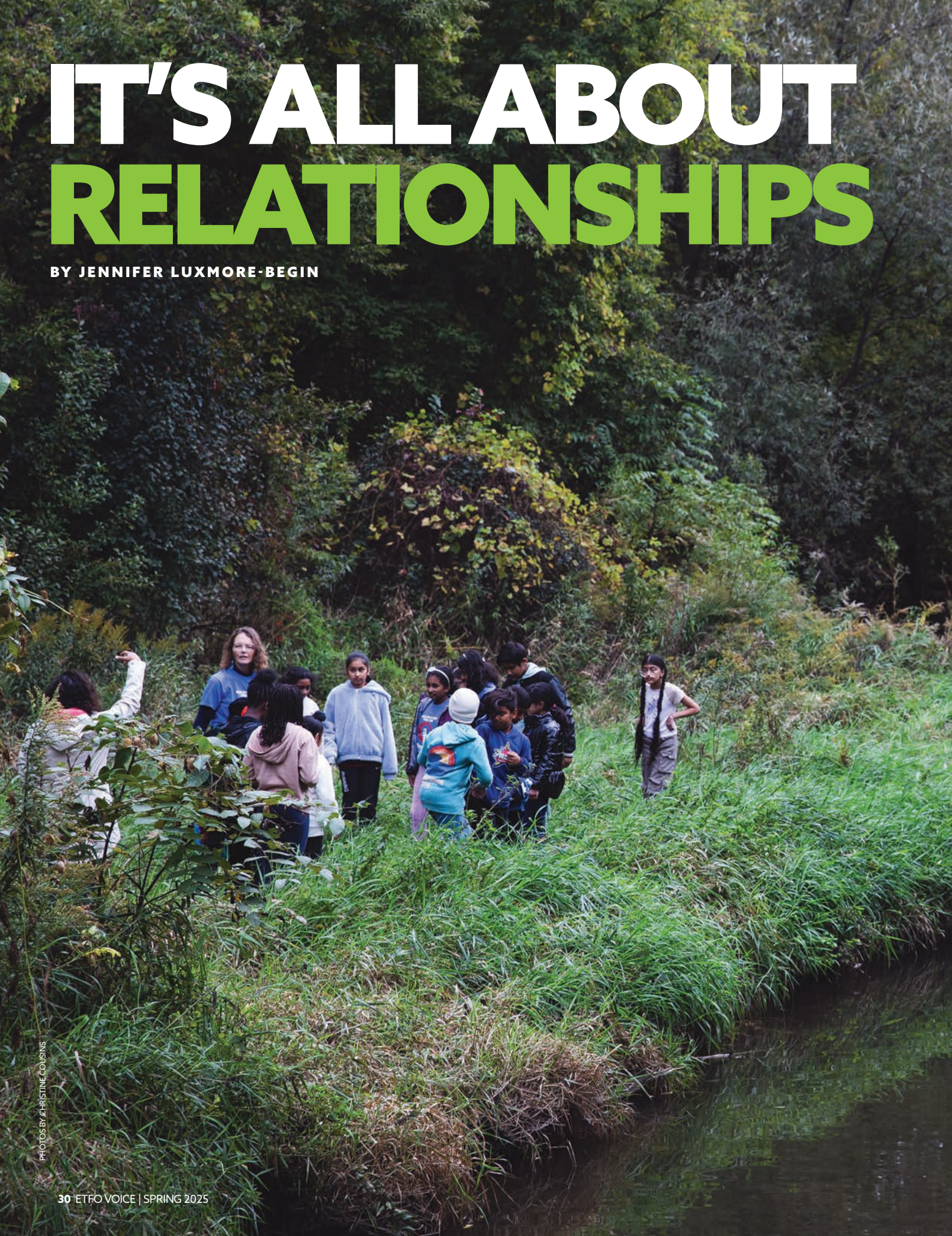
**Anna:** *I've thought about this world that is growing but perishing all at once. Some skies no longer shine blue, and marshlands are no longer biodiverse. It's crucial to think about the future. Similar to preparing an important presentation that's coming up next week, you HAVE to prepare for the climate emergency. It's not optional anymore.*

**Khaled:** *We need to ensure a better future for generations to come. Let's work together to better the environment. I want future generations to live their lives without having to worry about pollution.*




# IT'S ALL ABOUT RELATIONSHIPS

BY JENNIFER LUXMORE-BEGIN



PHOTOS BY CHRISTINE COUSINS





**W**hite wisps of breath from the hundreds of students streaming out of Cherrytree Public School twirled up into the bright blue sky. It was March 22, 2022, World Water Day, and class by class, the Brampton students filed down to a local creek a few blocks away. Clutched in their mittens were handwritten songs containing their words and feelings for the water. The students were excitedly chatting away. They had never taken a walk to the creek with the music and phys. ed teachers; it was a first for us as educators as well.

As we walked, I grew uneasy. How would students react to singing to the water? Would they feel weird or silly for singing to a creek? Would they feel a deep connection, or would they even connect at all?

That morning, students had a range of reactions. I saw some connect, closing their eyes for a moment or singing along to the powerful words of the Nibi Water Song with their whole selves. A small group of students at the back joked around, and others observed and listened, quietly taking in the beauty of our urban outdoor setting.

At the end of the short 15-minute walk and waterside song sharing, I felt a new spark of joy – I had found a tangible way of connecting my music curriculum to the land and Indigenous ways of knowing. That morning was the beginning of students and staff building a relationship with the urban landscape, specifically the water, our relative, around our school.

I am a Water Walker for the Credit River and a settler-Anishinaabe educator living and teaching on the traditional territory of the Mississaugas of the Credit First Nation. For many years, I have brought Indigenous music, books and ways of knowing and doing into my music program. But my Songs for the Water program, which has grown organically since that first walk, is making the biggest impact – for my students, the Earth and myself as a lifelong learner and reflective practitioner.





Over the past few years, I've expanded the reach of Songs for the Water to a board and community level, including a trip to Island Lake Conservation Area at the headwaters of the Credit River. Through these experiences, my students have begun to see themselves as stewards of the water while gaining a sense of agency.

### **WATER IS OUR RELATIVE: LEARNING FROM THE GRANDMOTHERS**

My water program is deeply influenced by Josephine Mandamin-baa, the first Grandmother Water Walker. In 2022, I began sharing her vision and Indigenous views of water by teaching about the Grandmother Water Walkers and their movement to heal the waters around the Great Lakes and the rivers in between. In recent years, I was also introduced to Masaru Emoto's water consciousness research. A pioneer in the study of water, he observed that water exposed to positive stimuli formed beautiful, symmetrical crystals, while water subjected to negative influences showed distorted, chaotic patterns.

In traditional curriculum, our students are taught about water as a resource. In my program, students hear and see First Nations, Inuit and Métis people singing to water, praying for water and telling stories connected to this practice. They learn from inspirational water activists and Knowledge Keepers and discover that water is our relative and needs to be cared for just like humans need care. I share the Nibi Water Song, written by Doreen Day and her grandson and sung by Indigenous and non-Indigenous people across Turtle Island. This song says: "Water we love you, we thank you, we respect you."

I ground my teaching in literature and authentic voices, sharing books and videos made by First Nations, Inuit and Métis peoples as much as possible. Every year, I choose a book by an Indigenous author about water along with a video highlighting different Indigenous worldviews of water to share with my students.

### **WRITING SONGS FOR THE WATER**

In 2022, after sharing these teachings and stories, I asked my students in grades 1 to 5 to write their own songs for the water. When sharing Indigenous teachings and culture, it's crucial that students do not copy or appropriate materials, but instead reflect on them and use them as inspiration for their







own creations. I teach in Brampton, a community where many families are first- or second-generation immigrants who speak more than one language at home and have their own rich culture to draw from. I encouraged students to share their own messages in the language they chose. Working closely with the ESL educator in my school, I have learned the importance of “translanguaging,” so I try as much as possible to find openings for students’ home languages.

I encouraged students to write songs from the heart, with no rules about time signatures, rhyming words or notating rhythms and pitch. I encouraged them to write and sing from their heart with no barriers. As the students worked on their songs, an incredible and unexpected thing happened: They made connections to practices of honouring and caring for the water from their own cultures. Students talked to their families about their songs, and their grandmothers and aunts shared their own practices around water.

### **BUILDING RELATIONSHIPS TO GROW WORLD WATER DAY**

Strong relationships with my administration, classroom and support teachers have been key to whole-school success. At Cherrytree, I am grateful to the administrators who have trusted my vision, classroom teachers who have shifted their planning time around World Water Day and our outdoor adventure days.

I’m especially grateful to my teaching partner, Staci Dhillon, the physical education teacher who opened up her programming to include Land-based learning. My daily schedule wouldn’t allow all students to sing and visit the water in one day, however our strong partnership allowed Staci and me to buddy up our classes so that all 13 of our grade 1 to 5 classes were able to sing to the water on World Water Day.

The Songs for the Water activity that we began on World Water Day in 2022 has led to monthly Land-based learning for all students in grades 1 to 5. Staci and I plan these days to help students get to know our plant and animal relatives and create more connections to the water.

One activity we continue to build on is plant journals. On our walks, students choose one tree or plant, identify it and then learn about it independently. They make a sketch and present it to the class. The aim is for us











to collectively name our plant relatives. In doing this, we build deeper connections and respect for each plant and its role on Earth, becoming natural stewards of the Land and defending our plant families from harm, just as we would our own human families.

### **DECOLONIZING MUSIC TEACHING**

In 2024, I brought teachings about water and water awareness to two school board arts events – the dance showcase and the music showcase. My goal was to embed Indigenous ways of knowing into events that traditionally centred western music.

Bringing Indigenous ways of knowing and being into all aspects of education is about more than reading an Indigenous picture book or listening to an Indigenous artist.

At the music showcase, approximately 12 ensembles consisting of 400 students from across Peel sing a song as the finale to the evening. As the director of the Indigenous drum ensemble, I suggested to my fellow directors that we choose the Nibi Water Song for the finale to highlight the importance of honouring and protecting the water. The directors liked the idea, so I created a video of myself singing the song for the directors to share with students, as well as links to videos of Indigenous people sharing teachings. There is no sheet music for the Nibi Water Song, no chord progressions or time signatures. This is the same for all the Indigenous drum songs I know.

Within a day or two of sharing the song, I received questions from directors about starting notes and time signatures. One director sent me a notated version of the Nibi song she created from my recording. While I knew where she was coming from, I shared with my colleagues that traditionally, our songs are not notated and we do not choose a starting note. Instead, whoever is leading the song just starts singing and the rest of us match the note. The next lead singer may start on a different note and the chorus just follows along. This was a great opportunity to show where our western education leads us to “colonize” Indigenous knowledge, in a way that we aren’t even aware of. I am so grateful to my music colleagues who trusted the idea and helped their ensembles learn the song.

The students from my Indigenous Music Ensemble led the Nibi song as we closed the show. It was a powerful moment seeing six Indigenous students surrounded and backed by 400 voices, not only honouring the water, but honouring Indigenous ways of knowing and being.

For the dance showcase at the Living Arts Centre in Mississauga, our school was one of 20 Peel schools chosen to share a four-minute dance piece connected to a social justice issue. Staci and I helped students choreograph a dance called “For Water.”

Wearing T-shirts from the Credit River Water Walk, students incorporated flowing water movements into their dance, sharing that they are the voice of animals and plants and that water is our first medicine. They shared the same dance at a joint event with Water Walkers in May 2024. This was the beginning of the next step in growing my water teaching program, which is to weave in cultural reciprocity, a key component when sharing any Indigenous teaching in non-Indigenous communities.

### **CULTURAL RECIPROCITY**

In May 2024, all grade 3 to 5 students in my school were invited to the headwaters of the Credit River for Songs for the Water, a day-long event of listening, learning and sharing with Grandmothers and other Water Walkers, hosted by the Island Lake Conservation Area. Three busloads of excited students arrived at the headwaters to learn and to reciprocate by sharing their own dances and songs for the water. This was truly inspiring, not only for the students and staff, but also for the Water Walkers who were deeply touched by the sentiments of these settler students.

### **THE RIPPLE EFFECT**

I believe that what happens on a small scale will be reflected in a larger way in the world. As my water teachings and my own experience grew, I created new relationships with the community, my students and colleagues. As we learn to see ourselves as stewards of the Earth, we also learn how it is our responsibility to protect nature.

This September, as we headed into our fourth year of singing to the water, students started asking me, “When do we get to go singing to the water?” I told them, we will wait until World Water Day in March, but that they can sing to water anytime.

As educators, we are preparing our future leaders and policy makers – and we must prepare them all to be stewards of the Land. This water program is one way of showing students that they have agency and that it’s up to each of us to take action. ■

Jennifer Luxmore-Begin is a member of the Peel Teacher Local.



# SOLIDARITY BY DESIGN

BY JEN REID

"SOLIDARITY AMONG HUMAN BEINGS CAN HAPPEN SPONTANEOUSLY, AS IN A FLOOD OR FIRE, OR BY DESIGN, THROUGH ORGANIZING."

- JANE MCALEVEY

**S**olidarity, the idea that unity can be created when people with common interests work together, is essential to the union movement. It is a powerful experience that is at the heart of people showing up at their collective best. We need more solidarity in our fractured world, but how to go about building it can seem unclear, or even confusing.

After successfully starting a climate justice committee in my local, I want to share how important and meaningful this solidarity work has been and how other ETFO members have done the same on issues that are important to all of us. This article shares the stories of three teachers (including me) who organized at the local level in very different ways and on unique issues, but with the same outcome: The creation of community and solidarity.

## MAKING SPACE FOR 2SLGBTQ+ ISSUES

The opportunity to provide support for 2SLGBTQ+ members was one that resonated with Rico Rodriguez, who is currently an executive member of the Elementary Teachers of Toronto (ETT). "It can be very lonely to be the only queer person at a school," Rico reflects. "It is important to have allies and like-minded people for support."

Rico has a diverse teaching background, having worked as a counsellor supporting street youth before moving to the elementary panel in 2005. He has worked as a guidance counsellor, as a teacher and in an intensive support program for students with specific needs.

With his move to ETFO, Rico became active in the Elementary Teachers of Toronto as a steward and through the local's

Anti-Racism, Equity and Social Justice committee (ARESJ). There were some queer teachers involved with the committee, but they felt like their issues weren't a priority. At the time, there was little that was affirming for students in school libraries and a general hesitancy about advocating for 2SLGBTQ+ issues.

Frustrated with a feeling of gradualism in the local, a group of activists led by a queer executive officer decided they needed their own committee for 2SLGBTQ+ members and allies. The ETT executive requested that they demonstrate a need for the committee.

Unfortunately, homophobia continued (and continues) to be present in Canada and throughout the world. According to Statistics Canada, 2SLGBTQ+ students are bullied at a higher rate than their heterosexual and cis-gender counterparts at school and are more likely to experience homelessness. Regardless of age, 2SLGBTQ+ people earn lower incomes, experience discrimination on the job, encounter barriers in finding and advancing in employment, and are more likely to experience acts of violence.

At the 2010 ETT annual constitutional meeting, organizing and bringing out people to support the creation of the 2SLGBTQ+ committee was essential. Rico even brought people in his car. The importance of and need for the committee was presented, but there was demonstrated resistance, as it was argued that the ARESJ committee already represented queer members. Fortunately, the question passed when it was called, albeit with a number of abstentions.

Over the years, the ETT's 2SLGBTQ+ committee has played an essential role in fighting for safe spaces for queer teachers and students. They have organized conferences and workshops, poster competitions





**"AFTER SUCCESSFULLY STARTING  
A CLIMATE JUSTICE COMMITTEE IN  
MY LOCAL, I WANT TO SHARE HOW  
IMPORTANT AND MEANINGFUL THIS  
SOLIDARITY WORK HAS BEEN AND  
HOW OTHER ETFO MEMBERS HAVE  
DONE THE SAME ON ISSUES THAT  
ARE IMPORTANT TO ALL OF US."**





**"BE RELENTLESS AND FIND YOUR ALLIES. THE NEED EXISTS AND WHILE IT'S ABOUT US, IT IS ALSO ABOUT OUR STUDENTS. DON'T FORGET TO HAVE FUN AND ENJOY HOW ACTIVISM CAN BRING PEOPLE TOGETHER."**

and distribute queer-themed books to libraries and teachers. There continues to be a need for the committee as "homophobia, transphobia, biphobia and lesbophobia are alive and well," says Rico. He notes that COVID was challenging and queer teachers were isolated. The culture wars of the past few years have been difficult as educators have encountered anti-2SLGBTQ+ protests and online hate, creating a chilling effect on queer activists.

Rico offers this advice for starting a committee that is important not only to you but to our public schools: "Be relentless and find your allies. The need exists and while it's about us, it is also about our students. Don't forget to have fun and enjoy how activism can bring people together."

### **ADDRESSING DISABILITY ISSUES**

Kim Brown is a deaf educator who sees the value of committees and how they can be a place for educators to discuss issues and advocate for themselves. Born deaf, Kim had to adapt as a child to a hearing world. She

was mainstreamed in the public education system, supported with a Frequency Modulation system and priority seating and relies on lip reading for further support. She currently works for the Upper Canada District School Board as an occasional teacher.

For Kim, ETFO has been a critical place to develop her leadership and advocacy skills. As a deaf person, phone calls from the board ("call outs") for occasional teacher work were, not surprisingly, difficult and stressful. From 2002 to 2020, instead of teaching, she held various data entry positions and continued to struggle. Despite being a strong advocate for herself in the rest of her life, Kim was unaware of the accommodations that were available to her in the workplace.

When she returned to teaching in the fall of 2020, the SmartFind app allowed her to receive call outs in an accessible way. With other accommodations in her workplace and support from her local union, her principal and an audiologist, Kim has been able to successfully return to the classroom.

Inspired by these experiences, Kim is considering developing a local committee for people with disabilities, which would serve to support members becoming stronger advocates for themselves and others. She sees the value of advocacy and the benefits of working with other educators who need different supports and accommodations to do their jobs.

A local committee could also bring attention to the various disability awareness days, weeks and months (for example, the last week of September is the International Week of the Deaf). There is also the potential to organize workshops with the permanent teacher local on advocacy and disability rights. Advocacy, conversation and organizing help build relationships and create networks of support and solidarity within ETFO.

### **CLIMATE JUSTICE AND SUSTAINABILITY**

I have always been interested in and aware of environmental issues, and once I became a teacher I regularly incorporated outdoor education into my program. It is not surprising that when I became involved with the ETFO Halton Teacher Local, climate change was the issue that I embraced.

Part of my journey as both an environmental and a union activist has been to connect the issue of climate change to the union movement. I see the power of community and solidarity and have a deep appreciation for what unions have accomplished. In



2018, I took on the chair role of the Political Action Committee in my local and started to incorporate the issue of climate change into what we did.

Our efforts to organize a workshop about climate change for educators were delayed by COVID, but we offered a half-day virtual workshop in 2021 and a full-day in-person workshop in 2022. These were both well-attended and well-received, with energy and excitement about climate change education and environmental activism.

With extreme weather (heat domes, wildfires, floods, droughts) observed throughout the world, and continued calls to action on the climate, creating a committee that focused on the climate crisis felt important.

I approached the executive of our local to see if we could organize an ad hoc climate justice and sustainability committee and our request was supported by ETFO Halton local leadership. At our workshops and events, we sent around a sign-up sheet or provided an electronic form that asked people to join our committee. We also developed a group of supporters who are interested in the work and might come out to events, but who don't want to formally join the committee (yet).

At Halton's most recent annual general meeting, our ad hoc group became a permanent standing committee. Currently, we have 12 active members. We continue to organize events and are optimistic about the impact we can make in the fight against climate change. We have developed resolutions for ETFO's Annual Meeting (one of our resolutions passed in 2024) and hope to develop a network of unionists throughout Ontario who are empowered to organize around environmental issues.

## ORGANIZING CREATES SOLIDARITY

Organizing a new committee can be complicated and a bit nerve-racking, but the payoff is worth it. The energy created by working collectively can be infectious. The more people see and hear about the important issues that committees work on, the more likely it is they will get involved, and things just grow from there.

## TIPS FOR FORMING A COMMITTEE IN YOUR LOCAL:

**1. Relationships:** Connect with people who have similar interests or needs. Starting a committee with one or two other people is very helpful for sharing ideas and strategies.



**2. Leadership:** Include your local leadership and executive in your ideas. Asking your executive to create an ad hoc committee for a year is a good first step.

**3. Organize:** Ask people to become involved in your committee: send a sign-up sheet around at a workshop, share your thoughts with others at union meetings, chat with colleagues at work.

**4. Resources:** Think creatively about opportunities to liaise with community groups, but also use resources and supports already in place. ETFO's easily accessible Presenters on the Road workshops or meet-and-greets at the local office can be very simple events with big impact.

**5. Take risks:** Sometimes unexpected barriers arise, and mistakes are made. That's OK – paying attention to what occurs and adjusting accordingly is important.

**6. Have fun:** Creating a new committee is both exciting and empowering. Envision the committee you want to see and then take the steps to develop it. ■

Jen Reid is a member of the Halton Teacher Local.

**"FOR KIM, ETFO HAS BEEN A CRITICAL PLACE TO DEVELOP HER LEADERSHIP AND ADVOCACY SKILLS.."**



# CLIMATE CHANGE:

## EVERY ACTION COUNTS

*This curriculum insert accompanies the ETFO webcast An Overview of Climate Change for K-8 Educators with a Focus on Assessment. It was developed by members for members. The webcast is accompanied by 4 lesson plans, which are available to download. Reproducibles are available in French or English at [members.etfo.ca](http://members.etfo.ca).*

### SUGGESTED GRADE LEVELS:

Full-Day Kindergarten/Grade 1

### KEY CONCEPTS/BIG IDEAS:

Climate change and climate action, what each individual person can do to make a difference, and what we can do together.

### FULL-DAY KINDERGARTEN CURRICULUM (2016)

#### Demonstrating Literacy Behaviours

- Communicating thoughts and feelings, through gestures, physical movements, words, symbols, and representations, as well as through the use of a variety of materials.
- Literacy behaviours, evident in the various ways they use language, images, and materials to express and think critically about ideas and emotions, as they listen and speak, view and represent, and begin to read and write.

**Environmental Education (In Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools, 2009)**

- Promote learning about environmental issues and solutions.
- Engage children in practising and promoting environmental stewardship, both at school, and in the community.



### GRADE 1 LANGUAGE CURRICULUM (2023)

#### Listening Strategies for Comprehension

**B1.2** identify and use listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally

#### Speaking Purposes and Strategies

**B1.3** identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including taking turns, understanding when to speak, and knowing how much to say, to communicate clearly and coherently

#### Vocabulary

**B2.7** demonstrate an understanding of commonly used words, acquire and use explicitly taught vocabulary in various

contexts, including other subject areas, and use their developing morphological knowledge to analyze and understand new words in context

**D1. Developing Ideas and Organizing Content** plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics

### GRADE 1 SCIENCE AND TECHNOLOGY CURRICULUM (2022)

#### B. Life Systems

#### Needs and Characteristics of Living Things

**B1.1** Describe changes or problems that could result from the loss of living and nonliving things that are part of everyday life, while taking different perspectives into consideration.



**B1.2** Identify actions that can be taken to contribute to a healthy environment.

**B2.5** Describe the characteristics of a healthy environment, including clean air and water, and nutritious food, and how a healthy environment enables living things to meet their needs.

**B2.6** Describe ways in which living things provide for the needs of other living things.

### LESSON EXAMPLE #1

**Materials:** *The Thing About Bees: A Love Letter*, chart paper, markers, blank paper, crayons/pencil crayons, computer with Wi-Fi



*The Thing About Bees: A Love Letter*  
by Shabazz Larkin

### Minds On: Scaffolding - Whole Class Discussion (10-15 minutes)

- Ask the students: “Tell us what you know about bees.” Capture their thinking on chart paper.
- Ask the students: “Do you have any questions about bees?” Capture their thinking on chart paper.
- Ask the students: “Draw a picture or pictures of your favourite fruits or vegetables.” Add these drawings to the chart paper.
- Remind students that: “When we put all of our ideas together, it helps us understand topics better.”

### Action: Classroom Read Aloud (20 minutes)

- Read aloud *The Thing About Bees: A Love Letter*.
- Discuss the story as a whole group.

#### Some suggested discussion questions:

1. What are some of the reasons that “bees can be a bit rude?”
2. What fruits and vegetables need bees to help them grow?

3. Why are bees important?
4. Did anything in the story surprise you?
5. Why is every individual person important?

### Action: Consolidation and Reflection (60-75 minutes)

- As a class, walk around the school yard observing the various insects. Record which insects, and how many of each, are seen by students.
- Watch the video about bees without sound <https://www.youtube.com/watch?v=dA05LOfPbLY>. After watching, record what the students observed about the bees.
- Re-watch the video <https://www.youtube.com/watch?v=dA05LOfPbLY> with sound. Record what the students learned about bees.
- Review how important bees are to helping fruits and vegetables grow so that we can eat them.

### LESSON EXAMPLE #2

**Materials:** *We Are Water Protectors*, chart paper, markers, blank paper, crayons/pencil crayons



*We Are Water Protectors* by Carole Lindstrom

### Minds On: Scaffolding - Whole Class Discussion (10-15 minutes)

- Ask the students: “Tell us all the ways that we use water at school, at home, and in the community.” Capture their thinking on chart paper.

### Action: Classroom Read Aloud (20 minutes)

- Read aloud *We Are Water Protectors*.
- Discuss the story as a whole group.

#### Some suggested discussion questions:

1. Who is telling this story?
2. What are some of the ways that we use water in the story?
3. What does the Black Snake represent?
4. What kinds of things poison water?
5. What can we do to protect water?
6. What is the message in this story?

### Action: Consolidation and Reflection (45-60 minutes)

- As a class, discuss all the ways we can conserve water at school and at home.
- Develop a class “pledge” listing the actions that we can take to reduce water consumption. Refer back to the chart paper during the “Minds On” activity. The students can participate in the writing of the pledge and then they can add their names to the pledge. Examples include turning off the water while brushing your teeth, reusing your bath water to water plants, taking quicker showers, re-wearing clothes that are still clean (not washing clothes every day), reusing your towel to dry off until it is dirty, using a special reusable water cup or water bottle at home for water so, you don’t have to wash all the time, drinking cold water from the fridge instead of running the tap until the water turns cold, eating more local fruits and vegetables, bringing a reusable water bottle to school, etc.
- Engage in regular conversations about the pledge and the actions that you are taking and actions that you might consider adding to the pledge.
- Discuss the challenges and successes that you are experiencing.
- Share the learning with another class or classes to inspire them to take action.



## FEBRUARY REPRESENTATIVE COUNCIL

**P**resident Karen Brown welcomed delegates to February Representative Council. Acknowledging Black History Month, she shared ETFO's new Black History Month poster by Ekow Nimako. Brown also reflected on the UN's declaration of a second International Decade for People of African Descent, proclaimed on December 17, as an opportunity to take meaningful action to address the lasting impacts of enslavement and colonialism, deliver reparatory justice, and secure the full human rights and freedoms of people of African descent worldwide.

Brown went on to talk about the work being done province-wide to organize for the Ontario election as well as plans for ETFO's next round of bargaining. Guest speaker economist Armine Yalnizyan spoke to delegates about the impact of the U.S. election on Ontario and the importance of solidarity in the struggles affecting communities across the province. She talked about the value and importance of the care economy and encouraged educators to continue standing up for students and public schools.



## APRIL 22, EARTH DAY 2025

**E**arth Day marks the anniversary of the birth of the modern environmental movement in 1970. Today, Earth Day is widely recognized as the largest secular observance in the world, marked by more than a billion people every year as a day of action to change human behaviour and create global, national and local policy changes. Now, the fight for a clean environment continues with increasing urgency, as the effects of climate change become more and more apparent every day. Read more at [earthday.org](http://earthday.org).

### CLIMATE JUSTICE RESOURCES

Are you looking for resources on environmental education? Find everything in one place by searching “climate justice” on [etfo.ca](http://etfo.ca). Among ETFO's numerous resources you will find the Climate Change Primer, podcasts, significant environmental dates, *Voice* articles, and practical, ready to use lesson plans.







## BLACK HISTORY MONTH POSTER

**T**he 2025 ETFO Black History Month poster by Ekow Nimako reflects the brilliance and resourcefulness of African Canadians. With the mask featured as the central image of the poster, created with approximately 6,500 pieces of LEGO, Nimako creates angular forms that add futuristic textures to the age-old practice of mask making.

This sculpture honours trailblazer Ada Kelly Whitney of Windsor, the first Black person to teach in a publicly-funded school in Ontario. The stars in the image created for the poster are a nod to Afrofuturism and show how vast and endless the possibilities are for the future of Black youth in Ontario and beyond.

There are a variety of ways that educators can use this poster to enhance their classroom activities and school-wide engagement all year round. These include announcements, open-ended questions by division, potential assignments and curriculum expectations. Check out the available resources at [etfo.ca](https://etfo.ca).

## ETFO SCHOLARSHIPS AND BURSARIES

**T**he ETFO Scholarships and Bursaries Program offers funding to members and non-members entering faculties of education, members studying at the graduate level and members upgrading their qualifications at publicly-funded universities/institutions in Ontario. This includes bursaries for members of designated groups, including Black and Indigenous educators, and bursaries for children of ETFO members. The application period opens in January and ends April 30th each year. See available scholarships and bursaries at [etfo.ca](https://etfo.ca).



## INTERNATIONAL DAY OF PINK – APRIL 9, 2025

**I**nternational Day of Pink is an opportunity to stand against homophobic and transphobic bullying and to celebrate diversity, inclusion, courage, solidarity, kindness and acceptance. The Day of Pink was started in Nova Scotia in 2007 when two Grade 12 students saw a Grade 9 student who was wearing a pink shirt being bullied on the first day of school. The two Grade 12 students – David Shepherd and Travis Price – bought and distributed 50 pink shirts and encouraged peers to arrive at school wearing pink. Together the students took a stand and the entire school began working to prevent bullying. Check out the tools and resources available for celebrating Day of Pink at [etfo.ca](https://etfo.ca).



# ETFO AWARDS PROGRAM



**THERE IS SO MUCH FOR US TO CELEBRATE!**  
Nominate and Apply for an ETFO Award, Bursary or Scholarship!

## ETFO Awards

Every day, ETFO members make outstanding contributions to curriculum development, the arts, the environment, science and technology, children's literature, health and safety, equity and social justice, 2SLGBTQ+ realities, and humanitarian causes.

The ETFO Awards Program recognizes distinguished academic achievements and outstanding contributions to education and the Federation by its members and others. The ETFO Awards Program offers a financial incentive for some awards and a certificate of recognition from the ETFO President.

## ETFO Scholarships and Bursaries

ETFO's Scholarships and Bursaries Program offers financial incentives to members and non-members entering faculties of education, members studying at the graduate level, and members upgrading their qualifications at publicly funded universities/institutions.

## Application Deadlines

Awards:  
**February 1**

Scholarships and Bursaries:  
**April 30**

### Member Awards

- Anti-Bias
- Anti-Poverty
- Anti-Racist and Equity Activism
- Arts and Culture
- Children's Literature
- Environmental Education
- Health and Safety Activist
- International Humanitarian
- Local Humanitarian
- Member Service and Engagement
- New Member
- Political Activist
- Professional Learning and Curriculum Development
- Rainbow Visions
- Writer's Award

### Women's Program Awards

- Anti-Racist and Equity Activism
- Outstanding Role Model for Women
- Professional Learning and Curriculum Development
- Women Who Develop Special Projects in Science and Technology
- Writer's Award

### Non-ETFO Member Awards

- Children's Literature
- ETFO Faculty of Education
- International Humanitarian
- Local Humanitarian
- Rainbow Visions
- Women Working in Social Activism on Behalf of Women and Children (Women's Program)

### Scholarships and Bursaries

- ETFO Black Educator Bursary (open to non-ETFO members)
- Doctoral Scholarship
- Master's Scholarship
- ETFO Member Bursaries
- Bachelor of Education Bursaries for Children of ETFO Members
- First Nations, Métis and Inuit Professional Learning Bursary
- Bursaries for Members of Designated Groups (also open to non-ETFO members)

### Women's Program Scholarships and Bursaries

- ETFO Black Educator Bursary (open to non-ETFO members)
- Doctoral Scholarship
- Master's Scholarship
- Learning and Leadership Bursary
- Bursaries for Members of Designated Groups (open to non-ETFO members)
- First Nations, Métis and Inuit Scholarship (open to non-ETFO members)
- First Nations, Métis and Inuit Women in Education Bursary (open to non-ETFO members)

To apply, visit [etfo.ca/awards](https://etfo.ca/awards).

ETFO accepts **one application per applicant per year** for the ETFO Awards Program.

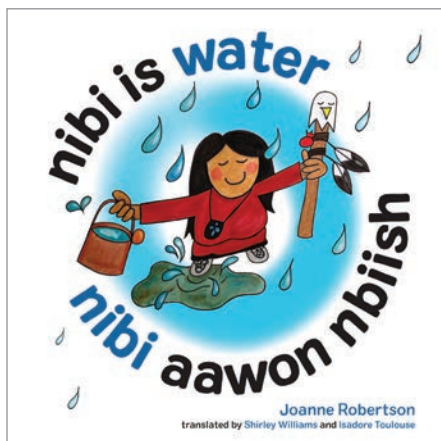


For more information, please email [awards@etfo.org](mailto:awards@etfo.org).





## REVIEWS



### **NIBI IS WATER/NIBI AAWON NBIISH**

by Joanne Robertson

Translated by Shirley Williams and

Isadore Toulouse

Second Story Press, 2020

28 pages, \$12.95



Reviewed by Asha Nagpal

This beautiful board book tells the story of water and its uses in our lives. The author and translators worked together to create a rich text for young students from Kindergarten to Grade 2 to explore and discover water in their own community and in the world around them.

*Nibi is Water* is a bilingual book, in both English and Anishinaabemowin (Ojibwe), and includes a pronunciation guide to ensure readers are pronouncing the Anishinaabe words correctly. Author Joanne Robertson is Anishinaabekwe and a member of Atikameksheng Anishnawbek. Translator Elder Shirley Ida Williams is a member of the Bird Clan of the Ojibway and Odawa First Nations of Canada. Translator Isadore Toulouse is a speaker and teacher of the Ojibwe and Odawa languages.

Students from Kindergarten to Grade 2 can use this book to relate to their treaty promises as well as their responsibility to be stewards of the Land. The book can also be accompanied by outdoor learning, as a Minds On to inspire students to make con-

nections and to be curious when learning and exploring outdoors. *Nibi is Water* can be used to complement the Science curriculum: In Grade 1, students can explore this story through the lens of seasonal change while in Grade 2, they can explore the uses of water.

Educators can use the book to further conversations about language loss and language revitalization in Indigenous communities and make connections to the Truth and Reconciliation Commission Calls to Action. *Nibi is Water* is also a great introduction to exploring other books about water and Indigenous activism, such as *The Water Walker* and *We are Water Protectors*. Students can use this book as a catalyst to explore the importance of Water Protectors and learn about the late Josephine Mandamin and Autumn Peltier.

This is an excellent book to build classroom libraries intentionally, to highlight Indigenous voices, to introduce students to Anishinaabemowin, and to the importance of protecting water and upholding treaty promises.

Asha Nagpal is a member of Peel Teacher Local.



### **FISHING WITH GRANDMA**

By Susan Avingaq and Maren Vsetula

Illustrated by Charlene Chua

Inhabit Media Inc, 2016

32 pages, \$14.95



Reviewed by Michelle McKay

*Fishing with Grandma* is a picture book about two children and their Grandma who go on a fishing adventure together at the lake in their community. It explores Inuit fishing tools and traditional knowledge and teachings needed to successfully go ice fishing.

The book begins by exploring how the children and their Grandma prepare for their fishing trip, including how to dress appropriately. As they head out on their adventure, Grandma teaches the children how to check the ice to make sure it is safe for fishing and how to prepare a hole for jigging. After a successful day of fishing (and catching many Arctic char), the children and Grandma return to their community to share fish they caught with other community members. The story concludes when the children and their Grandma arrive home to enjoy a meal of fried fish with their family.

Inuktitut words are used throughout the story and there is a pronunciation guide in the back of the book to support pronunciation. Themes include honouring traditional knowledge, learning from Elders, sharing in community and honouring your identity and cultural practices.

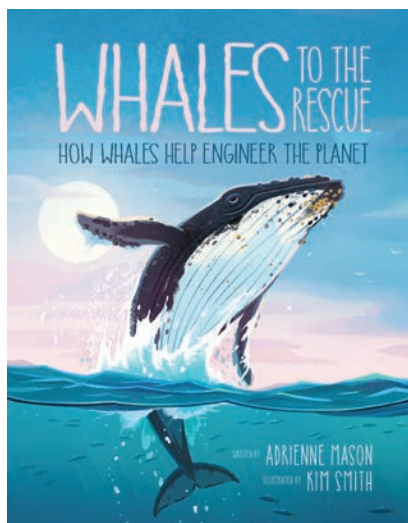
This story can be connected and used in lessons throughout the Primary and Junior grades in various curricular areas. For example, it can be used to discuss the impact of seasonal changes in the Grade 1 Science curriculum (Earth and Space Systems strand). It can also be used in Social Studies for People and Environments: Global Communities. In Grade 2, it can be used to support students' understanding of tradition and heritage as they investigate aspects of the interrelationship between the natural environment, including the climate, of selected communities. Additionally, this story can be connected to the Language curriculum to expand students' vocabulary and build their background knowledge in any Primary or Junior grades.

As Grandma explains, "it is important to learn traditional skills and to know how to be prepared. Knowing what to bring, where to go and what to do will help you to always have successful trips." This story provides educators with many opportunities to engage students in learning through an interesting narrative.

Michelle McKay is a member of the Peel Occasional Teacher Local.



## REVIEWS



### WHALES TO THE RESCUE: HOW WHALES HELP ENGINEER THE PLANET

by Adrienne Mason

Illustrated by Kim Smith

Kids Can Press, 2022

40 pages, \$19.99.



Reviewed by Amanda Anderson

Whales are vital ecosystem engineers, playing an important role in maintaining a healthy ocean and influencing the atmosphere as they swim, dive, eat and even poop. *Whales to the Rescue: How Whales Help Engineer the Planet* presents scientific information in easy-to-understand chapters, complete with captivating pictures, diagrams and text boxes.

To give readers a sense of the size of these magnificent creatures, author Adrienne Mason uses vivid similes to describe whale species, such as “its tongue is as heavy as two hippos.” The book explains the different components of a whale’s food chain and how the process of photosynthesis is involved. In a subsequent chapter, it examines a study that shows how disturbances in one part of the food chain affect the entire ecosystem.

The author shares how Indigenous Peoples who live on the world’s coastlines traditionally harvested whales for survival, and that some still do in their communities today. Mason points out, however, that commercial whalers from Europe and America hunted whales aggressively from the 1800s until the end of the 1960s, endangering whales to feed pets; make

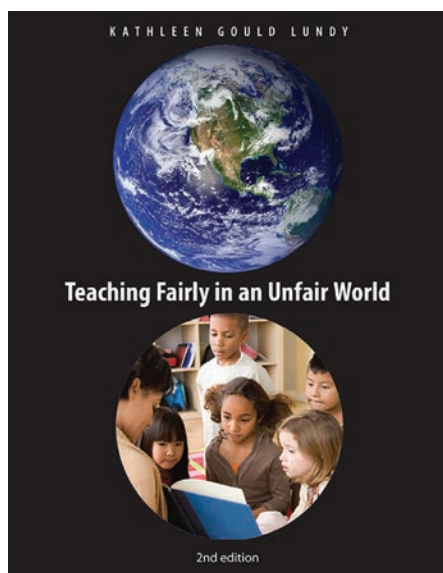
umbrellas, hoop skirts and brushes; and to extract oil for various products. Thankfully, some whale populations are recovering.

The book helps readers understand the carbon cycle. Whales, like all living creatures, contain carbon, the building blocks of life. Massive carbon-filled whales help make Earth a livable planet. More whales means more poop, which leads to more phytoplankton, more carbon in the ocean, and less carbon in the atmosphere.

*Whales to the Rescue* delivers a message that we should protect our oceans to ensure whales can thrive. Their existence is interconnected to all life, and this book makes connections between the impact of climate change on biodiversity and how protecting it can have a positive effect.

A resource section provides ways individuals can contribute to environmental protection and website links to learn more, along with a helpful glossary. This is a great non-fiction book to add to your Junior-Intermediate science book collection.

Amanda Anderson is a member of the Bluewater and Upper Grand Occasional Teacher Locals.



### TEACHING FAIRLY IN AN UNFAIR WORLD, 2ND EDITION

By Kathleen Gould Lundy

Pembroke Publishers, 2020

160 pages, \$32.95



Reviewed by Jessica Tutin

*Teaching Fairly in an Unfair World* was written to help teachers consider what makes an inclusive curriculum. It offers teachers challenging, open-ended ideas to help give students voice and to better understand their world. As a reader, it encouraged me to think critically about an educator’s role in culturally responsive and relevant pedagogy and in ensuring that our students feel appreciated and valued.

Each chapter provides important insight into creating a culture of fairness and inclusivity. Chapter topics include inclusive curriculum, critical thinking, emotional literacy and social justice. Author Kathleen Gould Lundy includes real-life stories and connections and poses thoughtful questions.

In the preface, Lundy writes that this book is for educators who are “confident enough to look critically at their privilege and power and be mindful about how these elements play out in their classrooms and pedagogy.” This book is meant to challenge us personally and professionally to be committed to making real changes in our classrooms and our school communities.

When reading this book, you will find yourself reflecting on your practice and challenging yourself to make it better through the lens of social justice, fairness, inclusivity and culturally responsive and relevant pedagogy. This resource provides a plethora of strategies, activities, ideas and opportunities to bring into your classroom. Curriculum connections are made to the arts, literacy, history, social studies and so much more.

While this resource is geared to grades 4 and up, most of the activities can be adapted to the younger grades. Many of the strategies listed are familiar to us, but I love that their focus is on social justice, inclusivity and a sense of self and community.

This book encourages educators to take a courageous stand for and with students. We can be agents of change!

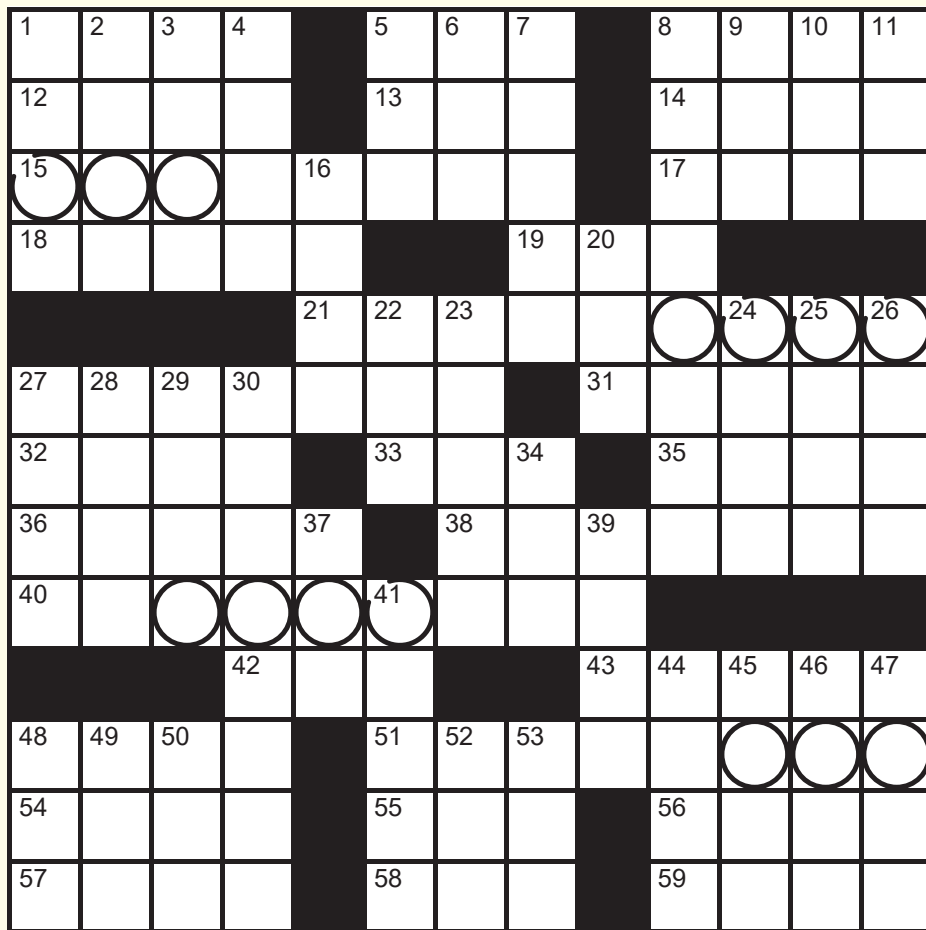
Jessica Tutin is a member of the Grand Erie Teacher Local.



# "PUT ALL THE PIECES TOGETHER"

BY MATT GAFFNEY

**INSTRUCTIONS:** This puzzle's contest answer is an important social issue. Email your answer to [etfocrossword@etfo.org](mailto:etfocrossword@etfo.org) by May 2, 2025 for a chance to win prizes. Make sure you put the word "Crossword" in the subject line and remember to include your local with the information you send. The answer to last issue's puzzle was **SNOW**. Winners are Tom Bush, Limestone Teacher Local; Holly Tyszka, Upper Grand Teacher Local and Valerie Hawkins, Rainbow Occasional Teacher Local.



## ACROSS

1. Italy's unit of currency, pre-euro
5. Carrey in "Sonic the Hedgehog"
8. Desjarlais or Bannister
12. \_\_\_-friendly (not hard to figure out)
13. Reversible name
14. Actress's job
15. Going up a mountain, say
17. Make changes to, as a text
18. Its capital is Nairobi
19. "This \_\_\_ travesty!"
21. Win for Duncan Suttles or Alexander Lesiege
27. Yukoner's neighbor to the west
31. Take out for \_\_\_ (test-drive a car)

32. "Agreed!"
33. Man of the future?
35. Previously-owned
36. Baghdad native
38. "Finders \_\_\_!"
40. Making small changes to
42. Big bird
43. The Olympic \_\_\_ (Calgary and Montreal have hosted them)
48. Comedian Cullen
51. Summer \_\_\_ (sunniest time of the year)
54. Hockey player Brewer on the Canadian gold-medal Olympic team of 2002
55. Sedona automaker
56. Clickable screen image
57. Father, in Laval

58. Crafty

59. \_\_\_ goal (play a soccer position)

## DOWN

1. Skill's counterpart
2. \_\_\_ Haute (it's in the Bay of Fundy)
3. Horse controller
4. Powerful force
5. \_\_\_ alai (fast-moving sport)
6. Stopover for the night
7. Doug Henning's skill
8. Brainstorms
9. Fishing tool
10. Manning or Wallach
11. Soaked
16. "\_\_\_ to the Future" (Michael J. Fox movie)
20. Jamaican music
22. Any player on the Canadiens, briefly
23. Kind of mushroom
24. Church area
25. Level, as of a stadium
26. Finishes up
27. Largest of the continents
28. Cooking material
29. Key of Beethoven's Symphony No. 7 (abbr.)
30. Series
34. Japanese money
37. Suffix with real or surreal
39. Omelette ingredients
41. Elephant parts
44. Working hard
45. Cats may chase them
46. Nobel Prize category, briefly
47. E-mail program button
48. It's between Aug. and Oct.
49. Before, poetically
50. Put on TV
52. Word after coconut or sesame
53. \_\_\_ it on the line (gamble)



# SAVE A TREE



ETFO Voice is available as a digital-only subscription. Subscribe to the digital version to receive Voice issues by email 4 times a year or visit [etfovoice.ca](http://etfovoice.ca) anytime. So far, over **28,000** ETFO members have opted for digital-only subscriptions.

Get in touch with member records if you would like to switch over: [memberrecords@etfo.org](mailto:memberrecords@etfo.org)

## HAVE A STORY TO TELL?

Are you interested in writing for *Voice*?  
We want to hear about your best practices, experiences in the classroom and how you bring social justice to life.

Email our editor, Izida Zorde at [izorde@etfo.org](mailto:izorde@etfo.org)





# APPLY FOR THE ETFO BLACK EDUCATOR BURSARY

To address the critical underrepresentation of Black teachers in Ontario, every year the Elementary Teachers' Federation of Ontario (ETFO) offers two bursaries to support individuals who identify as Black. **Each bursary is worth \$12,500!**

The bursary is open to:

- ETFO members who are currently Designated Early Childhood Educator, Education Support Personnel, Professional Support Personnel and Education Worker members; and
- non-ETFO members.

To qualify, applicants must identify as Black and be entering their first year in a publicly funded faculty of education program in Ontario, as full-time students.

This bursary is not intended to support a master's or doctorate program.

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