

A photograph of two young children playing in a snowy environment. The child in the foreground is a young girl with dark skin, wearing a red knit hat with a pom-pom, a patterned winter jacket, and a grey scarf. She is smiling broadly at the camera. The child in the background is a young boy with light skin, wearing a red knit hat and a patterned winter jacket, also smiling. The background is a bright, snowy landscape.

CPE Magazine

CANADIAN PARENTS FOR FRENCH

WINTER 2024

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of Innovators**

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CANADIAN
PARENTS
FOR FRENCH

WINTER 2024

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Canadian Parents for French is a nationwide, research-informed, volunteer organization that promotes and creates opportunities to learn and use French for all those who call Canada home.

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PRESIDENT'S MESSAGE

It's our first issue of the year and at CPF we are excited about all the new possibilities. We hope everyone's year is off to a right start and we hope this issue will be useful as 2024 goes into high gear. We are kicking off the year right with insightful articles, information on new projects as well as new partnerships.

Last year, our research efforts focused on the relationship between official languages learning and Indigenous languages and we published a discussion paper that was presented during our CPF Leaders' Networking Event 2023 in Gatineau, Quebec. We have included an article on [page 3](#), which highlights the paper and the session.

CPF Branches are also featured in this winter issue as they provide updates from their projects and local happenings. Read about CPF British Columbia & Yukon's FSL teacher retention project on [page 12](#); and discover an inspiring story as presented by CPF Ontario on [page 18](#).



Throughout this issue you will discover projects and initiatives of some of our partner organizations, we invite you to learn more about them as they might be a useful ally for a child's French second language learning journey.

We have exciting events happening this year, so please stay connected to your CPF Branch and Chapter, or team to not miss anything. Please also make sure to follow us on social media for further resources and to stay updated on our latest developments.

We wish you a healthy and prosperous 2024, we are truly grateful for your support. *Merci et à bientôt !* ■



DERREK BENTLEY
CPF NATIONAL PRESIDENT

Finding French in Ottawa Booklets

Discover French in Ottawa and encourage children to read with these booklets! With the support of Bilingual Ottawa and as part of the Canadian Parents for French "Finding French Story and Learning Time Project," CPF has developed five booklets that invite children and parents to explore and learn about the bilingual nature of Canada's capital.

The booklets offer challenges for young French learners of all abilities. It is a great family activity that allows kids and parents to learn new vocabulary and discover Ottawa's attractions in French.

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BUILDING Understanding ABOUT Indigenous Peoples, Cultures AND Languages

BY WENDY CARR

PROFESSOR EMERITA, UNIVERSITY OF BRITISH COLUMBIA
FORMER CPF NATIONAL BOARD DIRECTOR



Equity, diversity and inclusion have been an ongoing focus for Canadian Parents for French for several years, with an extensive network study and attention paid to recruitment practices, board governance, member outreach, succession planning and more. This past year, this focus has broadened to include building understanding around reconciliation and decolonization. A number of events and activities have taken place, including a pivotal day of professional learning sparked by a discussion paper about Indigenous languages education. This summer, CPF Network leaders participated in a day-long session, during which First Nations,

Métis and Inuit facilitators led knowledge-building, followed by a hands-on session where CPF leaders discussed short- and long-term next steps.

As we learned more about some of the advances that have been made on the Indigenous languages education front related to the Truth and Reconciliation Commission's Calls for Action in 2015, creation of the Indigenous Languages Act in 2019 and appointment of a Commissioner of Indigenous Languages in 2021, we recognized that there are some profound differences as well as possible parallels between Official and Indigenous languages education. Grass roots movements to establish immersion

programs in Indigenous communities are very similar to those undertaken by Canadian Parents for French in the early 1960s.

Wanting the best possible educational options for one's child/ren and supporting access for all who seek those options are goals we share with Indigenous parents. There are also some profound differences linked to the reclaiming of languages that were denied or destroyed by colonizing forces in this country. Proceeding with caution is something CPF leaders are taking seriously as not all Canadians experience or have experienced Canada in the same way.



Some of the questions that CPF Network leaders discussed this summer were:

- What are some opportunities & risks (for students, families, communities) to consider?
- How does CPF fit into landscapes where there are or will be more than two official languages?
- How are we learning more about Indigenous peoples and languages in our local/provincial/territorial communities?

Each branch is considering these questions in its unique local contexts. Here are a few examples of how we are building our understanding in our various regions across the Network:



CPF Ontario

CPF Ontario invited Makhena Rankin Guérin, a two-spirit Anishinaabe and Franco-Ontarian hoop dancer and nursing student, to perform traditional hoop dances at its CPF Ontario Family Conference and AGM in Bluewater, Ontario. Her performance was followed by a presentation (in French and English) about the role she plays in bringing knowledge and awareness of her Indigenous community to others. She explained the meaning of the hoop dance, which is performed only by those within her community who have studied and understand its function as "medicine", as opposed to other dances that all are welcome to join at traditional gatherings. She also spoke of truth and reconciliation and her own language journey; she is trying to learn her home Indigenous language.

Makhena later presented a workshop at the CPF Ontario (Virtual) Pathways to Bilingual Success Conference for about 600 secondary students from 8 Ontario school boards.



CPF Saskatchewan

CPF Saskatchewan organized a speakers' series featuring Perry Bellegarde and Valerie Bellegarde on Indigenous Languages, Cultures & Traditions: Reconciliation and the United Nations Declaration on the Rights of Indigenous Peoples. Both speakers spoke passionately about how Indigenous languages are national treasures that must be preserved and protected, emphasizing the role they play in conveying histories, cultures, philosophies, and much more.

The branch is now moving to build specific relationships with Indigenous peoples through grassroots initiatives. For its next in-person board meeting, they will be staying at the Dakota Dunes Resort, owned and managed by the Whitecap Dakota First Nations, and include cultural experiences in an immersive cultural time together.



CPF BC & Yukon

Indigenous educator, Leona Prince, from the Lake Babine Nation and Bulkley-Nechako School District, delivered the keynote at CPF BC & Yukon's Annual Conference. Her theme was "being a good ancestor" and her key question was, "How will you move forward and be a good living ancestor to yourself and others?" Using the teachings from her children's book, *Be a Good Ancestor* (co-authored with her sister, Gabrielle Prince, with beautiful illustrations by Carla Joseph), delegates explored the ways in which we make meaningful connections to others and to ourselves to achieve reconciliation goals. As Leona said, "Making reconciliation into a reality is about turning dreams into goals, goals into plans, plans into actions, and actions into habits".



CPF Nova Scotia

Other branches are building understanding in their own ways. An example of this is CPF Nova Scotia, which has broadened its resource lists to include children's literature such as the Acadian authored, Mi'kmaq-French-English, *Le chant d'honneur – The Honour Song - Kepmitem'atqney Ktapekiaqn* (by Paul, Gould, Devarennas, Sylliboy)

The steps already being taken within the CPF Network provide inspiration to explore continued learning about Indigenous peoples, cultures and stories. Stay tuned for future examples from different parts of the Network as we move toward meaningful reconciliation.



Official and Indigenous Languages Education in Canada: Discussion Paper (Wendy Carr, Meike Wernicke, Belinda Daniels)

FRENCH | ENGLISH

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Voilà proudly presents MetaLingo – an innovative and government-funded program designed to elevate language and math skills in children aged 2-15.

Voilà proudly presents MetaLingo – an innovative and government-funded program designed to elevate language and math skills in children aged 2-15. Every Monday to Thursday, from 5 to 8pm EST, live teachers are connected to help your child with French, English and math. Join us on an extraordinary journey into the realm of collaborative learning, where education is not just a destination but a thrilling adventure. And the best part? It's absolutely FREE!

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Ready to embark on this government-funded educational adventure with MetaLingo? Simply register your child on metalingo.ca, and watch as they transform learning into an enjoyable and collaborative experience. Our program runs from Monday - Thursday 5-8pm EST.

MetaLingo is not just a program; it's a collaborative educational adventure



that combines research-backed principles with immersive technology, creating an unparalleled learning experience for your child. Join us in redefining education, and

best of all, it's completely free! Register your child now and open the door to a world of collaborative learning and academic excellence with MetaLingo. ■

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The Duke of Edinburgh's International Award

Through the Award, young people can develop the crucial skills they need to navigate change, build resilience, and create positive habits. All while gaining an internationally recognized accreditation that is valued around the world.

The Duke of Edinburgh's International Award is an international Award for young people that challenges, empowers, and recognizes youth between the ages of 14 and 24. By recognizing the amazing things they do and learn outside the boundaries of formal education, the Award empowers them to discover hidden talents, develop untapped leadership potential and make a difference in their community.

The Award is delivered by adults who work with young people and is used to enhance existing programming. **We offer a powerful experiential learning framework that supports the work done to build young people's skills and develop the confidence they need to take their future in stride. The Award enriches existing curriculum, and deepens youth engagement, while fostering a strong student-teacher relationship. When the framework is used in education systems as a co-curricular to support formal learning, it extends learning beyond the classroom. Adults mentor young people to build personalized journeys that enhance holistic skill development, ignite interests, and prioritize mental well-being.**

By participating in the Award young people have a unique opportunity to foster positive and innovative leadership in their respective communities through engaging in voluntary service, building wellness, developing talents, working with others, and expanding their comfort zones. It allows participants to diversify their educational experience in a non-traditional approach by fostering lifelong skills. Overall, **the Award framework is a rich and proven learning approach that ensures diversity, equity**

and inclusion, while removing barriers for all to participate in this unique and challenging experience!

Since its inception in 1963, the program has played a pivotal role in shaping the lives of over 500,000 young Canadians. Founded by the late Prince Philip, offered in over 130 countries and territories, **the framework serves as a catalyst for the holistic development of individuals, fostering a diverse skill set.** It encourages the exploration of personal interests and passions while fostering mental health and well-being. Through participation, young people develop crucial leadership and life skills which can lead to stronger engagement in learning and improvements in academic performance. **The Award framework acts as a gateway, broadening the horizons of young people and providing valuable support for personal independence, motivation, success and adult life.**

Our support and resources are available in both English and French and we invite discussions with institutions and organizations that work with young people to explore the ways in which the Award can enhance their programs.

We have also developed a Virtual Award Centre to ensure that all young people in Canada can pursue the Award. If there is no existing Award Centre in your community, sign-up with the VAC. More information about our Virtual Award Centres can be found here: www.dukeofed.org/virtual-award-centres.

For additional details about signing-up or delivering the Award, please visit www.dukeofed.org or reach out to us via email at support@dukeofed.org. ■

A stack of large, smooth, grey stones is the central visual element, set against a solid teal background. The stones are stacked in a way that suggests a path or a journey, with the largest stone at the bottom and smaller ones on top. The title text is overlaid on the upper portion of the stones.

Indigenous Languages: **The Road Ahead**

This article was first published on September 5, 2023, in the Language Portal of Canada's Our Languages Blog. A Translation Bureau initiative, the Language Portal provides Canadians with a wide range of resources to help them communicate more effectively in English and French, and publishes weekly articles by language lovers on the Our Languages Blog. <https://www.noslangues-ourlanguages.gc.ca/en/blogue-blog/tracer-la-voie-the-road-ahead-eng>

It's safe to say that one's identity is a combination of one's language and one's culture. A person's language provides them with a direct link to the history of their people and an understanding of their ancestors. It also illuminates the path for future generations.

BY GINA WILSON, DEPUTY MINISTER, INDIGENOUS SERVICES CANADA

Canada is a country that enjoys linguistic and cultural pluralism. Our history, the building blocks of the nation we are today, is founded on the first languages that were here for tens of thousands of years: Indigenous languages. Once flourishing from coast to coast to coast, Indigenous languages have been significantly eroded and now number about 70.¹ All Indigenous languages, including my mother tongue of Algonquin, are in various stages of endangerment according to the United Nations Educational, Scientific and Cultural Organization (UNESCO). As I do my best to enhance my own Anishinabemowin, my heart aches each time I am reminded that the number of Algonquin speakers continues to wane.

My language as well as all other Indigenous languages have been severely negatively impacted by government actions founded on policies of assimilation. Essentially, these actions created rapid language displacement, the phenomenon whereby a language or languages are displaced by another language that gains dominance. Indigenous languages have been increasingly displaced and replaced by English and French, both of which are statutorily protected and well funded.

Today, we see a similar scenario playing out in another context. Much like Indigenous languages have been displaced, there is now a recognized threat of displacement of the French language. Indeed, the government is currently moving forward with amendments to the Official Languages Act to modernize and strengthen it (Bill C-13) in a manner that further protects and promotes the French language by recognizing its status as a minority language in Canada and North America.

As public servants, we are entrusted with the responsibility of protecting languages, whether through the Official Languages Act or most recently through the Indigenous Languages Act. This starts with understanding that all languages can exist and thrive in a single environment, at the same time. That environment

could be in society as a whole, in geographic locations, or within the public service.

As public servants, we are bound to very specific requirements of the Official Languages Act. These provisions include how we conduct ourselves internally as well as when dealing with the public. Internally, we have organizational structure mechanisms in place that ensure that all public servants can use the official language of their choice. When dealing with the public, we communicate and provide service in the official language of choice, where there is significant demand for the language (as defined by the criteria set out in the Official Languages Act).

But as I said, we live in a country of many languages, and we proudly strive to serve the public in a manner that provides the best experience possible. This means then that we must look at official languages bilingualism not as an end, but as a beginning.

We are not prohibited from engaging in practices beyond the requirements of the Official Languages Act that recognize the importance of other languages and, in turn, help to strengthen them. Sensible approaches to language preservation are within our means and authorities.

For example, it may surprise some to know that in Nunavut, the majority of the population speaks Inuktitut as their mother tongue. In my opinion, it would stand to reason that, as a public service that delivers programs and services in that region, we would do so in a manner designed for the people who live there, that is, in Inuktitut. Such changes would mean prioritizing Indigenous languages in certain federal workplaces while maintaining our statutory official languages obligations.

I don't see this matter as an either-or proposition. I believe we can protect English, French and Indigenous languages at the same time. ■

¹ See the Statistics Canada article entitled "[Indigenous languages across Canada](#)," released March 29, 2023.



L'accueil chaleureux

A two-year CPF initiative in BC supports new FSL teachers socially and culturally

Situated on the beautiful east coast of Vancouver Island is the seaside city of Campbell River, a gateway to British Columbia's many outdoor adventures. With a population of under 40,000, the community has a friendly small-town vibe. It has also become an epicentre of an initiative launched by Canadian Parents for French, BC & Yukon branch, to help address a significant French language teacher shortage in the province.

With the participation of the Government of Canada and the Ministry of Education and Child Care of British Columbia, **L'accueil chaleureux** is a two-year project aimed at retaining French second language teachers who are in their first three years in a community. Out of the 24 school districts with teachers who have signed up so far, Campbell River has the largest contingent.

A dozen of the 80 FSL teachers who have joined the project since November 2022 work in the city touted as the "Salmon Capital of the World". **L'accueil chaleureux** is intended to help those teachers feel better connected socially and culturally in their new home communities.

"We were able to organise a large social with all the new teachers from one elementary school," explains Shaun



“I think it's very important to have activities where we help students feel confident and safe speaking the language they are learning and have fun doing so.” – Ingrid Broussillon of Griottes Polyglottes

Scandrett, treasurer with the volunteer CPF chapter in Campbell River. “They had a chance to connect and relax outside of the regular school setting. It is building a sense of community that will keep a new teacher around, and their peers are the best place to start that.”

Social & Cultural Connections

L'accueil chaleureux includes two components, each of which provides funding to support activities to help retain teachers who are new to a school district.

A ‘social connection’ component provides funding to volunteer chapters to welcome teachers. Community hosts offer to meet with new teachers to introduce them to the community—helping to make social connections and show them what makes the area a special place to live. Every time a volunteer meets with a teacher, the chapter gets \$100 to either cover the cost of the outing or to save for a future French language activity.

“It was lovely to meet the (CPF) members,” says Kim Ethier, a Port Alberni teacher who connected with local chapter volunteers as part of the project. “They were wonderful and are very passionate about French in the school system.”

The ‘cultural connection’ component provides a grant to support new teachers to organize a French language activity for their class, school, or community. Eligible teachers can access up to \$1,000 towards the cost, and they can utilize CPF staff

assistance to coordinate everything. By supporting teachers to put on an event, CPF hopes to improve their confidence and enthusiasm for teaching French.

“I think it's very important to have activities where we help students feel confident and safe speaking the language they are learning and have fun doing so,” notes Ingrid Broussillon of Griottes Polyglottes, which provided improv workshops in schools in Maple Ridge through CPF's teacher retention project. “(The students) enjoy more what they are learning and can apply it right away.”

Key Strategy

Both components of the project are focused on retention, a key strategy in the effort to address the shortage of French language teachers. In British Columbia, there is no definitive data to describe the extent of the teacher shortage. But examples of the effect of the shortage can be found at schools throughout the province. In 2021, *L'Association canadienne des professionnels de l'immersion* (ACPI) and the Canadian Association of Second Language Teachers (CASLT) identified a deficit of nearly 10,000 qualified FSL teachers to meet the demand across the country.

While recruitment and training can help increase the number of available teachers, surveys indicate many teachers in their first few years are questioning their future or even leaving their jobs.

A CASLT study released in 2023 revealed more than half of participating FSL teachers were considering leaving the profession.

“Teachers who leave their positions for a variety of reasons add to the challenge of maintaining and growing French education programs in our public school districts,” says CPF BC and Yukon branch President Alex Hughes. “This project gives us an opportunity to work with our volunteers to let those teachers know they are valued.”

Momentum

It took a few months of regular and persistent communications to get the word out and encourage teachers to sign up, with 85% of registrants having enlisted between April and December 2023.

Teachers' and volunteers' busy schedules have created another challenge in scheduling activities. That feedback led CPF to assign a coordinator to look after event logistics. The coordinator has also created a list of options for activities that teachers can consider.

With the project currently funded until the end of the 2023-2024 school year, the CPF branch and its volunteers are focused on taking advantage of the opportunity to welcome new FSL teachers and help them organize unique activities for their students. ■



In a world rapidly evolving with technology and innovation, the importance of equipping our youth with the tools and knowledge to navigate, contribute to, and shape this changing landscape cannot be overstated. As parents, our aspirations for our children not only include successful careers but also the ability to think critically, solve complex problems, and innovate for a better future. Here lies the profound significance of STEM (Science, Technology, Engineering, and Mathematics) projects, a cornerstone in nurturing the potential of Canadian youth.

STEM projects are not just educational activities; they are the bedrock of innovation and critical thinking. Engaging in these projects helps children understand and apply concepts in a practical, hands-on manner. This experiential learning is vital, transforming abstract ideas into tangible solutions. STEM projects allow mathematics to become a tool for solving real-world problems, using technology as a canvas

The job landscape is changing at an unprecedented pace. The careers of tomorrow will demand a skill set that is deeply rooted in STEM and curiosity. By introducing our children to STEM projects, we are not just preparing them for the jobs of the future; we are providing them with a mindset to adapt, learn, and thrive in any career path they choose. Through STEM, we hope to foster a generation of thinkers, innovators, and problem-solvers.

STEM projects often involve trial and error, requiring students to think critically and persevere through challenges. This process is invaluable in building resilience. Each setback in a project is not a failure, but a stepping stone to success. As Thomas Edison once remarked when questioned on the difficulty of his work on the lightbulb, "I have not failed, not once."

STEM projects in schools or communities often require teamwork. Children learn to communicate ideas, listen to others, and work collaboratively towards a common goal. These social skills are essential, for the problems of the future will not be solved in isolation but through collaborative efforts that cross both discipline and cultural boundaries.

STEM is for everyone. Encouraging participation from all backgrounds and genders fosters diversity in thinking, innovation and experience. It's crucial that all children, irrespective of their background, have the opportunity to engage in STEM projects. This diversity not only enriches the learning experience but

is also essential in creating solutions that are inclusive and representative of our diverse society.

Experiential learning with STEM projects is more than just acquiring knowledge; it's the art of engaging with the world firsthand. It's about diving headfirst into real-life challenges, experimenting, making mistakes, and emerging wiser and more capable. This means encouraging your child to embark on projects that push the boundaries of their understanding and allowing their curiosity to guide them. So, where do you start?

HOW YOU CAN CHAMPION YOUR CHILD'S STEM JOURNEY

1 ENCOURAGE EXPLORATION

Spark your child's curiosity by immersing them in the world of STEM. Visit museums, science centers, and STEM events like the

upcoming **CANADA-WIDE SCIENCE FAIR**. Cultivate a mindset of inquiry by encouraging them to question and understand the world around them.

2 MAKE LEARNING ENJOYABLE

STEM is inherently hands-on and interactive. Toys and games designed with a STEM focus, home experiments, and educational videos can ignite an interest in these vital subjects.

3 SUPPORT THEIR EDUCATIONAL PATH

Provide support by offering access to books, magazines, and other materials that expand their knowledge of STEM. Project-based learning and science fair participation are powerful ways for children to apply the scientific method and explore their curiosity.

4 LEAD BY EXAMPLE

Show your enthusiasm for STEM by sharing your experiences and

demonstrating its relevance in everyday life. Engage in STEM activities together to emphasize the joy and value of learning.

Remember, STEM is not confined to laboratories or textbooks but instead permeates all aspects of life. Cultivating a sense of curiosity about the world is one of the greatest gifts you can give your child. And you're not alone in this endeavour.

MYSTEMSPACE, a program of **YOUTH SCIENCE CANADA**, is a prime resource for families, offering guidance on starting STEM projects, finding local STEM fairs, and drawing inspiration from the student projects showcased at the Canada-Wide Science Fair. By connecting with this vibrant community, you can help your child embark on a rewarding STEM adventure. ■



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Winter Reads

Winter, synonymous with cold, shorter days, and layers of clothing, is also a source of inspiration for our creators. In their picture books, they depict animals, children, sports, and magic so that you can dream, find inspiration for your next activity, or simply escape in the comfort of your living room.

Go ahead! Cozy up with a big cup of hot chocolate and dive into a book. At Les 400 coups, there's something for everyone!



Tuktu et Grand-Loup

**By Roxane Turcotte
and Laura Giraud**

Tuktu is a caribou who is no longer afraid of the wolf. He tells the story of how, thanks to Long-Beard, he escaped Grand-Loup and his pack by flying above the spruce trees. This is an adventure where wild instinct and respect, fear and courage, nature and winter magic intertwine.



Petit renard se perd

**By Nicole Snitselaar
and Alicia Padrón**

On a beautiful winter day, Little Fox gets lost, too busy looking at the patterns his tracks make in the snow. Where is his mom? Old Owl is willing to help, but Little Fox remembers his mom's rhyme: if he gets lost, he must stay there and wait. Will Mom Fox find him?



Le voyage de monsieur Lapin

**By Pascal Hérault
and Geneviève Després**

Monsieur Lapin flies to Iceberg City to solve a case among the walruses. They mysteriously find themselves dressed as if for a carnival. What if the culprits were the penguins who live in the abandoned circus? Unless it's a former circus employee...



Le nez du bonhomme de neige

By Élisabeth Eudes-Pascal

Two children have fun making a snowman. Once the body and head are done, it's time to complete it. Because a snowman needs a carrot for a nose! But, lacking a carrot, the older one adds ears, arms, and a nose made of branches.

The younger one disagrees: the snowman now looks like an elephant, not a real snowman! Passersby also decorate the snowman. With a hat, gloves, scarf, and glasses, he's now well disguised!

However it's all in vain because: "I wanted a real snowman with a real carrot nose!"



Ça, c'est du hockey

**By David Bouchard
and Dean Griffiths**

Dominique lives for hockey! At cousin Étienne's in the countryside, it's different. There are no real goals, skates, or equipment. They play hockey on the ponds, with teams forming naturally, and everyone having the chance to score goals. In short, it's happiness! Dominique will remember it for a long time.



L'escapade du bonhomme de neige

**By Nathalie Somers
and Lydie Baron**

A child, in exchange for her lost tooth, asks Quenotte to save her snowman instead of receiving the usual coin. Intrigued, Quenotte will try to save it, and it won't be an easy task!

Rohaani and Riya's Story

BY ROHAANI SINGH, WITH BOBBIE SMITH, COMMUNICATIONS MANAGER, CPF ONTARIO

In Grade 6, right before entering Grade 7, Rohaani lost her French Immersion seat post-COVID. That didn't stop Rohaani! Now, she tutors with CPF Ontario Branch, runs her own version of Reading Circle, one of CPF ON's Virtual French Programs, and has won a Canada-wide CPF video competition, *Dites-le en français*, run by CPF Alberta, in her category. Thanks to her mom Riya's commitment, and Canadian Parents for French, Ontario's Virtual French Programs, 13-year-old Rohaani has gone beyond everyone's expectations.

Here is her story:

As told to Bobbie Smith in
1st person narrative

Hi, my name is Rohaani, and I am a 13-year-old tutor at Canadian Parents for French. Let me tell you about my French journey and how I got this far.

I started French Immersion in grade one. Learning French made going to school so much fun! Suddenly, when I was in grade four, we were hit with a pandemic and all students were forced to go online. When COVID ended and everyone started to go back in-person, I wanted to stay online. I liked learning from the comfort of my own home.

There was even a school for kids who preferred to learn online: Peel Elementary Virtual School. It was a dream come true until I found out that I would lose my French Immersion seat if I stayed online permanently.

My family and I decided that it would be best if I stayed online, even if it meant losing my French Immersion seat. We

found other creative ways to continue learning French. I spent 30 minutes a day reading in French, watching TV in French and speaking French. My mom spent a lot of time trying to find publicly funded French programs and that's when we finally found Canadian Parents for French, Ontario Branch!

I attended several sessions at CPF, including the Reading Circle and Franco-Fun. I loved Reading Circle. It was really fun and I would definitely do it again. Plus, it gave me more chances to interact with others and practice speaking French, especially since I was no longer in French Immersion.

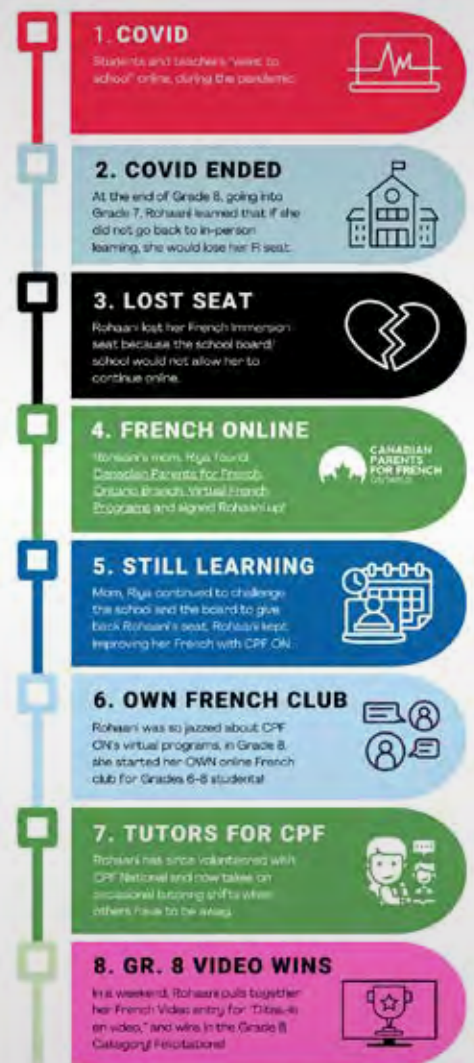
Let me tell you what happens in the Reading Circle:

A student reads a page and then when that person is done reading, they pick the next person to read and so on. We talk about the book in French as much as we can and learn so much. It was something I really looked forward to. My mom and I told everyone about it.

After several sessions, I really wanted to start teaching with CPF, however I was under their required age to teach. But thanks to CPF, I was inspired to start my own French Conversation Circle! I spread the word to my friends, posted it on social media, and even printed posters to hang at the library. I wanted to keep the groups small, so everyone would get a chance to speak. That's really important. Even if you are in French Immersion, with so many kids in class, you don't always get a chance to speak every time.

2022-2024

ROHAANI'S TIMELINE



STUDENTFRENCHCLUB@GMAIL.COM



**Dites-le en vidéo | Video Presentation by:
Rohaani Singh, Grade 8**

<https://youtu.be/u0dNjtXXRs?si=29TxpJETfBqD4seP>



Dites-le en vidéo is a new contest that the CPF BC & Yukon Branch launched for students across Canada to showcase their French-speaking and video-making skills!

For more info, visit:
<https://bc-yk.cpf.ca/en/dites-le>



I would work on preparing material for my French Conversation Club every day after school. It sounds like a lot for a 13-year-old, but it definitely improved my confidence and leadership skills. Sometimes I even had to wing it, but I feel like I have a natural ability to teach. The main thing was: We were constantly speaking French!

In my weekly sessions, I focus on French conversation first, then we read, and sometimes we write a story in French. Everyone takes a turn writing the next line – we come up with funny and strange stories sometimes!

I like to ask my students for feedback and how they think our sessions are going. This helps me to stay on track. We go through my prepared slideshow, and we just talk and chat like we're friends. If someone struggles, I help them with pronunciation and French phrases.

Sometimes the students are shy or give one word answers, but I ask follow-up questions to get them to share more. I ask fun questions about various topics, such as :

- ▶ **What do you prefer and why?**
- ▶ **Would you rather / this or that?**
- ▶ **News / Current Events**

All of my friends and students love our weekly Student French Club sessions. At first, I was a bit nervous, but after that I just embraced it. Once you start, you're not scared anymore. Once I had experience with my club, I wanted to do something more. I reached out to CPF again to ask if I could become a tutor with them, and this time they said Yes! I was asked to attend an interview – it was so exciting! I was myself and trusted my French abilities that I had worked so hard to gain. I passed the interview and am now a proud tutor of Canadian Parents for French, Ontario Branch!

And that's not all. In the Fall, CPF hosted a Canada-wide French-speaking competition where we were asked to give a 2-3 minute speech. I only found out about it two days before the deadline and decided to enter. Give it a shot, right? I spent my entire weekend preparing a video recounting the exact same story I'm telling you now. And my effort paid off since I won in my Grade 8 category!

I have my mom to thank for all my success. She motivated me every step of the way. And Canadian Parents for French is where you want to go if you want to be immersed in French in a fun and creative way.

French will always be a part of my life, and if I have learned anything from my journey, it is that when one door closes, another opens. Never let your age get in the way of accomplishing great things.

Have a story like mine? Want to join my free Student French Club? Email me at studentfrenchclub@gmail.com I would love to hear from you! ■

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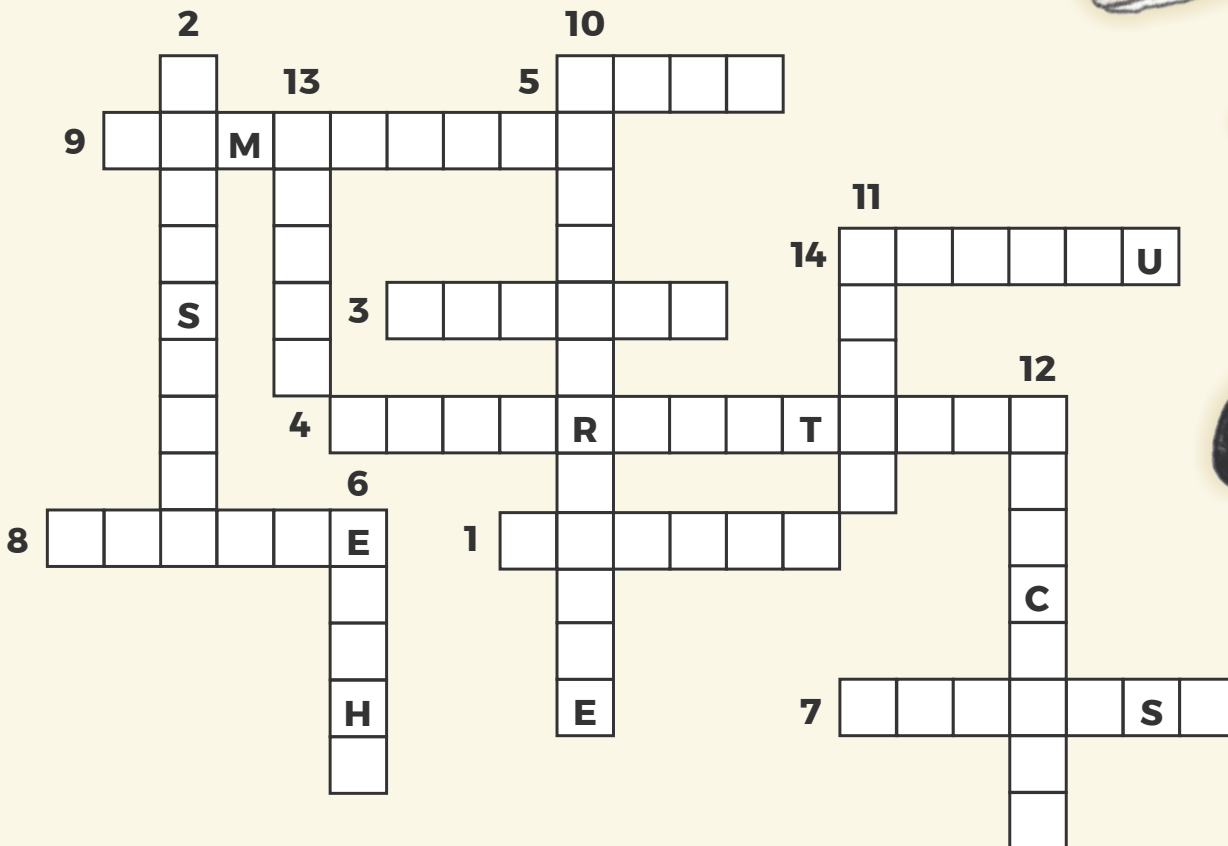
L'ÉCOLE
CATHOLIQUE

LA MEILLEURE ÉDUCATION EN ONTARIO

UN PETIT MOTS CROISÉS POUR S'AMUSER !

Trouve les mots qui se rapportent aux définitions ci-bas et inscris-les dans les cases correspondantes.

- 1 . _____ de soccer, de football, de plage.
- 2 . On le trouve dans le journal, il s'agit d'une prédiction inspirée des astres.
- 3 . Expression : Comme un _____ sur la soupe.
- 4 . Croire que de voir un chat noir ou qu'un vendredi 13 portent malheur, ce sont des _____.
- 5 . Des êtres chers qui ne sont pas membres de notre famille.
- 6 . Un synonyme de « stupéfait ».
- 7 . Un synonyme de « embarras ».
- 8 . Petite rue.
- 9 . Un choc violent amène parfois une perturbation qu'on appelle _____.
- 10 . Un synonyme de « fête ».
- 11 . Un synonyme de « paquet ».
- 12 . Titre d'un album aux 400 coups, thème « journalisme » : Édition _____.
- 13 . Harry Potter fait de la _____.
- 14 . Objet que l'on offre.



The method that decodes the language.

● read. ● write. ● speak ● understand



-Direction des politiques et programmes
d'éducation en langue française
Ministère de l'éducation, ON

lire. écrire. parler comprendre



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