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for NiE MONTH

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Cover artist

Kelly Welsh's Grade 12 law class was the inspiration for her cover artwork.

Born in England, Welsh lived on Canada's west coast for 14 years before finding herself a student at Bedford's C. P. Allen — and discovering The Daily News' Newspapers in Education program.

"We use The Daily News a lot in law class," said Welsh. "We do a media assignment every week."

She said seeing the people in her class inspired her to create this year's cover art, but that's not all she's accomplished in her three years of high school.

In Grade 10, she was involved in the school's art club as well as being a Junior Achievement director.

She continued with the art club in Grade 11, but also became an art leader where she designed the tickets for the 2004 prom, helped redesign the school's logo, worked on sets for a school production of My Fair Lady



and continued in JA as production vice-president.

Welsh designed the tickets and program for a fashion show, worked on the school committee to raise funds for tsunami relief, performs as JA president, is a member of the school's beautification team and is artistic director for the National Principal's Conference.

Newspapers in Education and its goals

Perhaps one of the most valued goals in classroom teaching, regardless of the material or content, is the desire for the teacher, to impress upon the student, an appreciation of reading. To foster this goal in support of the reading environment, The Daily News has supported the Newspaper in Education Program (NiE) since September 2000. Currently through our sponsors we have been able to donate over 1000 papers daily to 76 HRM schools. As a teaching aid, the newspaper is a sound resource, where teachers have found highly creative methods, to make their programs interesting and exciting. The Daily News approached HRM schools early in 2005, to get feedback on how newspapers were used in the classroom. We were impressed by the innovative and unique responses. As you will see, this supplement showcases many of these fine examples.

We would like to thank all of our



Ryan Campbell, grade 6 at Joseph Giles

sponsors, teachers and especially the students who took part in creating our first NiE supplement. You have inspired us to continue with our goal to get newspapers into the hands of all students.

Sincerely,
Marie Manton, NiE Coordinator
Irma Moore, NiE Coordinator

Astral Drive Junior High

Tsunami

By: **Melissa Vincent**

Smiling, with tear filled eyes
Observing, their destroyed home
Accepting, mother natures doing
Savoring, the nothings left
Regaining, confidence within.
Cultures coming together
A tragedy, bringing them closer
Conflicts, put on hold
To be fought another day
Putting your problems, into perspective.
Widows, widowers, and orphans
Abandoned and alone
Lives drastically changed
Discovering the strengths they contain
Realize how lucky you are.
Generosity is now shown.
They cannot overcome this by themselves
Torn by something untameable

Emotions, are blank

Rebuilding, the life they once knew.

Waves powerful enough to take
Their city, their home
Their life
But not powerful enough
To take their hope.

Bio:

Melissa is a very strong English student and enjoys hard work. She is a student who excels in all areas at school. Melissa is also a tremendous lacross player and well rounded sportsperson.

Submitted by:

Mrs. Heather Elms-Wood
Grade 9 English Teacher
Astral Drive Junior High

Locking parents out a good idea

By Laura Estabrooks
Young Columnist

In September my dad dropped me off at the Basinview School gym for basketball tryouts. I went in the gym door, but my dad did not. He went home, to return two hours later to pick me up.

This is the third year that the Bedford Minor Basketball Association did not allow parents to watch their children's basketball tryout. Last year, they even taped the glass windows with black paper so you could not see in.

I agree that parents should not be allowed to watch basketball tryouts. An audience puts a lot of pressure on both kids and coaches. If the coach tells you to do something and a parent does not understand, they often yell at the coach. Also, you get a little nervous when you know your parents are watching you.

Basketball tryouts are voluntary. If a player does not wish to go through the tryout process, they will automatically be placed on a recreational team.

Everyone else comes to the first try-

out. A coordinator calls to tell you if you are trying out for a "representative" or "recreational" team. They have two teams for "representative" and three teams for "recreational". After you go through three more tryouts, the coach calls to tell you which division you will be playing in. After all the teams are picked, season play starts.

Recreational teams practice once a week and representative teams practice twice a week. If you make a representative team you have to pay another \$160 for extra gym time. This could be a reason why you would not want to play on a representative team.

Some people might want to compare basketball tryouts to hockey tryouts. Parents are allowed to watch hockey tryouts. I think those are not as stressful for the players and the coaches because parents are away from the ice. In basketball, parents are practically on the court.

With hockey, too, younger players might need assistance putting their gear on. With basketball, you don't need to

put on any gear and all that is required are sneakers.

I do not play hockey, but my younger brother Brett does. He disagrees with letting parents watch hockey tryouts. He also thinks he'd do better if parents were not watching, because he's afraid if he makes a mistake everyone will see it.

I think parents should be allowed to watch hockey tryouts, for safety reasons — in case their child gets hurt. But they should not be allowed to watch basketball tryouts.

No matter what sport we play, us kids just don't miss parents at tryouts! Laura Estabrooks is a student at Basinview Drive Elementary School in Bedford.

Advertisement designed by:
Kelly Welsh, C.P. Allen High School
Miller Tire designed by:
Danielle Delano and Mariam Khalaf
C.P. Allen High School

00214784



HALIFAX COUNTY LOCAL
NOVA SCOTIA TEACHERS UNION



Ridged Cliff Middle School

Busgy Malone — A huge success

Six Months of hard work, dedication and fun made Ridged Cliff Middle School's 3rd annual musical, "Busgy Malone" a huge success. The show was co-directed by Teena Turner and Andrew Black with musical direction by Paula Hebert and Rob Greene. The effort from many teachers, parents and students was very evident at each of the three performances held on March 2nd, 3rd and 4th.

The story takes place in the 1930's during the Great Depression. Fat Sam, Dandy Dan and their gangs are at war. Our hero, Busgy Malone, is caught in the crossfire while trying to win the heart of his girl, Blousey Brown, an aspiring singer. The problem is that Fat Sam is behind the times, using pies as artillery while Dandy Dan uses "Splurger Guns."

After Dandy Dan's cronies killed Fat Sam's gang, Fat Sam pays Busgy Malone to find him a new gang. Busgy Malone hires the poor "Down and Outs," from the breadlines to be members of the new gang. After the new gang obtains the Splurger guns, a final show-down is held at Fat Sam's Speakeasy. However, before

any mess is made, Busgy intervenes and turns the two into friends instead of enemies. Busgy finally wins Blousey's heart after he presents Blousey with two tickets to Hollywood.

As well as the time and commitment of the actors, the props and costumes also made the show excellent to watch. Costumes were created under the direction for Trish MacDonald and were indicative of the times with the girls wearing flapper dresses with lots of spangles and sparkles and boys appearing very clean and trim in crisp suits and Fedoras. The props effectively added to the scene and were hand made by students and the school's Technology Education teacher, Scott Little.

As the audience left the auditorium, excitement was high. Smiles were visible on every face. The cast members also displayed great pride as they bowed, which added to the excitement and delight of the showgoers.

All in all, Busgy Malone deserved a standing ovation!



A scene from Busgy Malone. For more news and information about the school see the Ridged Cliff Rambler online at hrsstaff.ednet.ns.ca/rmsnews.

World day for water 2005

By Rebecca MacDonald
Ridged Cliff Middle School

Turn off your taps on March 22nd 2005. It's World Day for Water!

Every year since 1993, the United Nations has hosted World Day for Water on March 22nd, a day in which everyone makes an effort to reduce their use of water and to reduce pollution in our lakes, oceans, etc. This day is in conformity with the recommendations from the United Nations Conference on Environment and Development contained in chapter 18 of "Agenda 21".

Countries of the world are encouraged to acknowledge the day and to promote public awareness about it through seminars, conferences, advertising etc. The focus relates to the importance of clean water and preserving what resources we have.

March 22nd 2005 is a very special day. As part of the United Nations environment promotion, World Day for Water 2005 marks the beginning of the International Decade for Action, "Water for Life 2005-2015." The idea is that over the next ten years, we will conserve and prevent pollution of the natural resource in order to assure enough safe water for centuries to

come. The first International Decade for Action took place from 1981-1990. It was a huge success, bringing water to over a billion people and sanitation to almost 770 million. The United Nations hopes that this decade will bring even more triumph. We are striving towards proper sanitation to promote health for everyone in the world. Today there are still about 1.1 million persons who do not have access to water and 2.4 billion without clean sources of water. With optimism, Water for Life 2005 will achieve this goal and future generations will have safe drinking water.

How to Get Involved:

- Cut five minutes from your shower time: this can save 2-7 gallons of water per day.
- Fill your tub with 2 inches less of water and save 8-10 gallons each day.
- Shutting off your tap while brushing your teeth, shaving etc. saves 6-12 gallons daily.
- Turning off a leaky tap saves 20 gallons of H₂O.
- Use Eco-friendly cleaning agents: we pollute our oceans every time we clean our bathrooms. Eco friendly types of most products are available in stores.
- Find designated dumping stations for hazardous products such as paint, polishes, insecticides and pool chemicals. Not dumping them in toilets, sinks, lakes and ponds really helps to keep our water clean.

Celebrating being a woman

By Francina Lynch
Ridged Cliff Middle School

International Women's Day is on every March 8th. Every year the United Nations celebrates women all over the world. In many countries it is declared a national holiday. On this day, women of all religions, colour, ethnic and political differences, come together to celebrate their strength, unity and accomplishments. They look back over the 9 decades of struggle for their voice to be heard.

The very first official International Women's Day happened in Russia on the last Sunday of February in 1913. Elsewhere in the world it started the next year on March 8th.

Many events take place before and after March 8 wrapping up at the end of the month. Not too many people know what International Women's Day is. So, I decided to ask some people, female, if they knew a thing or two about International Women's Day.

"I really don't know anything about it." says Cindy Lynch, a nurse at Dartmouth General.

"I'm assuming it has something to do with work forces but I'm not sure."

"I think that it is something to do with women's rights in third-world countries." says Donna Boulos, a personal lines assistant for Tingley Insurance. "A day to celebrate what we take for granted."

In the early 1900's, women could not vote or own property and had limited or no career options. Long before the widespread use of TV's and the internet, Women used picket signs to make peaceful, positive change. There is still work to be done today!

I think that International Women's Day should be more publicized. At Ridged Cliff Middle School some teachers are assigning Great Women Role Model Biographies, and even making picket signs inspired by Doris Steven who was actually jailed for picketing the White House in the 1920's for the right to vote. I hope that you all go out and celebrate this wonderful event or just appreciate what we have, and remember that there is still work to be done!

Status quo adds up to failure in Math

By Jason Kontak
Young Columnist

Last year, for the first time in 30 years, grade 12 students wrote a provincial math exam. The results weren't promising.

Across the province, students struggled as they wrote a 30-page exam that covered five months of work. When the final results were tallied 66% of the academic math students and 40% of the advanced math students had failed. The exam, which accounts for 30% of students' final marks, ruined chances at being accepted into university courses and receiving scholarship money.

With such a high failure rate, it's obvious that the situation must change. The math program has problems that need to be fixed.

The province must first discover the roots of the problem. Why students are struggling in their math classes may be as simple as students being put into the wrong level class.

According to a math teacher at Queen Elizabeth High School in Halifax, 30 percent of students in the advanced course should be in the academic program, while a similar number of students in the academic program should be dropped to the foundation program.

Being wrongly placed, students will struggle to grasp the concept of what's being presented to them, and also struggle with the speed and workload of the program. This leads to students struggling on the provincial exam.

Many other problems need to

be dealt with, too. For example, is five months worth of work crammed into a two-and-a-half-hour test too much? Does a semestered math program allow students to learn the skills they need? Should teachers teach towards the exam? The School Boards and province should explore all of these questions and discover methods to solve them.

Perhaps having exams at the end of each term or creating a new mid-level course that's university-acceptable are options. Perhaps it should be more difficult for students to get into advanced math.

Parents and guidance coun-

selors must realize that pressuring young adults into taking advanced math to "keep all doors open" can be a recipe for failure. Parents need to recognize that their children may not yet be ready for advanced math. Instead, they can make a decision that will help their children develop.

It's time for all involved to sit down and fix the math curriculum. Each year the current math system and provincial exam is left untouched, thousands of Nova Scotia students will continue to struggle.

The status quo is adding up to disaster. A poor mark in Math 12 can damage a student's future. Jason Kontak is a grade 11 student at Queen Elizabeth High School in Halifax.



Advertisement designed by:
Veronica Penney, Sycamore
Lane Elementary Grade 5

CHARLES P. ALLEN SCHOOL



Joey Dobson, grade 11



Stephanie Stanfield, grade 12



Stephanie Stanfield, grade 12

SYCAMORE LANE ELEMENTARY SCHOOL

These poems are from Mrs. Wendie Fitzpatrick's Grade 5 class at Sycamore Lane Elementary School Lower Sackville

By night, by hour, by minute,
by day
The dark brown bird will
watch its prey,
It will dive down from the
blackened sky
Then its prey will have to die.
— Stephen Dooley

The highway lights up the
night
Its loud sounds could give me a
fright.
The cars go by,
As if they could fly,

While I hold my pillow tight.
— Jessica Obritsch

(This poem was written about
the book, Dragon Rider - au-
thor Cornelia Funke)
The dragons all live in a cave
But only one was very brave
So then he set out
On a journey no doubt
And Nettlebrand was dead in
his grave.
— Jessica Obritsch

The wolf
Howls loudly at the moon,
When the moon is full,
On a mountain ledge
Because he is a lonely
Wolf
— Brandon Loveless

An
Oak tree
Part of nature
Gives us air to breath
Leaves blow in the wind
L
E
A
V
E
S
Fall to the grassy ground
— Michelle Brake

The harsh wind blows strong
Taking leaves with it
Then quite softy sets them
down
— Travis O'Brien

Advertisement designed by:

Liam McLellan, Sycamore Lane Elementary Grade 5



Musical Minds in the Modern World

By Cameron Bossert
CP Allen School

Music is all around us; from radio to television, the collaboration of sounds is a constant presence. However, people often do not stop and think about how the musicians have benefited from learning the art of music. It has been my experience as a music student that the lessons of music translate positively into all aspects of life, through stress relief, improved mathematics, and the development of important life skills. Music has a beneficial impact upon all those who study it, regardless of age, and the art of music is what distinguishes many people. As society moves towards busier, high pressure lifestyles, dabbling in music might just be what many of us need.

To begin, some would say that music is a wasted high school credit and that it adds stress through the pressure of performances, that it does more harm than good. However, music is just the opposite. The concentration required to recreate a tune, whether through the bell of a horn or the whistling mouth, alleviates stress and relaxes people. Also, listener's spirits are often lifted by music, removing their minds from the worries of a hectic life. Therefore, music's relaxing attributes have a positive influence upon those involved with it, contributing to their health through stress reduction.

Yet another argument for the necessity of music is its academic benefits. The study of music encourages constant use of mathematics in enjoyable, rewarding performances and activities. For instance, when reading music, mathematics, specifically fractions and counting, is required for the subdivision of each measure. In my case, and the case of many others, constant use of these two mathematical concepts translates positively into math class, as skills with the concepts improve. Also, in pieces of music, complex rhythms and patterns of notes are constantly used, thus requiring the student to recognize trends within songs. As the student's ability to recognize distinct rhythms improves, their skill in recognizing numerical patterns often improves correspondingly. As bases for all later study, constant practice and

improvement with these skills will lead to improved skill in mathematics as education continues.

Lastly, music requires intense concentration, discipline, cooperation and practice, all valuable life skills, in order to attain a polished piece. To play music, the entire focus of the musician must be on the chart in front of them so that the intricate details of the piece are acknowledged. This concentration is then employed elsewhere, driving the student to complete assignments more quickly and to a higher standard. Also, the pieces to be played in a concert cannot be assembled in a day; therefore, music must be practiced long in advance to the proposed concert date. This teaches the student to complete assignments earlier, leading to improved work and decreased stress. Lastly, a band is a great team where all members must cooperate in order to create a refined song. Although the work is partially individual (practicing), musicians must listen to themselves as well as others, and adapt their playing to most efficiently contribute to the band. All of these skills contribute to success, and with the constant practice of them in music, they are commonly carried out of the band room and into daily life.

It has been my experience that music is one of the more advantageous influences of an impressionable student. Music is both fun and beneficial, and all would do well to study the art, especially students. Not only does it alleviate the stresses of a busy lifestyle, but it improves academic performance in mathematics and teaches the skills required to lead a successful life. Music teaches virtue, and in the words of composer Ludwig van Beethoven, "recommend virtue to your children; it alone, not money, can make them happy."

Cameron Bossert Bio:

Cameron Bossert lives in Bedford and is a grade 10 student at Charles P. Allen High School. He has been playing the trumpet since grade 6 and is a member of the C.P. Allen School Band. After high school, Cameron plans to attend university and pursue a career in medicine.

J.L. ILSLEY

Inspiring youth to tackle the business world

By Colby Ohlhausen

The school day is over, but there is still one classroom with its lights on and excitement echoing through the halls. What is this, you may ask? It is the sound of dedicated youth discussing where they are organizing a plan to sell a product, and working feverishly to complete paperwork. They are the members of Inspirations, a Junior Achievement Company, who have participated in the Company Program.

What is Junior Achievement and the Company Program? Junior Achievement is an international not-for-profit organization that teaches students from grades five to twelve about business through "hands-on" activities with several programs. Students have the opportunity to gain many new skills, think like an entrepreneur, and enjoy the spirit JA has to offer.

The Company Program is a special program for high schools. Students meet once a week to establish and operate their own business. They produce and sell products they thought of, complete paperwork, and work with the community to generate success. The program lasts for eighteen weeks with companies creating business plans and a shareholders' report (shareholders are co owners of the company), and receive pay.

Inspirations, stationed at J. L. Ilsley High School, wrapped up its operations on March 8, 2005. With a small company of six members, each person had to aid each other in all operations of the company, and thus build friendships and teamwork. Executive positions were assigned, a bank account was opened, and locations

were found to sell the product. What was the product? Inspirations produced authentic, hand-painted glassware ranging from wine glasses to candy bowls. All products were sold and each participant learned how best to market, sell, and produce high-quality products.

By week eighteen, each achiever learned the essentials of business through various activities, workshops, and conferences. Each member built lasting friendships, and had a positive experience that will last forever. Inspirations, a Junior Achievement Company, was a success not because of profit, but because each person grew personally.

The achievers and advisors of Inspirations would like to thank every person who helped make the business happen throughout the entire program. Without their support, the growth would not be possible, and the experience would not have been as great a pleasure. Thank you. The Company Program will begin again next fall, and students at J. L. Ilsley will establish yet another business.

Biography: Colby Ohlhausen is a grade ten student at J. L. Ilsley High School. She is involved in the Company Program, choir, newspaper, Model UN, the Math League, the Writers' Club, an enrichment program, and other things. She hopes to receive a Ph.D. in science and minor in archaeology and/or languages, as well as establishing a science institution. In the near future, she would like to run a tutoring business with a close friend and business partner.

ADMIRAL WESTPHAL SCHOOL

Letters to the Editor

Dear Editor,

I don't think that they should put a highway through Shubie Park. People go there to relax and to enjoy themselves; they also go there to walk their dogs.

People go to Shubie with their kids so they can run around and have fun. People also go to Shubie to jog, bike, etc. Shubie Park has been there for at least 100 years. Now I have been around for only 11 years, but I know how much people love this park just by reading the articles in the paper, and by seeing the happy faces on the people as I walk by with my nanny. My grandmother walks back there every day for an hour and a half with her dog.

But it's not only my grandmother that walks back there with the dog, most people in the neighbourhood walk back there with or without dogs.

Shubie Park is very important to a lot of people, and a lot of kids. But if you think of all the trees we lost in Hurricane Juan, and you think of all the trees we're going to lose now, that's a lot of oxygen we are going to lose.

PLEASE DON'T TAKE OUR PARK!

M. Leblanc
Grade 5
Admiral Westphal School

Dear Editor,

As you know in 1997 there was an international agreement to reduce pollution in anyway. If you look at the GHG rates since 1997 not

much has changed. It's pitiful. I have a friend who keeps his lights and TV's on 24/7 if he is in the room or not. C'mon Halifax. How hard is it to call a cab or use public transit? How hard is it to turn off the light when you leave the room? Pitiful. I admit that I only started doing these things about one month ago. But that was also when we learned about the Kyoto Accord in class. Just try it.

L. Chiasson
Admiral Westphal School

Dear Editor,

I am writing to tell you how I feel about the NHL lockout. I am really not missing it. Now I am switching from hockey of being my favourite sport to basketball. Toronto Maple Leafs used to be my favourite hockey team but now that I like basketball, Toronto Raptors is my favourite basketball team. I do not care if it takes ten years for hockey to come back I am never watching hockey ever again. By the way here is what I think NHL stands for: National Hockey Losers.

M. Higgins
Admiral Westphal School

I walk up to the tee.
I see how long the hole is.
I take a practice swing.
I strike the ball.
It looks good then it goes in the water.
It was a bad day.

J. Matwawana
Admiral Westphal School

LOCKVIEW HIGH SCHOOL



A drawing by Stephanie Thibeau, Lockview High School, Fall River Nova Scotia.

Why blame store for dangerous play?

By Kayla Brace
Young Columnist

It was sad and unfortunate when Joseph Pitchuck fell through the roof of a Kentucky Fried Chicken store on Herring Cove Road in 1997. But it is impossible to predict the inappropriate actions of every citizen and ensure their safety.

Conventional games of hide and seek do not take place on rooftops. Mr. Pitchuck took it upon himself to climb to a hazardous area and was consequently seriously injured. Mr. Pitchuck

was not employed with KFC and had no permission to be in that location.

Therefore it seems unfair and unjust to hold KFC responsible.

If a business chooses not to repair a hazardous area that they know people will come in contact with, the business is at fault. I am sure KFC did not expect anyone to be on their roof without permission.

It was an unfortunate event, but should KFC really be held responsible for someone's poor decision-making?

Kayla Brace is a Grade 6 student at Joseph Giles Elementary School in Dartmouth.

YOUNG COLUMNISTS



Melanie White, grade 10, Colby Ohlhausen, grade 10 and Andy Cross, grade 11 from J.L. Ilsley High School read *The Daily News* as part of their class. They took part in the young columnist contest, along with students from Queen Elizabeth High, Basinview Elementary and Joseph Giles Elementary.

BEDFORD ACADEMY



Eleven-year-old grade six student, Elinor Crux holds a painting she made of Bedford Academy as she stands before an architect's drawing of a coming addition.

Poppy coin a heartfelt souvenir

By E.Y. Mon
Young Columnist

On October 21, 2004, the Royal Canadian Mint, in association with the Royal Canadian Legion, introduced the world's first coloured coin. The coin was designed by the Royal Canadian Mint's Master Engraver, Cosme Saffotti.

The new poppy coin has helped to promote the Canadian Legion's National Poppy and Remembrance Campaign. Funds from the campaign go to

veterans and their families, community medical research, care for the elderly, and more.

The coin features a red poppy in the centre of a maple leaf over a banner that reads: Remember (and, in French,) Souvenir. The other side of the coin features a portrait of Her Majesty Queen Elizabeth II.

This coin has been made so Canadians will remember the poppy as a symbol of the brave soldiers who risked their lives to make this a free country. The poppy was chosen because it is Canada's flower of remembrance.

I think the poppy was a good symbol to use, because Canadians will remember what it stands for and will be able to teach their children what it means, too.

We were told the red colour on the coin should remain for two-three years and can only be removed with harsh chemicals or friction. This is not the case. The red dye rubs off easily. The colour of my poppy coins have already partly rubbed off after only being handled a few times.

Many people are upset about this. What some don't know is that a permanent silver poppy has been engraved on the coin. Even if the colour is removed, the coin will not lose any value.

The poppy coin is available at Tim Hortons locations across Canada. It's a good place to distribute the coins because average people go there. The disadvantage is it's harder for people in more remote areas of Canada to get the coin.

Coin collectors around the world will want this new, unique coin. But it is harder to get with Tim Hortons' new "one coin per customer" policy.

This is a good time for the Royal Canadian Mint to introduce this coin. The year 2004 marks the 90th anniversary of the beginning of World War One and the 60th anniversary of D-Day.

Thanks to John McCrae the poppy is eternal remembrance of the 117,000 soldiers who died in the battles he commemorated in the poem *In Flanders Fields*.

Everyone should help support this campaign!

E.Y. Mon is a student at Basinview Drive Elementary School in Bedford.

Advertisement designed by:
Veronica Penney, Sycamore Lane
Elementary Grade 5

NSSBA
Nova Scotia
School Boards
Association

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Children are Nova Scotia's greatest resource.

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TESTIMONIALS

The students and I use the newspaper in class quite a bit. We have an activity for Social Studies where 2 students per week present the news of the week. They have to choose from events that are local, provincial, national, international and one of their choice. They present this info to the class in French as newscasters. As you can imagine, some go all out with ties, background music, etc. The newspaper is always at hand for someone who finishes his/her work early.

*Robert Doiron
Sackville Heights Junior High.*

We use The Daily News in Resource for current events, weather, plus the high school sports coverage is excellent. News wise, the fire at the apartment building on the weekend really generated interest in my room, particularly among students who may not pick up the newspaper regularly. Undoubtedly this was due to the fact that a number of our students were directly impacted by the fire. Thanks

*Maryann Allen
Halifax West High School*

1. It is very important to our on-going literacy program that the HFX be included. It is particularly relevant in our Media Literacy studies; there is strong, on-going focus/emphasis placed on this in the High School context. High schools are not elementary or junior high, our students are young adults who represent a large consumer group that is greatly influenced by the media and advertising.

2. Within the high school Language Arts program we are trying to serve a growing number of struggling readers and The Daily News is physically more manageable and the articles, although well written, are equally manageable in length and content for students struggling with reading comprehension.

3. The Social Studies and English departments make good use of this paper on a weekly basis. It is often the focus of entire lessons, (i.e. the articles on the Holocaust, African Heritage issues, Youth Crime, etc...)

*Kathy-Lee Brickenden, Literacy Co-ordinator
Halifax West High School*

We use The Daily News in the following ways in our Grade 4-6 classes:

1. teachers discuss pertinent events in the world and locally with their students;
2. use it as an organizational model for students to create their own newspapers or class newspaper;
3. use factual Science and Social Studies articles;
4. use it in Language Arts class to focus on writing paragraphs, the 5 w's, editing etc.

Thanks again for sending us the paper,

*Ron Muir, Principal,
Waverley Memorial/L.C. Skerry School*

We get 10 papers, which are shared by the Deaf and Hard of Hearing staff and students and the Blind and Visually Impaired staff and students. Teachers use them in class for keeping up with current events, local news and other activities with students of various ages and grade levels. The delivery of the papers around the APSEA centre also provides a student job for selected individuals while they attend programs here.

We really appreciate the service. Thank you,

*John Parsons, Program Supervisor Assistant
Atlantic Provinces Special Education Authority
(APSEA)*

At Ross Road, my grade 6's are using the paper for many different things. We are using it as part of our Silent Reading time after lunch; to discuss newsworthy items; to help the students learn how to pick out the "important" points in an article and then use jot notes to summarize.

*Mamoona Brace
Ross Road Grade 6*



This is Marian Kerr, general manager of Transcontinental Printing's Atlantic Region, with grade 8 Sackville Heights Junior High School students. The French immersion students do news presentations in class with material they have translated from The Daily News.

We take full advantage by using the paper for classes learning about the economy, civics, essay writing, advertising, sports and more. We involve some of our special needs students in the delivery of The Daily News within the school. Our staff enjoys reading the paper during their lunch break as well. Thanks for your support.

*Lachie Mac Intosh
Principal, Sir Robert Borden Jr. High*

There are certain sections of the newspaper, which are very useful in promoting learning.

1. Students can represent their learning in regards to literature they read by writing a newspaper article about an event in the book. Students need to know the features of an article to be able to write in that format. Basically, the 5 W's — who, what, when, where and why.

2. Students may want to write an obituary about the death of a character in a novel they read. Once again, they need to know the type of information generally placed in an obituary.

3. In math, students may need to find large numbers, fractions or decimal numbers and the circumstances in which they are commonly used.

4. The class could discuss the letters to the editor and if the writer supported their main idea or argument.

5. In social Studies, the students might read articles about various areas around the world and then find their locations on a map.

*Stephanie Abriel
Crichton Park School, Dartmouth*

I use the papers to discuss current events at different times. The students go through the paper and find an article that they feel is important and write a response. Then they share their article and response with the class.

*Leslie
Crichton Park School, Dartmouth*

Have used the newspaper as a background for different writing genres (expository, editorials, opinion pieces etc.). We have also used the different articles as spring boards for discussion on topics ranging from capital punishment to same sex marriage. (parents were notified so there wasn't a problem). I find it an invaluable tool and I use it at least once a week.

*Dave
Crichton Park School, Dartmouth*



Grade 10 English Literacy Class at Halifax West taught by teacher Kathy-Lee Brickenden with guest Tony Hebert of Transcontinental, Regional Manager Manufacturing.

The Daily News in the classroom:

- Independent work folders: Monthly, students have an article of my choice to respond to. (this month it is the uniform debate)
- Homework (monthly, students are required to find an article of their interest to present to the class, they have a list of information requirements I ask them to meet)
- Weekly, we look at articles of interest to us (world-wide & local). We discuss these in class, locate where on the map the setting of the article took place.
- Twice this year we have contacted people that were featured in The Daily News about coming into our class to discuss their news. (Sunyata Choyce – African orphanages)
- Throughout the year, students do a 5W & comment sheet on various articles of my choice.

*Lisa
Crichton Park*

Hello and thank you again for the newspapers. The last several years they have been a big hit in grade six. In the beginning there is the usual number of students looking up comics and sports features. However very quickly they become interested in the front page and begin to follow stories as they develop over a week or even longer. They learn who the leaders in the community are and they take an interest in politics. The letters to the editor and other peoples' views are often discussed and I can tell you first hand that you are creating news junkies in Joseph Giles Elementary. A big round of applause to all those who have helped to contribute to the minds and lives of students with the news throughout Nova Scotia and my class in particular.

Sincerely,

*Alan Mac Donald, Grade Six teacher,
Joseph Giles Elementary, Cole Harbour*

We use the newspaper to read in the Media Centre of AYR. I also do a newspaper study (ex; What are the types of news? Look at the headlines...) in Language Arts/ Social Studies. In math, we use newspapers for number, ex: find all the 100's you can... for the 100th day of school. We use the newspaper for art — using it as another medium and for paper folding (as well as reusing when painting). Happy Valentine's Day! Happy 100th day!

Sincerely,

*Donna, Active Young Readers
Crichton Park School*

Many of the teachers here are using the newspaper for their media units, for current events lessons, and for teaching examples of types of writing (i.e. persuasive writing).

*Lee-Anne Coveyduc, Principal
Fairview Heights School*

Thank you for supporting our school. The papers that you provide are used daily in our resource centre. This department in the school provides support to students from all grades in the school. Individual class teachers are also using the paper as inspiration for writing journals, current event studies, weather graphing, stock market studies, and to provide material during silent reading times at school.

We use your paper as a research tool for science, social studies, and current affairs. It is valuable as a source for developing our student's sense of community, and making them aware of Nova Scotia, and Canada's role in the world. We use it as a spring board for discussions in our resource classes, and frequently have students study the grammar and layout of the paper to show them how writers convey messages succinctly and efficiently. We also teach them what information can be found in a newspaper and how it can be used in everyday life.

Many of our students do not have access to a newspaper at home and this gives them an opportunity to read about events in Halifax that they would not be aware of without The Daily News. Thank you for your kind donation to Sackville Heights. It is most appreciated.

*Sincerely,
Liz Harris and Anne Edmonds, Resource Teachers
Sackville Heights Junior High*

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