

School Libraries in Canada

An On-line Journal of the Voices for School Libraries Network
of the Canadian Library Association



ISSN 1710-8535

Volume 30, Number 2

Spring 2012

Carole Fleetham Winner of the Chancellor Group Conference Grant



Carole Fleetham was selected by the Chancellor Group Conference Grant Jury of the Canadian Library Association / Association canadienne des bibliothèques as the winner of the Chancellor Group Conference Grant for 2012.

Even before she became the Teacher-Librarian at Len Wood Middle School in Armstrong, B.C. in 2011, Carole Fleetham was an active member of the North Okanagan-Shuswap Teacher- Librarian Association and a model life-long learner anxious to share her passion for education and innovation with her colleagues. Her grade six, seven and eight students benefit from a program that teaches information literacy skills focusing on critical thinking and inquiry in a digital environment.

The Chancellor Group Conference Grant provides a \$500.00 travel grant to support the attendance of newly qualified teacher-librarians at the next conference of the Canadian Library Association. Carole will be attending the CLA National Conference and Trade Show in Ottawa from 30 May to 2 June, 2012.

The impetus for this program was a substantial donation by Dr. Ken Haycock to honour the founding members of ATLC (now the Voices for School Libraries Network of the CLA).

School Libraries in Canada

Volume 30, Number 2

Spring 2012

Contents:

Fit to face challenges Derrick Grose	3
How healthy are our kids? - Statistics Canada data and articles for classroom use Angela McCanny	5
La santé des jeunes Canadiens - Articles et données de Statistique Canada à utiliser dans votre classe Angela McCanny	13
I might write the books but you bring them to life. . . The author of Breathe, Stretch, Write, Sheree Fitch, answers questions from SLiC	22
School Library Profile - Connaught School Rachel Florence	27
Just keep doing what you're doing – and that's getting people to read David Alexander Robertson tells SLiC about graphic novels and the importance of reading.	30
An Annotated Bibliography of Children's Literature with Same-Sex Parents Themes Suzanna So-Har Wong.	36
New jewels and neglected gems Publishers highlight new works by Canadian authors and illustrators	44

Contributors to School Libraries in Canada
Spring 2012
Volume 30 Number 2

<p>Sheree Fitch Writer, Story-teller</p>		<p>Rachel Florence Teacher-Librarian Connaught School North Battleford, Saskatchewan</p>	
	<p>Derrick Grose Teacher-Librarian Lisgar Collegiate Ottawa, Ontario</p>		<p>Angela McCanny Education Outreach Program Statistics Canada</p>
<p>David Alexander Robertson Graphic Novelist and Teacher</p>		<p>Suzanna So-Har Wong</p>	

Thank you to retired teacher-librarians Diana Gauthier and Helen Lee for their assistance with this issue.

Fit to face challenges

Derrick Grose
Teacher-Librarian
Lisgar Collegiate Institute
Ottawa-Carleton District School Board

It seems appropriate to be releasing the “School Libraries in Canada Get Fit” issue just as the second Treasure Mountain Canada symposium on School Libraries is meeting in Ottawa. Participants will be searching for the prescriptions that will help Canada’s school libraries stretch and bend to help ensure that the educational systems of which they are a part are relevant, engaging and effective.

School Libraries, with their cross-curricular overview, are ideally placed to contribute to the wholistic kind of education that is supported by the concept of the learning commons. On May 24th, the headline in *The Globe and Mail* read, “Why our schools need a phys-ed revolution.” The article goes on to explain how physical education is not an add-on but a critical component of academic success. As traditional school libraries evolve into pillars of the learning commons, they must continue to collaborate with teachers and students in all disciplines and at all levels and help to ensure that students receive a balanced education that connects their everyday lives with their academic ones while embracing the technologies that are a part of their everyday lives. It is interesting to note that by the second paragraph, *The Globe and Mail* article begins to anchor its critique of the school system in data from Statistics Canada. That same treasure trove of information is available to Canadian students and, in this issue, Angela McCanny outlines how teachers and students can access and make use of these resources to learn about health and fitness. Students are already making critical decisions every day about what they are going to eat and how they are going to spend their leisure time. School Libraries have an important role to play in helping students to learn how to make informed decisions based on research rather than marketing campaigns.

School libraries also have a role in helping students to make connections. Picking up on the theme of the *Globe and Mail* article, Sheree Fitch talks about the connection between physical activity and creativity. In another interview included in this issue, Swampy Cree graphic novelist David Robertson presents another perspective on fitness, emphasizing the critical role of making cross-cultural connections in order to have a truly fit society in which people work together. In order to help make that goal a reality, Suzanna So-Har Wong has provided another tool to promote understanding and acceptance; she has shared an annotated bibliography of resources that can be used to promote a sense of inclusion for students with same-sex parents.

It is hoped that some of the resources and some of the ideas you discover in

this issue will help keep school libraries fit and capable of facing the political, economic and pedagogical challenges that confront them every day.

In a few weeks, Mary Townsend, the Chief of Educational Outreach at Statistics Canada will be leaving Statistics Canada. This is sad news for *School Libraries in Canada* and for the many educators and students who have benefited from her support in learning about how to find and use statistical information. She has asked that I share the following message:

Note to Canadian School Librarians

Statistics Canada's Education Outreach program will end in June 2012. The majority of the resources that were developed through the Education Outreach Program will continue to be available online through partner organizations.

The Census at School program will be jointly managed by the Statistical Society of Canada (SSC) and the Canadian Mathematical Society (CMS) and will remain accessible at the same address: www.censusatschool.ca.

Several learning resources, such as E-STAT, Statistics: Power from Data and the Canada Year Book Historical Collection will remain on Statistics Canada's website via the "Students and teachers" link in the left-hand menu of the homepage. This will bring you to a dedicated page that has been created to house links to archived information (for the discontinued resources) and links that will redirect you to the appropriate websites (for the resources that have been transferred to other organizations).

Please note that E-STAT will remain accessible until June 30, 2013, but its contents will no longer be updated. It will be discontinued July 1, 2013.

Since February 2012, all self-serve standard products—including CANSIM and census data products—are available free of charge on the Statistics Canada website. An open licence agreement has also been adopted to encourage re-use of the information. We trust that you will continue to rely on this wealth of information.

Statistics Canada encourages you to start using the free [CANSIM](#) database and to visit the [census portal](#) for timely information.

Thank you.

Subscribe now to

Resource Links

and keep up to date on

- Canadian resources for children and young adults
- Professional resources for teachers and teacher-librarians
- The latest Award-Winning Canadian literature

Resource Links has reviews of a wide variety of current Canadian resources for the pre-school to young adult level, written by experts in the field from British Columbia to Newfoundland. News about awards, events related to children's literature and feature columns addressing specific topics are also included.

Published
5 times per year

\$45.00
+ GST

Bulk pricing also available.
Please call or e-mail for
information.

Resource Links

P. O. Box 9, Pouch Cove, NL A0A 3L0

Phone: 709-335-2394

Fax: 709-335-2978

E-Mail: resourcelinks@nl.rogers.com

Web: www.resourcelinksmagazine.ca

How healthy are our kids?

Statistics Canada data and articles for classroom use

Angela McCanny
Education Outreach Program
Statistics Canada

Few children achieve 60-minute per day guideline

Just under 7% of Canadian children and youth achieve the guideline of 60 minutes of moderate-to-vigorous physical activity (MVPA) per day at least 6 days a week, with a larger proportion of boys (9%) meeting the guidelines than girls (4%). The majority spend most of their waking hours in sedentary pursuits.

Statistics Canada. 2011. "Physical activity levels of Canadian children and youth, 2007 to 2009." Health Fact Sheets. Statistics Canada Catalogue no. 82-625-XWE. <http://www.statcan.gc.ca/pub/82-625-x/2011001/article/11553-eng.htm> (accessed April 5, 2012).

However, when looking at more modest targets, about 70% of youth are at least moderately active which is equivalent to walking at least 30 minutes a day or taking an hour-long exercise class at least three times a week.

Statistics Canada. 2011. "Physical activity during leisure time, 2010." Health Fact Sheets. Statistics Canada Catalogue no. 82-625-XWE. <http://www.statcan.gc.ca/pub/82-625-x/2011001/article/11467-eng.htm> (accessed April 3, 2012).

Educators and parents have been working hard to give students the facts about healthy lifestyles. However, the data shows that there is still a great deal of work to be done. How can we reach young people so that they will pick up the task of being healthy and take care of themselves?

Statistics Canada Data and Articles for Health



One way to reach young people with this message is through the information available through the [Health in Canada](#) portal on the Statistics Canada website. This one-stop-shop puts data at teachers' fingertips in short order. For example, the right menu bar contains a Check-up on Canada's health with up to date statistics on key health indicators. Did you know that between the years of 2006 to 2008 females have a life expectancy at birth of 83.1 years, compared to 78.5 for males?

For elementary students, there are short easy-to-read Fact Sheets and data-at-a-glance Summary Tables, as well as more in-depth articles and the extensive searchable CANSIM database for secondary level students. Let's take a look at what's available:

- Go to www.statcan.gc.ca.
- Scroll down the right menu bar to Features and click Health in Canada.
- The left menu bar is the navigation tool for this part of the website.

Resources for junior/intermediate students



Health Fact Sheets: These short Fact Sheets consist of articles with simple tables and graphs that give a quick overview of key health topics. Find Fact Sheets for topics, such as: Asthma, Diabetes, Smoking, Exposure to second-hand smoke at home and Physical activity during leisure time.

Consider using the information from the Fact Sheet Fruit and vegetable consumption, 2010 to stimulate discussion in health class:

In 2010, 43.3% of Canadians aged 12 and older reported that they consumed fruit and vegetables five or more times per day, down from 45.6% in 2009. Statistics Canada. 2011. "Fruit and vegetable consumption, 2010." Health Fact Sheets. Statistics Canada Catalogue no. 82-625-XWE. <http://www.statcan.gc.ca/pub/82-625-x/2011001/article/11461-eng.htm> (accessed April 5, 2012).

Since eating five or more servings of fruits and vegetables per day is the current measure of healthy eating, reasons for this decrease could be explored with the class.

Health Fact Sheets can be used by Language Arts teachers as a "reading for meaning" exercise. Math teachers will find meaningful data for table reading and for creating graphs of all sorts, including bar, circle and line graphs.

Keep an eye on this page as more topics will be added when data becomes available.

Summary tables

Body mass index, overweight or obese, self-reported, youth, by sex (Number)	2010
Total 12 to 17 years	437,956
Males	267,719
Females	170,237

Health Summary Tables: The Summary Tables give students a quick snap shot of health data, grouped by subtopics, such as: Disability, Diseases and health conditions, Lifestyle and social conditions, Mental health and well-being. Click on the subtopic to display a list of specific data tables about various subjects.

Under the subtopic Life style and social conditions choose the table Smokers, by age group and sex, to view the following data:

**Smokers, by age group and sex
(Number of persons)**

	2005	2007	2008	2009	2010
	number of persons				
Total, 12 years and over	5,874,689	6,112,442	6,009,311	5,730,321	5,967,259
Males	3,155,944	3,377,112	3,370,225	3,169,054	3,435,320
Females	2,718,745	2,735,330	2,639,086	2,561,267	2,531,940
12 to 19 years	405,109	403,212	382,961	371,279	375,512
Males	204,113	213,296	216,498	210,318	222,712
Females	200,996	189,916	166,463	160,961	152,800

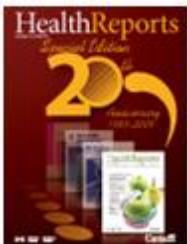
Statistics Canada. No date. *Smokers, by age group and sex* (table). Summary Tables. Last updated June 21, 2011. <http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/health73a-eng.htm> (accessed April 5, 2012).

Students can see that the total number of smokers in the 12 to 19 years age group has had an overall decrease since 2005, while the actual number of male smokers has increased during this time period. By contrast, the number of female smokers has decreased. In addition, there has been an increase in the number of youth smokers from 2009 to 2010. Could this be the beginning of a new era of teenage smoking?

Resources for intermediate/senior students

Intermediate and senior students will find the Health Fact Sheets and Health Summary Tables to be good starting points for their research, but may want more in-depth information for projects and class discussions. Two good sources of articles are Health at a Glance and Health Reports. For data, check out CANSIM – Canada’s comprehensive socio-economic database about Canadian life.

Health at a Glance: The new series *Health at a Glance* contains medium length articles that are excellent for intermediate readers who are looking for a solid introduction to selected health topics. Each article has a Highlights box with key findings, several tables, maps and graphs (charts) to convey the data. Current topics are: **Cancer in Canada**, **Injuries in Canada** and **Disparities in Life Expectancy at Birth**.



Health Reports: The articles in Health Reports are longer, with more detailed discussions of both the data and the health condition. The articles examine the social factors connected to the changing trends and their implications for the future. Use the Browse by Subject search option in the left menu bar to locate a list of topics.

- Under Asthma, find: **Asthma and school functioning**
- Under Diabetes, find: **Sugar consumption among Canadians of all ages**
- Under Youths, find the recent article: **Sexual behaviour and condom use of 15- to 24-year-olds in 2003 and 2009/2010** or **Weekly work hours and health-related behaviours in full-time students**.

CANSIM: CANSIM is Canada’s socioeconomic database, with more than 43 million time series with data on almost all aspects of Canadians’ lives. Many Teacher-Librarians may be more familiar with Statistics Canada’s data

searching tool E-STAT, which was developed in previous years to provide free access to CANSIM data for the educational community. What you may not know is that CANSIM is now free for all users and so students and teachers can make use of either or both.

Please note, however, that as of June 30, 2012, E-STAT will no longer be updated on an annual basis. You are encouraged to use free CANSIM for the most current Canadian data.

Youth health data in CANSIM

One prominent health survey in Canada is the Canadian Community Health Survey (CCHS). With data collected on an annual or biennial basis, it provides information about the current state of health in our country. Here is a sample of five health indicators for youth, retrieved from CANSIM : daily smoking, fruit and vegetable consumption, physical activity during leisure time, self-reported body mass index and consistent wearing of a bicycle helmet.

Table A – Youth data for five health indicators, by gender

Health Indicators for ages 12 to 19 in 2010	Both genders (%)	Males (%)	Females (%)
Current smoker, daily	6.0	6.8	5.1
Fruit and vegetable consumption, 5 times or more per day	49.3	48.3	50.4
Physical activity during leisure-time, moderately active or active	70.6	75.8	65.4
Body mass index, self-reported, youth (12 to 17 years old), overweight or obese	20.0	23.7	16.1
Wears a helmet when riding a bicycle, always	31.8	28	36.5

Statistics Canada. No date. Table 105-0501 Health indicator profile, annual estimates, by age group and sex, Canada, provinces, territories, health regions (2011 boundaries) and peer groups occasional (table). CANSIM (database). Last updated October 21, 2011. <http://www5.statcan.gc.ca/cansim/home-accueil?lang=eng&tz=120308> (accessed April 3, 2011)

In the 12-19 year old age group in 2010, we see that:

- **only half of this age group eats fruits and vegetables 5 times or more per day (the measure indicating a healthy diet)**
- **one-fifth of this age group reported themselves as overweight or obese, and**
- **less than a third always wears a bike helmet regularly when cycling**

Furthermore, although boys are more physically active than girls in their leisure time, girls are more likely to take other steps to stay healthy.

Girls are:

- **less likely to smoke on a daily basis**
- **more likely to eat fruits and vegetables five times or more per day**
- **less likely to be overweight or obese, and**
- **more likely to always wear their bicycle helmets**

While much of this news is discouraging considering the effort that has gone into healthy lifestyle choices in the last two decades, perhaps a look at how the numbers have been changing over the last nine years will inform us as to whether some change has been taking place. Open up the internet and try your hand at finding data in CANSIM.

Learn to find and create data tables in CANSIM

- 1. Go to www.statcan.gc.ca Choose English (or Français)**
- 2. In the right menu bar, find Popular picks. Select CANSIM.**

Note: For a good introduction to using CANSIM, view Tutorial: Introduction to the New CANSIM Interface <http://www.statcan.gc.ca/about-aperçu/video/cansim-eng.html> (at the top of the page).

There are two methods to find health data for youth:

- enter a search term in the Search CANSIM box at the top of the page, or**
- scroll down to the Browse CANSIM by subject box and select from the subject list**

In this case, we will use the Search CANSIM box, using the terms: Health youth.

Note: If you have found a CANSIM table number in a previous search, you can type it directly into the Search CANSIM box, instead of searching by key word.

We are presented with a list of tables. Scan the list and choose a table using key words from the description to help you. In this case, we want health data by age, so we will try table: 105-0501. Click on the table number.

An initial view of the data table appears on the Data table tab that shows only a sample of the data available in the complete table. In this case, a list of 34 health indicators appears – data which has been gathered by health units across Canada over the last 5 years. Since we are looking specifically for youth data, we will need to make changes to the displayed data to focus on the 12 to 19 years age group. Click on the Add/Remove data tab at the top of the page.

On the Add/Remove data tab, we must select at least one option at each step.

Step 1: no change (Canada)

Step 2: Uncheck the box to the right of All; check 12 to 19 years

Step 3: no change (Both sexes)

Step 4: Uncheck the box to the right of All; Click +Expand at right to see all the options and check only these:

Current smoker, daily

Fruit and vegetable consumption, five times or more per day

Physical activity during leisure-time, moderately active or active

Body mass index, self-reported, youth (12 to 17 years old)*, overweight or obese

Wears a helmet when riding a bicycle, always

Step 5: Uncheck Number of persons; check Percent

Step 6: From 2003; To 2010

Step 7: HTML Table, time as columns

Step 8: Click Apply

The following table should appear:

Table B - Youth data for five health indicators, from 2003 to 2010

Health Indicators	Percentage of 12 to 19 year olds (%)					
	2003	2005	2007	2008	2009	2010
Current smoker, daily	9.1	6.9	7.5	6.8	6.8	6
Fruit and vegetable consumption, 5 times or more per day	45.3	49	48	49.3	49.2	49.3
Physical activity during leisure-time, moderately active or active	72	71.1	70.5	69.2	71	70.6
Body mass index, self-reported, youth (12 to 17 years old), overweight or obese	n/a	19.4	18.7	19.3	19.7	20
Wears a helmet when riding a bicycle, always	n/a	n/a	n/a	n/a	30.6	31.8

Statistics Canada. No date. Table 105-0501 Health indicator profile, annual estimates, by age group and sex, Canada, provinces, territories, health regions (2011 boundaries) and peer groups occasional (table). CANSIM (database). Last updated October 21, 2011. <http://www5.statcan.gc.ca/cansim/home-accueil?lang=eng&tz=120308> (accessed April 3, 2011).

Two areas have improved over the last nine years: there is a marked decrease in the daily smoking rate among youth and an increase in their fruit and vegetable consumption.

Experiment with other age groups for each of the five indicators to further explore emerging health trends. Or, compare the percentages for male and female youth. To keep the data table simple, check just one indicator at a time.

Data Management Projects

In some courses, students require data for an investigative project and many are attracted to health data. They could use the above table 105-0501, as a basis for their project. For example, it would be interesting to see how the daily smoking rate compares for male and female youth over time or whether the rate of overweight and obesity has been changing.

Students can also enter any key word into the Search CANSIM box and find numerous other health related data tables.

Alternatively, students can browse by subtopic in the Health in Canada portal:

- www.statcan.gc.ca
- Health in Canada (under Features in the right menu bar)

- **Health Subtopic (under Find in the left menu bar)**

Each of the subtopics provides links to relevant articles and data in The Daily, Summary tables, Census tables, CANSIM tables and publications.

Additional resources can be found under Featured products in the right menu bar. For example, check out the following guides that compile resources for topics of great interest to students:

- **Teenage pregnancy: Guide to the latest information**
- **Smoking: Guide to the latest information**
- **Suicide: Guide to the latest information**

Encourage students to explore before settling on a topic in order to stimulate their ideas and to be sure that adequate information is available about their subject of interest.

Canadian Community Health Survey: Public Use Microdata File (PUMF)

If students require unprocessed or raw data for more sophisticated data projects, microdata from the Canadian Community Health Survey (CCHS) Public Use Microdata File (PUMF) is available on CD-ROM. This product gives students access to two separate microdata files, each with over 1250 variables, one for 2009/2010 and the second for 2010.

While specific data will vary to some extent by health region, students will be able to extract data from modules such as:

- **access to health care services**
- **weekly alcohol usage**
- **food consumption**
- **dental visits**
- **driving and safety**
- **chronic health problems**
- **and much, much more.**

Teachers who have used the CCHS data with their students have been very happy to find a data source that was interesting to students, large enough to do reliable statistical analysis and accessible to all students in the class.

Teacher Kelly Blair from Rideau District High School in Elgin, Ontario, reports on her experience using the CCHS data with her class:

"The CCHS data set is tremendously useful for my MDM4U data students. The data sets are relevant, current and available for a variety of time periods for a time-series analysis. I really like that the students can choose a wide variety of attributes to examine for a variety of age groups, socio-economic groups, by geographic location, etc. It allows the students the flexibility to explore issues that are particularly interesting to them. The data are easily examined using the provided Beyond 20/20 software or exported into Excel. The vast micro

health data set allows the students to investigate correlations like an actual statistician would!"

The Beyond 20/20 software, which is included, provides fast extraction from this large dataset and automatic aggregation of the data to selected geographic levels. Detailed documentation including the complete questionnaire, user guide, and more are provided with the data and software on the CD-ROM. Additional teacher support documentation is available online. The CCHS(PUMF) CD-ROM is available free of charge by completing the Product and services order form.

We all want to help our youth set a path for health for the rest of their lives. Use these resources from Statistics Canada to give them the relevant information to help them make their own decisions.

For further information on health resources on the Statistics Canada website, call the National Help Line at 1-800-263-1136 or send an email to: infostats@statcan.gc.ca.

About the author: Angela McCanny is a mathematics educator who has worked with Statistics Canada's Education Outreach Program for the last seven years.

La santé des jeunes Canadiens

Articles et données de Statistique Canada à utiliser dans votre classe

Angela McCanny
Le Programme de soutien à l'éducation
de Statistique Canada

Peu d'enfants font les 60 minutes d'activité physique par jour recommandées selon la directive

Un peu moins de 7 % des enfants et des jeunes respectent la directive de 60 minutes d'activité physique modérée à vigoureuse (APMV) par jour au moins six jours par semaine. Par ailleurs, une plus grande proportion de garçons (9 %) que de filles (4 %) se conforment à la directive. La majorité des enfants et des jeunes consacrent la plupart de leurs heures d'éveil à des activités sédentaires .

Il est possible de transmettre ce message aux jeunes à l'aide de l'information offerte sur le portail La santé au Canada dans le site Web de Statistique Canada. Ce guichet unique permet aux enseignants d'accéder rapidement à des données. Par exemple, la barre de menus à droite contient la section Bilan de santé du Canada qui renferme des statistiques à jour sur les principaux indicateurs de la santé. Saviez-vous qu'entre les années de 2006 à 2008, l'espérance de vie à la naissance des femmes était de 83,1 années et celle des hommes était de 78,5 années?

Statistique Canada (2011). « Niveaux d'activité physique des enfants et des jeunes au Canada, 2007 à 2009 », Feuilles d'information sur la santé, Catalogue de Statistique Canada no 82-625-XWE. <http://www.statcan.gc.ca/pub/82-625-x/2011001/article/11553-fra.htm> (consulté le 5 avril 2012).

Toutefois, lorsqu'on considère des niveaux cibles plus modestes d'activité physique, environ 70 % des jeunes sont au moins modérément actifs. Ce niveau d'activité équivaut à au moins 30 minutes de marche par jour ou à un cours d'activité physique d'une heure au moins trois fois par semaine.

Statistique Canada (2011). « Activité physique durant les loisirs, 2010 », Feuilles d'information sur la santé, Catalogue de Statistique Canada no 82-625-XWE. <http://www.statcan.gc.ca/pub/82-625-x/2011001/article/11467-fra.htm> (consulté le 3 avril 2012).

Les éducateurs et les parents se sont employés à informer les élèves au sujet des modes de vie sains. Toutefois, les données indiquent qu'il reste encore beaucoup de travail à faire. Comment pouvons-nous inciter les jeunes à opter pour un mode de vie sain et à prendre soin d'eux-mêmes?

Données et articles de Statistique Canada pour la santé



Il est possible de transmettre ce message aux jeunes à l'aide de l'information offerte sur le portail [La santé au Canada](#) dans le site Web de Statistique Canada. Ce guichet unique permet aux enseignants d'accéder rapidement à des données. Par exemple, la barre de menus à droite contient la section Bilan de santé du Canada qui renferme des statistiques à jour sur les principaux indicateurs de la santé. Saviez-vous qu'entre les années de 2006 à 2008, l'espérance de vie à la naissance des femmes était de 83,1 années et celle des hommes était de 78,5 années?

Sur le portail, vous trouverez de courts feuillets d'information faciles à lire et des tableaux sommaires présentant des aperçus des statistiques sur la santé s'adressant aux élèves du primaire ainsi que des articles approfondis et la vaste base de données interrogeable CANSIM destinés aux élèves du secondaire. Jetons un coup d'œil aux ressources offertes :

- Rendez-vous à l'adresse www.statcan.gc.ca.
- Faites défiler l'écran vers le bas jusqu'à l'option En vedette située dans la barre de menus à droite, puis cliquez sur La santé au Canada.
- La barre de menus située à gauche sert d'outil de navigation dans cette section du site Web.

Ressources destinées aux élèves des cycles moyen et intermédiaire



Feuillets d'information sur la santé : Ces courts feuillets d'information se composent d'articles contenant des tableaux et des graphiques simples qui donnent un bref aperçu des principaux sujets liés à la santé. Recherchez des feuillets d'information sur différents sujets, notamment sur l'asthme, le diabète, le tabagisme, l'exposition à la fumée secondaire à la maison et l'activité physique durant les loisirs.

Servez-vous des renseignements du feuillet d'information **Consommation de fruits et de légumes, 2010** pour stimuler la discussion pendant le cours sur la santé :

En 2010, 43,3 % des Canadiens de 12 ans et plus ont déclaré avoir consommé des fruits et des légumes au moins cinq fois par jour, ce qui représente une baisse par rapport à 2009 (45,6 %).

Statistique Canada (2011). « Consommation de fruits et de légumes, 2010 », *Feuillets d'information sur la santé*, Catalogue de Statistique Canada no 82-625-XWE. <http://www.statcan.gc.ca/pub/82-625-x/2011001/article/11461-fra.htm> (consulté le 5 avril 2012).

Puisque la consommation d'au moins cinq portions de fruits et de légumes par jour est l'indicateur actuel d'une alimentation saine, vous pourriez discuter des raisons de cette diminution en classe.

En outre, les enseignants des arts du langage peuvent se servir des feuillets d'information sur la santé comme exercice de compréhension de textes. Les

enseignants de mathématiques trouveront des données intéressantes pour les activités de lecture de tableaux et de création de graphiques de tous genres, notamment les graphiques circulaires, linéaires et à barres.

Visitez régulièrement cette page, car nous ajoutons des sujets lorsque les données deviennent disponibles.

Tableaux sommaires sur la santé : Les tableaux sommaires donnent aux élèves un bref aperçu des données sur la santé, réparties en sous-thèmes, p. ex., l'incapacité, les maladies et l'état de santé, le mode de vie et les conditions sociales, la santé mentale et le bien-être. Cliquez sur un sous-thème pour afficher la liste des tableaux de données particuliers sur différents sujets.

Tableaux sommaires	
Indice de masse corporelle autodéclaré, embonpoint ou obésité, jeune, selon le sexe	2007
(Nombre)	
Total, 12 à 17 ans	419 617
Hommes	275 672
Femmes	143 945

Dans le sous-thème Mode de vie et conditions sociales, choisissez le tableau Fumeurs, selon le groupe d'âge et le sexe afin de consulter les données suivantes :

Fumeurs, selon le groupe d'âge et le sexe
(Nombre de personnes)

	2005	2007	2008	2009	2010
	nombre de personnes				
Total, 12 ans et plus	5 874 689	6 112 442	6 009 311	5 730 321	5 967 259
Hommes	3 155 944	3 377 112	3 370 225	3 169 054	3 435 320
Femmes	2 718 745	2 735 330	2 639 086	2 561 267	2 531 940
12 à 19 ans	405 109	403 212	382 961	371 279	375 512
Hommes	204 113	213 296	216 498	210 318	222 712
Femmes	200 996	189 916	166 463	160 961	152 800

Statistique Canada [s. d.]. « Fumeurs, selon le groupe d'âge et le sexe » [tableau], Tableaux sommaires, dernière mise à jour le 21 juin 2011. <http://www.statcan.gc.ca/tables-tableaux/sum-som/102/cst01/health73a-fra.htm> (consulté le 5 avril 2012).

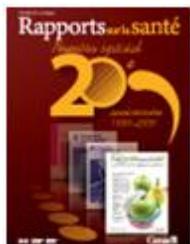
Les élèves constateront que le nombre total de fumeurs du groupe d'âge des 12 à 19 ans a diminué dans l'ensemble depuis 2005, tandis que le nombre réel de fumeurs de sexe masculin a augmenté pendant cette période. En revanche, le nombre de fumeuses a diminué. En outre, la proportion de jeunes fumeurs a augmenté de 2009 à 2010. Est-ce le début d'une nouvelle ère de tabagisme chez les adolescents?

Ressources destinées aux élèves des cycles intermédiaire et supérieur

Les élèves des cycles intermédiaire et supérieur considéreront les feuillets d'information sur la santé et les tableaux sommaires sur la santé comme de bons outils de base pour leurs recherches, mais ils auront probablement besoin de renseignements plus approfondis pour les projets et les discussions en classe. Les publications *Coup d'œil sur la santé* et *Rapports sur la santé* sont de bonnes sources d'articles. Pour obtenir des données, consultez CANSIM, vaste base de données socioéconomiques canadiennes sur la vie au Canada.

Coup d'œil sur la santé : La nouvelle série Coup d'œil sur la santé renferme des articles de longueur moyenne qui sont excellents pour les lecteurs du cycle

intermédiaire recherchant une introduction substantielle concernant certains sujets sur la santé. Chaque article contient un encadré **Faits saillants** présentant les constatations clés ainsi que plusieurs tableaux, cartes et graphiques visant à expliquer les données. Les sujets actuels sont les suivants : [Le cancer au Canada](#), [Les blessures au Canada](#) et [Variations en matière d'espérance de vie à la naissance](#).



[Rapports sur la santé](#) : Les articles contenus dans les Rapports sur la santé sont plus longs et présentent des analyses plus détaillées des données et du problème de santé. Les articles examinent les facteurs sociaux liés à l'évolution des tendances et leurs implications pour l'avenir. Utilisez l'option de recherche Recherche par sujet dans la barre de menus à gauche pour repérer la liste des [sujets](#).

- Dans la catégorie **Asthme**, recherchez le titre [L'asthme et le rendement scolaire](#);
- Dans la catégorie **Diabète**, recherchez le titre [Consommation de sucre chez les Canadiens de tous âges](#);
- Dans la catégorie **Jeunesse**, recherchez l'article récent [Comportement sexuel et utilisation du condom chez les 15 à 24 ans en 2003 et en 2009-2010](#) ou [Heures de travail et santé des élèves à temps plein](#).

[CANSIM](#) : CANSIM est la base de données socioéconomiques du Canada. Avec plus de 43 millions de séries chronologiques, elle offre des données sur presque toutes les facettes de la vie de la population canadienne. Beaucoup d'enseignants et de bibliothécaires pourraient être plus habitués à E-STAT, outil de recherche de données de Statistique Canada mis au point au cours des années précédentes afin d'offrir un accès gratuit aux données de CANSIM aux intervenants du milieu de l'enseignement. Vous ne savez peut-être pas que CANSIM est désormais offert gratuitement à tous les utilisateurs. Ainsi, les élèves et les enseignants peuvent utiliser l'un ou l'autre ou les deux.

Toutefois, veuillez noter qu'à compter du 30 juin 2012, E-STAT ne sera plus mis à jour chaque année. Nous vous encourageons à consulter la base de données gratuite CANSIM pour obtenir les données canadiennes les plus actuelles.

Données sur la santé des jeunes dans CANSIM

L'Enquête sur la santé dans les collectivités canadiennes (ESCC) est une enquête sur la santé importante au Canada. Puisque les données sont recueillies tous les ans ou tous les deux ans, cette enquête fournit de l'information sur l'état de santé actuel dans notre pays. Voici un échantillon de cinq indicateurs de la santé des jeunes, provenant de CANSIM : usage quotidien du tabac, consommation de fruits et de légumes, activité physique durant les loisirs, indice de masse corporelle autodéclaré et port régulier d'un casque de vélo.

Tableau A – Données sur les jeunes pour cinq indicateurs de la santé, selon le sexe

Indicateurs de la santé, pour le groupe d'âge de 12 à 19 ans, en 2010	Les deux sexes (%)	Hommes (%)	Femmes (%)
Fume actuellement, tous les jours	6.0	6.8	5.1
Consommation de fruits et légumes, 5 fois ou plus par jour	49.3	48.3	50.4
Activité physique durant les loisirs, modérément actif ou actif	70.6	75.8	65.4
Indice de masse corporelle autodéclaré, jeune (12 à 17 ans), embonpoint ou obèse	20.0	23.7	16.1
Porte un casque à bicyclette, toujours	31.8	28	36.5

Statistique Canada [s. d.]. « Tableau 105-0501 Profil d'indicateurs de la santé, estimations annuelles, selon le groupe d'âge et le sexe, Canada, provinces, territoires, régions sociosanitaires (limites de 2011) et groupes de régions homologues, occasionnel » [tableau], CANSIM [base de données], dernière mise à jour le 21 octobre 2011. <http://www5.statcan.gc.ca/cansim/home-accueil?lang=fra&tz=120308> (consulté le 3 avril 2011).

Dans le groupe d'âge des 12 à 19 ans en 2010, nous constatons que :

- **seulement la moitié des jeunes de ce groupe d'âge consomme des fruits et des légumes au moins cinq fois par jour (mesure indiquant un régime alimentaire sain);**
- **le cinquième des jeunes de ce groupe d'âge s'est déclaré obèse ou a déclaré souffrir d'embonpoint;**
- **moins du tiers porte toujours un casque à bicyclette.**

En outre, bien que les garçons soient plus actifs physiquement que les filles durant les loisirs, les filles sont plus susceptibles de prendre d'autres mesures pour demeurer en bonne santé. Les filles sont :

- **moins susceptibles de fumer tous les jours;**
- **plus susceptibles de consommer des fruits et des légumes au moins cinq fois par jour;**
- **moins susceptibles d'être obèse ou de souffrir d'embonpoint;**
- **plus susceptibles de toujours porter un casque de vélo.**

Même si une bonne partie de ces nouvelles sont décourageantes compte tenu des efforts déployés pour promouvoir les choix de modes de vie sains au cours des deux dernières décennies, un examen de l'évolution des chiffres au cours des neuf dernières années nous indiquera peut-être si des changements ont été réalisés. Lancez Internet et essayez de trouver des données dans CANSIM.

Apprenez à trouver et à créer des tableaux de données dans CANSIM

- 1. Rendez-vous à l'adresse www.statcan.gc.ca. Sélectionnez Français (ou Anglais);**
- 2. Dans la barre de menus à droite, repérez le titre Thèmes populaires. Cliquez sur CANSIM.**

Remarque : Pour obtenir une bonne introduction à l'utilisation de CANSIM, consultez le Tutoriel d'introduction à la nouvelle interface de CANSIM à l'adresse <http://www.statcan.gc.ca/about-aperçu/video/cansim-fra.html> (en haut de la page).

Il existe deux méthodes pour trouver des données sur la santé des jeunes :

- saisissez un terme de recherche dans la case Recherche dans CANSIM située en haut de la page;
- faites défiler l'écran vers le bas jusqu'à la case Parcourir CANSIM par sujet et sélectionnez une option dans la liste de sujets.

Dans le cas présent, nous utiliserons la case Recherche dans CANSIM à l'aide des termes santé jeunes.

Remarque : Si vous avez trouvé un numéro de tableau CANSIM dans une recherche précédente, vous pouvez le taper directement dans la case Recherche dans CANSIM au lieu d'effectuer une recherche à l'aide d'un mot clé.

Une liste de tableaux s'affiche. Examinez la liste et choisissez un tableau à l'aide des mots clés de la description pour vous aider. Dans le présent cas, nous souhaitons obtenir des données sur la santé selon l'âge, ainsi nous essayerons le tableau no 105-0501. Cliquez sur le numéro du tableau.

L'aperçu initial du tableau de données apparaît dans l'onglet Tableau de données qui présente seulement un échantillon des données disponibles dans le tableau complet. Dans le présent cas, une liste de 34 indicateurs de la santé apparaît (les données ont été recueillies par les services de santé à l'échelle du Canada au cours des cinq dernières années). Puisque nous recherchons en particulier des données sur les jeunes, nous devons apporter des changements aux données affichées afin de mettre l'accent sur le groupe d'âge des 12 à 19 ans. Cliquez sur l'onglet Ajouter/Enlever des données en haut de la page.

Dans l'onglet Ajouter/Enlever des données, nous devons sélectionner au moins une option à chaque étape.

Étape 1 : Pas de changement (Canada);

Étape 2 : Décocher la case située à droite de Tout, puis cocher l'option 12 à 19 ans;

Étape 3 : Pas de changement (Les deux sexes);

Étape 4 : Décocher la case située à droite de Tout, puis cliquez sur + Agrandir à droite pour voir toutes les options et cocher seulement les options suivantes :

Fume actuellement, tous les jours

Consommation de fruits et légumes, 5 fois ou plus par jour

Activité physique durant les loisirs, modérément actif ou actif

Indice de masse corporelle autodéclaré, jeune (12 à 17 ans)*, embonpoint ou obèse

Porte un casque à bicyclette, toujours

Étape 5 : Décocher l'option Nombre de personnes, puis cocher l'option Pourcentage;

Étape 6 : De 2003 à 2010;

Étape 7 : Tableau HTML, périodes = colonnes;

Étape 8 : Cliquer sur Appliquer.

Le tableau suivant devrait apparaître :

Tableau B – Données sur les jeunes pour cinq indicateurs de la santé, de 2003 à 2010

Indicateurs de la santé	Pourcentage de le groupe d'âge de 12 à 19 ans (%)					
	2003	2005	2007	2008	2009	2010
Fume actuellement, tous les jours	9.1	6.9	7.5	6.8	6.8	6
Consommation de fruits et légumes, 5 fois ou plus par jour	45.3	49	48	49.3	49.2	49.3
Activité physique durant les loisirs, modérément actif ou actif	72	71.1	70.5	69.2	71	70.6
Indice de masse corporelle autodéclaré, jeune (12 à 17 ans), embonpoint ou obèse	n/a	19.4	18.7	19.3	19.7	20
Porte un casque à bicyclette, toujours	n/a	n/a	n/a	n/a	30.6	31.8

Statistique Canada [s. d.]. « **Tableau 105-0501 Profil d'indicateurs de la santé, estimations annuelles, selon le groupe d'âge et le sexe, Canada, provinces, territoires, régions sociosanitaires (limites de 2011) et groupes de régions homologues, occasionnel** » [tableau], CANSIM [base de données], dernière mise à jour le 21 octobre 2011. <http://www5.statcan.gc.ca/cansim/home-accueil?lang=fra&tz=120308> (consulté le 3 avril 2011).

Deux secteurs se sont améliorés au cours des neuf dernières années. En effet, on constate une diminution marquée du taux de tabagisme quotidien chez les jeunes et une augmentation de leur consommation de fruits et de légumes.

Effectuez des essais avec d'autres groupes d'âge pour chacun des cinq indicateurs afin d'examiner en profondeur les nouvelles tendances en matière de santé ou bien comparez les pourcentages des jeunes de sexe masculin et de sexe féminin. Afin que le tableau de données soit simple, cochez seulement un indicateur à la fois.

Projets de gestion de données

Dans certains cours, les élèves ont besoin de données pour un projet de recherche et beaucoup s'intéressent aux données sur la santé. Ils pourraient se servir du tableau 105-0501 mentionné ci-dessus comme outil de base de leur projet. Par exemple, il serait intéressant de comparer le taux de tabagisme quotidien chez les jeunes de sexe masculin et de sexe féminin au fil du temps ou d'évaluer si le taux d'embonpoint et d'obésité a changé.

Les élèves peuvent aussi saisir un mot clé dans la case Recherche dans CANSIM et trouver de nombreux autres tableaux de données liés à la santé.

De plus, les élèves peuvent effectuer des recherches par sous-thème dans le portail La santé au Canada :

- www.statcan.gc.ca
- **La santé au Canada** (dans la section En vedette dans la barre de menus à droite);
- **Sous-thèmes de la santé** (dans la section Rechercher dans la barre de menus à gauche).

Chaque sous-thème contient des liens vers des articles et des données pertinents figurant dans *Le Quotidien*, les tableaux sommaires, les tableaux du Recensement, les tableaux CANSIM et les publications.

Vous pouvez trouver d'autres ressources dans l'encadré Produits vedettes situé dans la barre de menus à droite. Par exemple, jetez un coup d'œil aux guides suivants qui rassemblent des ressources pour les thèmes présentant un grand intérêt pour les élèves :

- [Grossesse chez les adolescentes : Guide des plus récents renseignements](#)
- [Tabagisme : Guide des plus récents renseignements](#)
- [Suicide : Guide des plus récents renseignements](#)

Encouragez les élèves à examiner différents thèmes avant d'en choisir un afin qu'ils stimulent leurs idées et qu'ils s'assurent que des renseignements adéquats sont disponibles sur leur sujet d'intérêt.

Enquête sur la santé dans les collectivités canadiennes : fichier de microdonnées à grande diffusion

Si les élèves ont besoin de données brutes ou non traitées pour des projets de données plus complexes, les microdonnées tirées du [fichier de microdonnées à grande diffusion \(FMGD\)](#) de l'Enquête sur la santé dans les collectivités canadiennes (ESCC) sont offertes sur CD-ROM. Ce produit donne aux élèves un accès à deux fichiers de microdonnées distincts, chacun contenant plus de 1250 variables, l'un pour l'année 2009-2010 et l'autre pour l'année 2010.

Bien que quelques données varient dans une certaine mesure selon la région sociosanitaire, les élèves pourront extraire des données des modules, notamment :

- l'accès aux services de soins de santé;
- la consommation d'alcool hebdomadaire;
- la consommation d'aliments;
- les visites chez le dentiste;
- la conduite automobile et la sécurité;
- les problèmes de santé chronique;
- et bien d'autres thèmes.

Les enseignants ayant utilisé les données de l'ESCC avec leurs élèves ont été très heureux de trouver une source de données qui était intéressante pour les élèves, assez vaste pour effectuer des analyses statistiques fiables et accessible à tous les élèves en classe.

Kelly Blair, enseignante au Rideau District High School à Elgin, en Ontario, relate son expérience concernant l'utilisation des données de l'ESCC avec ses élèves :

« L'ensemble de données de l'ESCC est très utile pour mes élèves en gestion de données (MDM4). Les ensembles de données sont pertinents, à jour et

disponibles pour différentes périodes d'une analyse de séries chronologiques. J'aime particulièrement le fait que les élèves puissent choisir une grande variété d'attributs pour examiner notamment différents groupes d'âge, groupes socio-économiques, selon l'emplacement géographique. Cela offre une souplesse aux élèves leur permettant d'examiner des questions qui les intéressent particulièrement. Les données sont analysées facilement à l'aide du logiciel fourni Beyond 20/20 ou exportées dans Excel. De plus, le vaste ensemble de microdonnées sur la santé permet aux élèves d'étudier les corrélations comme s'ils étaient de vrais statisticiens! »

Le logiciel Beyond 20/20, qui est inclus, permet d'extraire rapidement des données de ce vaste ensemble de données et de les regrouper automatiquement selon des niveaux géographiques particuliers. Des documents détaillés, y compris le questionnaire complet, le guide de l'utilisateur et d'autres documents, sont fournis avec les données et le logiciel dans le CD-ROM. D'autres documents de soutien destinés aux enseignants sont offerts en ligne. Le CD-ROM de l'ESCC (FMGD) est offert gratuitement en remplissant le [bon de commande pour les produits et services](#).

Nous souhaitons tous aider les jeunes à définir la voie à suivre pour vivre en bonne santé pendant le reste de leur vie. Servez-vous de ces ressources de Statistique Canada pour leur fournir les renseignements pertinents qui les aideront à prendre leurs propres décisions.

Pour obtenir de plus amples renseignements sur les ressources liées à la santé offertes dans le site Web de Statistique Canada, téléphonez à la ligne d'assistance nationale au 1-800-263-1136 ou envoyez un courriel à l'adresse infostats@statcan.gc.ca.

À propos de l'auteure : Angela McCanny, enseignante de mathématiques, travaille avec les responsables du Programme de soutien à l'éducation de Statistique Canada depuis les sept dernières années.

I might write the books but you bring them to life. . .

Sheree Fitch

talks about writing and
about reading and how it,
"Transports. Transforms. Informs."

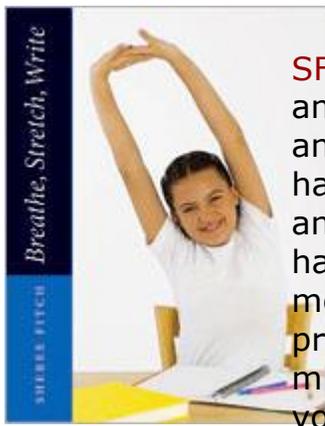


Sheree Fitch
"I had a Grade Two teacher who said, 'Write!'"

Sheree Fitch is an award winning author of twenty-seven books for children, teenagers and adults. However, the best way to give a sense of the spirit of her work is to quote her description of herself in the welcome to her virtual "Seriously Joy-filled World of Words!": "I'm a writer, reciter, a speaker, a teacher, a sister, a daughter, a mother, a wife. A listener, a seeker, a maker of nonsense, a reader, a leader, a lipslippery fool. A doctor, a walker, a talk-talk-talk- talker, a giggle-glad Oma, an odd sort of soul./ Yearner and learner/ An ever beginner! / Hope is my teacher / Life is my school.

Despite having to deal with a death in her family, she generously agreed to speak to *SLiC's* readers about her work and her experiences as a writer and as a reader.

SLiC - As you know, the theme of this issue of *School Libraries in Canada* is "School Libraries in Canada Get Fit." That is what attracted our attention to your recent book, *Breathe, Stretch, Write: Learning to Write with Everything You've Got*. Where did your consciousness of the connection between physical activity and writing originate? Why did you decide to write this book?



SF - In my own work and life -- I need to move in order to think and know things through my body -- writing is a very physical and sensory activity -- as well as intellectual and emotional. I have always been outdoorsy and athletic type -- studied fitness and yoga -- and I saw the difference in my own creativity and hatching of ideas. I gave workshops to teachers and they wanted me to pass on this approach. This is only one of many ways to prompt writing but it is very important, I think, in opening up minds and hearts and providing space and time for authentic voices and visions.

ISBN: 9781551382562

SLiC - What do you remember about school libraries as you were growing up?

SF - There were not any! Really.

SLiC - What were your favourite books when you were a child and when you were a young adult? Why did they attract you?

SF - *Heidi*, *Swiss Family Robinson* and poetry. Adventure and the musicality of language and a well told tale -- They were simply, utterly magic to me.

SLiC - What do you like to read now? Why do you like it?

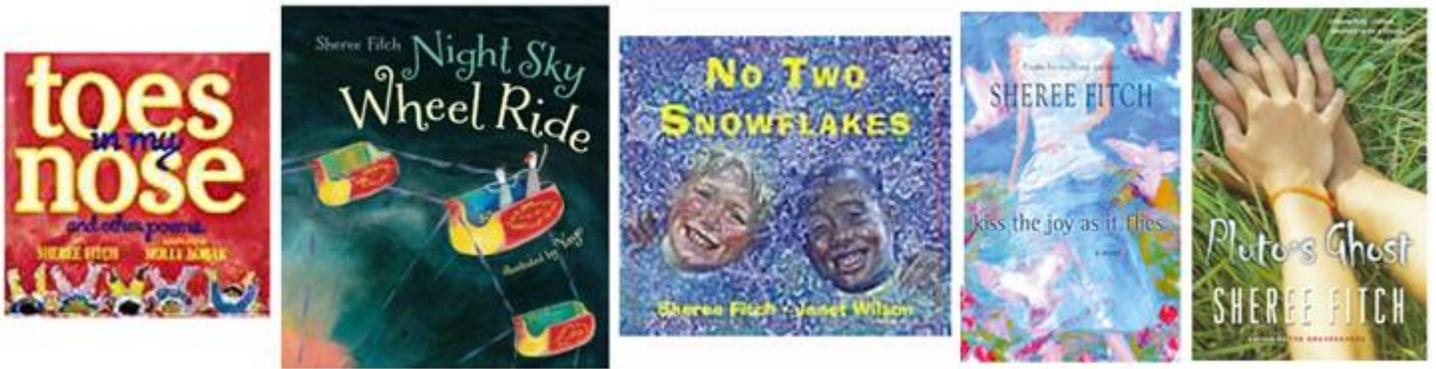
SF - I have very eclectic tastes including everything from literary novels to fun reads and mysteries, poetry, and philosophy. I think I enjoy them for the same reason I enjoyed the books I read when I was a child. They provide an opening to other worlds. Reading helps make sense of this world I suppose. Transports. Transforms. Informs.

SLiC - How did you become a poet and author?

SF - I had a Grade Two teacher who said, "Write!" I had parents who read to me. I had children who inspired me. And I had great editors who said, "Yes!"

SLiC - What inspired you to write your first book, *Toes in My Nose*, in 1987?

SF - My children -- watching their everyday lives. Listening to the music and magic.



This small sample of Sheree Fitch's books shows their appeal for audiences from pre-school to adult.

SLiC - Since then you have published more than twenty other children's books and young adult novels and won awards ranging from the Mr. Christie Award to the Vicky Metcalf Award for a body of work inspirational to Canadian children. What are the most important elements in your success as a writer?

SF - I never gave up--had ten years of rejection before my first yes. I really am led by the story or poem I need to tell, not the writer I want to be; and I know that I do not know, and never will know, all there is to know about writing. I'm a life long learner.

SLiC - Your work as an author, a good will ambassador for UNICEF and as a champion of literacy education has taken you from Uganda, Tanzania, Kenya, Belize, Mexico and Bhutan to Canada's arctic tundra. What has been your most gratifying accomplishment in your travels? What is the most important lesson you have learned in your travels?

SF - Standing on the arctic tundra and knowing the world is so vast and yet interconnected. On a mountain in the Himalayas and the great wall of China. Vast and huge and mysterious- this world. Experiencing that oneness in other places and calling that experience home and bringing that back home with me.

SLiC - What is the most important lesson you have learned in your travels?

SF - Lesson : Travel lightly and with an open heart. Assume nothing.

SLiC - Why did you decide to write your first novel, *The Gravesavers*?

SF - The C.B.C. commissioned a short story, and I wrote one, and the character Minn said she wanted a whole book.

SLiC - Your biography states that you were born in Ottawa but you have been quoted as calling this novel "a celebration of your roots." What are your Maritime roots?

SF - I am a Maritimer to the core!!!! I was only in Ottawa eight months ! That was an aberration. New Brunswick and Nova Scotia are home to me and my folks as well.

SLiC - How was the experience of writing your adult novel, *Kiss the Joy as It*

Flies different from your other experiences as a writer?

SF - I could make dirty jokes. I mean adult dirty jokes. I swore. I gnashed my teeth and roared a terrible roar.

SLiC - What has been your most memorable experience in a school library?

SF - O dear ---so many many many memorable moments in school libraries. A few years back there was this exchange:

How old are you ?

I am 50. (A chorus of OHHHH,that's old.)

Yes, that's half a century.

Are you a legend?

HA! Yes, I'm a legend in my own rhyme. No, I'm kidding, I'm not a legend.

Then ..are you ... like a.... miracle ...?

(The teachers all teared up and so did I.)

Um, yes, I said and so are you and you and you and you.

And .. all felt very miraculous that day indeed. Then there was the school Plum Tree Park ... who decorated every nook and cranny with mice the students had made -- and one boy brought in his pet mouse. Another time, seriously, chicks hatched and peeped to sleeping dragons all around. At another school, Floradale, the librarian translated the last lines of *No Two Snowflakes* into all the different languages in that school. So, so many good memories.

SLiC - What projects are you working on right now? What is it about this work that engages you?

SF - A novel for adults again. VERY Dark so far! I think I need to explore an adult world again -- I've just lost my brother -- three months today in fact and I think I am angry and sad and maybe I can transform that energy by creating a world ... I also have to take my own advice and get moving again! Grief is felt in the body --I am going to a creative dance class on Friday.

Also, I am editing an anthology of Atlantic poetry for children. A lifelong dream. FUN! PLAY! And something of historic significance for my region.

SLiC - Do you think the meaning of literacy is changing as technology becomes increasingly ubiquitous?

SF - I think the aim will be the same -- how can we we have faith in our voices and the ability to say what we need to say (or read or write) so that we keep understanding what it really means to be human?

SLiC - How is technology changing your work?

SF - I am using Dragon natural speaking on my manuscripts. I am not a great typist. LOVE IT! Also, am connected to others through social media in a way I never was before, so I feel much less isolated, and that can be a good thing and a bad thing. (An easy distraction when the page is too hard!)

SLiC - Is there anything else you would like to say to our readers who work in or are supporters of Canada's school libraries?

SF - I love you. I love you. I love you. A book cannot be a book without being read. I owe such a debt of gratitude to teachers and teacher librarians. I once tried to pay it back by creating Mrs. Reed, a teacher librarian, in *The Other Author Arthur* ... but that is just a nod for the years of storytelling magic I've enjoyed as a writer in libraries.

I might write the books but you bring them to life by reading them.

So, yes, thank you.

SLiC - On behalf of the school library community I would like to extend condolences to you and your family on the loss of your brother and offer special thanks both for this interview and for all of your work that has entertained and helped to educate school library patrons of many ages at many grade levels.

Visit Sheree Fitch's Blog at <http://www.shereefitch.com/> to see Young Canada Book Week memorabilia and other things.

Save the date! Kaleidoscope 10 November 1-3rd
2012



The Kaleidoscope Children's Literature Conference is presented by the Alberta Teacher's Association and the Alberta School Library Council of the ATA. Kaleidoscope 10 "Twisting the Lens" will take place in Calgary, November 1st, 2nd & 3rd 2012. Kaleidoscope is a celebration of Children's Literature and has assembled hundreds of international writers, illustrators and publishers over its long and colourful history. Look for the Kaleidoscope 10 website launch November 1st, 2011 at www.kaleidoscopeconference.ca for early registration information and confirmed authors. Information will also be available from the ASLC website <http://ask.ca/>.

School Library Profile

Thank you to Rachel Florence, the teacher-librarian at Connaught School in North Battleford, Saskatchewan, for this library profile. You are invited to submit your own school library for consideration to be featured in a future edition of *School Libraries in Canada*. The form is available at:

English - <http://clatoolbox.ca/casl/slicv27n1/profile.doc>

Français - <http://clatoolbox.ca/casl/slicv27n1/profil.doc>



Photo Credit: Rachel Florence

"Nothing better than losing yourself in a good book!"

Connaught School is located in the city of North Battleford, a recently booming community of approximately 18 000 people. Connaught, with an enrolment of about 250 students, is one of six public elementary schools in the Battlefords. We have a teaching staff of 15 and a support staff of 17. In the library, we have a .5 teacher librarian and a .5 library technician to help support staff and students throughout the school day. This combination ensures that our library is staffed 80% the time. Traditionally, Connaught has a transient population with as many as 125 students coming and going throughout the year. This certainly keeps our staff hopping!

In the last year, our library has undergone many changes. We have culled many outdated, insensitive, inaccurate, and worn resources and added many teacher-evaluated new ones with age and contextual appropriateness considered. The physical space has also changed. The shelving now surrounds the perimeter of the library rather than set in deep rows. Impressively, this shelf modification alleviated congestion and enhanced organization as well improved discipline issues. Students are now always within sight while in the library.

Our library is small, but mighty! It is comfortable, open and inviting. The library is well used by staff and students for a variety of reasons including class meetings, small groups, locating resources or books of interest, clubs, story-time, drop-ins, as well as a regular book exchange using our automated system. Students are also encouraged to come to the library to curl up with a book anytime at all. You will often find our tub chairs and ottomans full of engaged students diving deep into a book.

We have worked hard to give our library a bit of a bookstore feel. We have put popular series books in baskets as well as started a junior fiction and nonfiction section. We try very hard to make the library accessible for every student. Books are displayed and often set on the shelf facing the “customer” rather than only spine out. Our most popular books are the modern diary type books, graphic novels, and Robert Munsch. Younger elementary students love anything superhero, princess, or Barbie and the Mature section is a huge hit with grades seven and eight.



Photo Credit: Rachel Florence

Grade Three students searching for good fit books in the library.

One of my favorite things to do is pop into classes on Friday mornings. Sounds old fashioned, but this time to connect with each class is a wonderful time for us all. I put on my reading shirt, which is pinned and decorated with mementoes of all of my favorite stories, and go from class to class reading or sharing stories. I visit each grade and spend a good amount of time with them. I really believe this keeps our library always present in the student’s mind and helps me to role model the pure joy in reading.

Being the teacher-librarian, I have the marvelous opportunity to really get to know the students. I learn their reading abilities and preferences. This helps me make appropriate choices for the library as well as for individual students. It is wonderful to catch up with them in the hallway to let them know a new possibility has arrived.



Photo Credit: Rachel Florence
 "You've got to read this book!"

This year our school was very fortunate to be awarded the Indigo Love of Reading Grant. This grant enables us to buy \$15 000 worth of books each year for three years. We are one year in and you can already see the amazing results these new books and resources have had in the students and staff.

Connaught School is unique in that we offer a 1-1 environment. This means we provide a technological device to each student in the school - a laptop, netbook, iPad or iPod. Students can often be found working in the library as they access information from many different sources.

Our library is alive and I am looking to next year with excitement. Inquiry projects with teachers and students, online book groups, book trailers, story theatre and many more projects to come.

[Submit your school library profile for consideration for publication in a future issue of *School Libraries in Canada*.](#)

School Library Profile for School Libraries in Canada

Would you like other school libraries to see your school library? If so, please submit a school library profile for consideration for inclusion in *School Libraries in Canada*. <http://www.slc.ca/016/schools.html>, the Canadian Association of School Librarians' on-line journal. With the participation of teachers and other readers in school libraries across the country, we hope to show the diversity of school libraries and the commitment they show across Canada. We also hope to show how much we have to commend as we work to promote literacy and develop research skills.

Submissions can be sent by email to slc@slc.ca or mailed to:

Denise Goss
 20 Lunge College Institute
 20 Lunge Lane
 Ottawa, Ontario
 K2P 0B9

While all submissions will be considered, not all submissions will necessarily be published. It is not necessary to complete all sections of the school profile and, if you prefer, you can submit the profile to someone from your staff.

Name of School		Address	
Description of Community			
Contact Person		Contact Email	
Gender	Female	Male	
Number of Teacher-Librarians	Number of Students	Number of Teachers	
Number of Librarians	Number of Librarians	Number of Librarians	
Type of Collection	Number of Computers		
Special Programs			
Most Popular Books (or Resources)			

[School Library Profile \(.pdf\)](#)
[Profile.doc](#)

Profil d'une bibliothèque scolaire pour School Libraries in Canada

Vous aimeriez faire connaître votre bibliothèque scolaire auprès d'autres bibliothécaires? Si c'est le cas, veuillez remplir le formulaire qui suit et le faire parvenir à *School Libraries in Canada*. <http://www.slc.ca/016/schools.html>, le journal en ligne de la Canadian Association of School Librarians'. Avec la participation des enseignants et d'autres employés travaillant dans les bibliothèques scolaires de partout au pays, nous espérons illustrer la diversité des bibliothèques scolaires et des collections qu'elles détiennent. Nous souhaitons aussi mettre en lumière combien nous avons à nous vanter dans nos démarches quotidiennes pour favoriser la littératie et l'acquisition de techniques de recherche.

Veuillez faire parvenir le profil de votre bibliothèque par courriel à slc@slc.ca ou par courrier à:

Denise Goss
 20 Lunge College Institute
 20 rue Lunge
 Ottawa (Ontario)
 K2P 0B9

Tous les profils seront examinés, mais ils ne seront pas nécessairement publiés. Il n'est pas obligatoire de remplir toutes les cases du formulaire. À noter que vous pouvez aussi envoyer votre profil sous forme alternative.

Nom de l'école		Adresse	
Description de la collectivité scolaire :			
Personne à contacter		Courriel de la personne à contacter	
Niveau(s) enseignés	Nombre d'élèves	Nombre d'enseignants	
Nombre de bibliothécaires	Nombre de bibliothécaires	Nombre de techniciens en documentation	
Taille de la collection	Nombre d'ordinateurs		
Programmes spéciaux :			
Livres ou ressources les plus populaires :			

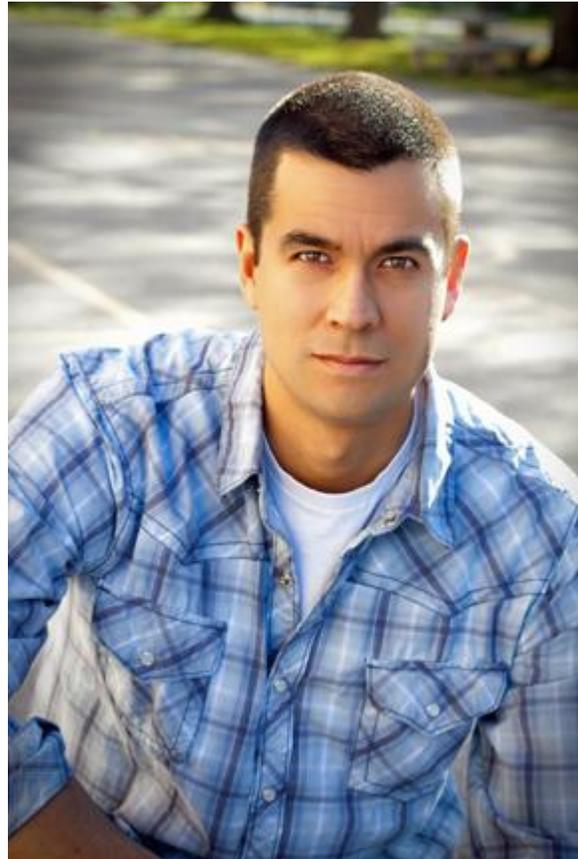
[Profil d'une bibliothèque scolaire \(.pdf\)](#)
[Profil.doc](#)

Just keep doing what you're doing – and that's getting people to read

A graphic novelist
with ties to Northern Manitoba

David Alexander Robertson

tells *SLiC* about his quest
discover his own roots
and to engage youth.



David Alexander Robertson--Graphic Novelist
author and ardent reader!

Currently working in Aboriginal workforce development, David Alexander Robertson is a Swampy Cree Writer who wrote his first book, "The Bestest Poems I Ever Sawed," in grade three. He went on to get a BA in English from the University of Winnipeg. Since then he has used his creative talents to fight racism, sexism, and indifference with his graphic novels, *The Life of Helen Betty Osborne* (2008), and the *7 Generations* series (2009–2011). His most recent work, *Sugar Falls: A Residential School Story*, was released in 2012. From his home in Winnipeg, David kindly agreed to answer some questions from *School Libraries in Canada*.

SLiC - Why have you chosen to use the graphic novel form to tell stories about the experiences of First Nations people?

DAR - There are numerous reasons, so I'll try to break them down for you. At the start of this journey, about 2006, I wanted to find the best way possible to engage and educate youth. I loved comic books while growing up - I mean, when I say love I mean deeply in love. There are a few cardboard boxes full of them at my parents' house - it was the only way to get me to read back then, and I figured that if you gave a student the option of learning from a comic book they would jump at it. Today, I see that the choice I made was correct.

The graphic novel – a form of sequential art – is an incredible tool to educate. It speaks to sophisticated readers, struggling readers, and those that are hard to reach (the latter two typical of boys, like me). But more than this, they function as a fabulous way to promote learning in a variety of subjects – and an excitement to learn more. It also is a way to connect us with our past. We used to communicate through pictures – wall paintings are the first form of sequential art – and we are and have always been visual people, visual learners. In the end, it just makes perfect sense. Let's not forget, too, that graphic novels have exploded in popularity over the past several years. In this way, I was lucky to catch that wave of popularity.

SLiC - Given the need for resources for teaching about the experiences of First Nations, the success of your graphic novels in educational markets is not surprising, but why do you think they have also enjoyed considerable success with a wider audience?

DAR - The short answer for that is because graphic novels are just cool, and more so now than they have ever been. You can thank Hollywood for that in many ways, but whomever you want to thank, the fact is that when kids read comic books (or graphic novels) they are learning to read and developing better reading skills – whether they're inside the classroom or not. So, there's the whole popularity thing, which is great. But in the end, I'd have to say that if a story isn't good, nobody will buy it no matter what kind of format the story is in. I'd like to think, then, that my books have done well because people connect with the story; it has honest emotions, depth and complexity in all the best ways. The whole graphic novel thing simply helps facilitate that connection.

SLiC - What story-tellers, authors and artists have had the greatest influence on you as graphic novelist?

DAR - I work in a visual medium, as much as it is a literary one. In this way, I have varied influences. I love movies and television, so some of the influences there would be Charlie Kaufman, Terrence Malik, Chris Nolan, and Paul Thomas Anderson – all great storytellers. Graphic novel/comic book writers would be Alan Moore, Frank Miller, and Art Spiegelman. Authors that have had an effect on me would include Thomas King, Stephen King, Douglas Coupland, and Beatrice Mosionier.

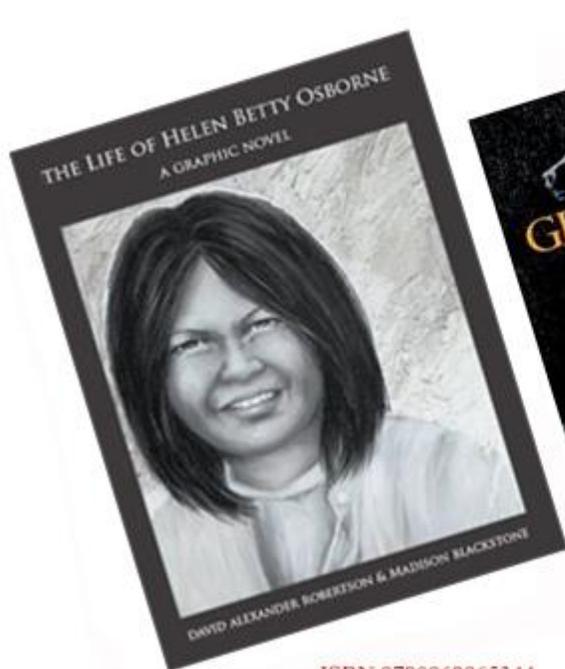
SLiC - What life experiences have had the greatest influence on you as a graphic novelist?

DAR - My formative years had the greatest influence on me in my journey to become a graphic novelist. I grew up in a pretty affluent neighbourhood in Winnipeg called River Heights. There wasn't a great deal of diversity there when I was growing up, and because my parents were separated (my dad is a treaty Indian from Norway House) I grew up without a real strong influence from or connection to the Aboriginal part of who I am. So, I went through my schooling years holding many of the stereotypes about Aboriginal people that my friends and classmates had. I knew I was Aboriginal, so my self-esteem was very low. I didn't want to be Aboriginal. When my parents got back together, about ten years later, my dad was back in my life and I was

introduced to a whole new world where all the stereotypes, all the negative self-perceptions, began to slowly melt away. I learned about my culture and what it meant to be aboriginal, and eventually came to a place where I was confident in being a First Nations man. I looked back on my life about 6 years ago and wondered what could have changed for me so that I could change things for others. It all came down to education, and making education exciting, engaging, and accessible. Graphic novels accomplish this. Through the pages of a graphic novel, students learn about missing and murdered Aboriginal women, the justice system's treatment of Aboriginal people, segregation, the residential school system and its long term effects on our people, how First Nations people used to live, small pox, and the list goes on.

SLiC - What do you see as the key factors in your successful collaboration with Scott Henderson who has illustrated your novels?

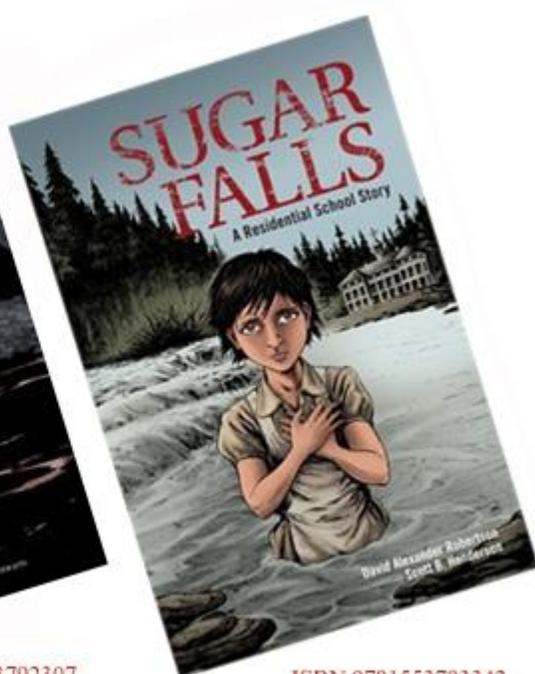
DAR - Well, Scott's amazing, and there are several reasons why we work together so well. Scott's willing to do the leg work. He wants to get it right. So, he does a bunch of research when he is creating the illustrations for my graphic novels. You know, he is this white guy drawing some really, really important First Nations stories. It's sensitive, and he knocks it out of the park each time. We have similar interests (we both love Pearl Jam, which is huge for me...just kidding), but more than that, we have a similar vision and thought process. When we pore through storyboards together, we just click. I can be pretty anal about my storytelling and how I want things to look. Scott's bought into me, but I've also bought into Scott, and I've learned to allow him to make my stories better, because the art is so integral to what I do. I think the proof of how well we work together is within the pages of the books that we have created.



ISBN 9780968965344



ISBN 9781553792307



ISBN 9781553793342

David Alexander Robertson's graphic novels
author and ardent reader!

SLiC - What were your favourite books when you were a child, and when you were a young adult? What did you like about those books?

DAR - I loved books that brought me away from where I was, but also taught me about myself – not just about being Aboriginal, but about being a confused young man. So, it was escapism, but it was how this escapism could bring me to a place where I could find out more about myself. I hope that makes sense. The book that stands out most to me is “Tom’s Midnight Garden”. I read it probably 5 or more times as a kid. It was this book about loneliness and isolation, about time travel, but, in the end, about relationships, and the power they can have on us. That connection we can make with another human being, and how that shapes us, and shows us new and exciting things about ourselves and the world. Going even further back, I always remember a picture book called “Outside, Over There”. This book was frightening and wonderful – about a girl’s sister being kidnapped by goblins and her quest to find her sister. She gets all wrapped up in the beauty and magic that she encounters, and almost forgets about saving her sister. But she does, and her experience, her journey, brings a resolve to be the kind of caregiver her sister needs. The fantasy in both of these books was grounded in our humanity, in our faults and our strengths. These worlds that were created seemed real because everything made sense in the logic of the world. In my stories, I reach for that complexity, for that reality, and for that sense of wonder. And, most importantly, the growth that we experience, and the choices we make to grow positively, and learn from our mistakes or shortcomings.

SLiC - What do you like to read now? What is it that you like about those particular titles or literary forms?

DAR - When I’m not writing, I try to read things lately that are grounded in my culture. I’m kind of new to this world of being First Nations and I still have lots to learn. Right now I’m reading “Keeper ‘N Me” and “I Heard the Owl Call My Name”. I’m also heavy into “Manitowapow”, which is an anthology of Aboriginal writings from the land of water (Manitoba). It’s got this amazing collection of Aboriginal authors from the past and the present.

SLiC - Have you had any memorable experiences in school libraries, either as a child or as an adult? If so, what is the most memorable experience and what is it about that experience that makes it so memorable?

DAR - I don’t know about specific memories, but the library was somewhere that was always exciting for me. I remember walking the two blocks from my old house on Queenston to the public library beside Brock Corydon elementary school. I remember walking to the basement to the children’s section and spending hours down there reading books. There’s just something magic about books and what they can do when they capture our imagination.

SLiC - You have four children. If you could design the ideal library for the schools that your children attend (or will attend), what would be the three most important features?

DAR - 1. A diverse collection of literature that is indicative of the world we live

in. We live in this rich, culturally diverse society and it rests upon our shoulders to ensure that we all learn about each other. I often say to classes that I write about Aboriginal stuff, but it's not only important to learn about Aboriginal people. It's almost a guarantee that in any given classroom there'll be three or four different cultures – and often more. Imagine if we all just understood each other. It would be a very different world.

2. Lots of programs that engage with youth and promote reading and learning. When I'm at work, my wife often takes my kids to "story time" at the library by our house. My kids love it. At school, it's different, but there are still opportunities to seek that sort of engagement. It's literature outreach, reading outreach. So, programming that gets kids excited about reading. Maybe having a reading contest, inviting authors out to speak with students (which I've done on a few occasions), or organizing workshops that teach students different skills centered around reading/writing (writing short stories or poetry, creating a comic book, etc).

3. Sections within the library that appeal to and reach a diverse range of readers in a meaningful way. What I mean by this is to have material out there that can challenge the sophisticated readers out there, but also that can help struggling readers attain a higher reading level – and get them excited about reading in the process. So let me further sell the whole graphic novel thing, and not just my own, either. But if you have the right graphic novels/comic books, ones with rich narratives and strong plot structures, you can appeal to more advanced readers as much as you can build stronger readers – often with the same book. Pretty incredible stuff. So get bigger sections on graphic novels/comic books.

SLiC - What are most enjoyable or rewarding aspects of your work?

DAR - I was recently at a reading conference in Regina, Saskatchewan. I was doing two workshops on using the graphic novel in the classroom. After one of my sessions a woman approached me and gave me an envelope full of letters from students in a classroom from a school called Chief Napew Memorial – a remote school in northern Saskatchewan. The students had read my graphic novel series entitled *7 Generations*. The letters from the kids all said how much they enjoyed my books, if I do visits, and when my next books were coming out. It was so great to see that young Aboriginal students were reading my books. The teacher wrote a letter as well, and it said that my books had given them hope for the future. That is the most rewarding thing I have experienced, and it is exactly why I do what I do. I carry that envelope full of letters with me everywhere so I never forget why I'm doing this. I'm going up to that school later this month to see those amazing kids.

SLiC - The theme of this issue of *School Libraries in Canada* is "School Libraries in Canada Get Fit." What is the most important lesson from the experiences and/or teachings of First Nations for our libraries and schools to heed if they truly want to "get fit" in every sense.

DAR - To me, the most important lesson would be the whole concept of the

community raising the child and that we treat each other as family. Creating this bond helps to ensure that we all have an equal stake in each other's success. It is the entire community (and this community could mean our neighbourhood, our city, our province, and so on), not the family, that ensures the survival of culture, and culture is the lifeblood of our entire being. So, anything we do, we do together. We rise or fall together, and if we can work together to the betterment of this society, then we will be truly getting fit. Part of that betterment is sharing and respecting our diversity, and we can do that in a significant way through reading, through education.

SLiC - What projects are you working on right now? What is it about this work that engages you?

DAR - I have a few things on the go. I'm working with my publisher on two projects in particular. One will be a comic book series that is aimed at a younger reader, probably in the grade 4-6 range. With some of the content in my current graphic novels, it's tough to introduce them to younger students. I can't wait to get those out into schools and libraries. The other project is a graphic novel series that is kind of top secret (it's cool to say that, but it's true!), so I can't give out too many details about it right now. Hopefully that will be coming out later next year. Besides those two things, I'm working on a novel that is without pictures! That's a nice change of pace for me – but it will never be a permanent change because I love being a graphic novelist. I love making a difference in any small way I can. If one person is changed by these books, it's worth it.

SLiC - Is there anything else you would like to say to our readers who work in, or who are supporters of Canada's school libraries?

DAR - Good question. Just keep doing what you're doing – and that's getting people to read, and providing access to books that educate and engage. Libraries are so important, and I think they'll always be needed. But there's an evolution that needs to happen as well, and that's probably already happening. I think there's a continued innovation that is required in order to keep pace with digital technology. I don't know the answers, but it's important to embrace it and not to run from it. You know, it's a fine line. More and more people are reading in different ways, but there will always be something special about holding a real live book in our hands. In one way it's a tough job, a tough road. In another way, it's exciting and there is a world of opportunity to reach more and more readers.

SLiC - Thank you very much for taking the time to answer our questions and for all of your work to heighten awareness of some of the experiences of Canada's aboriginal peoples and, especially in your last answer, for your understanding of the challenges and rewards of working in a contemporary school library.

DAR - Thank you!

An Annotated Bibliography of Children's Literature with Same-Sex Parents Themes

by **Suzanna So-Har Wong**



Since July 20, 2005, same-sex marriage has been legal in Canada. According to Statistics Canada (2006), 45,300 Canadians are in either same-sex marriage or common-law relationships. Many of the same-sex couples are parents either through adoption or from previous marriages. It is important for teachers and parents to address the issue of non-normative families in the elementary classroom, in particular, same-sex parents families from the critical literacy perspectives.

Many same-sex couples and elementary teachers often encounter difficulties finding picture books that include representations of same-sex families/relationships. Most picture books featuring families tend to show a father and a mother, while "ignoring other sorts of family composition" (Laidlaw, 2010, p. 13). According to Martino and Cumming-Potvin (2011), it is important to use literature that represents non-normative family structures because it is a "mean by which to address serious social justice issues related to heterosexism and impact of heteronormativity"(p. 482).

Some teachers hesitate to use same-sex family theme picture books in their classrooms, in particular, beginning teachers because of the "broader systems of homophobic policing and surveillance of the curriculum by parents" (Marino & Cumming-Potvin, 2011, p. 486) in many schools. The parental surveillance and homophobic policies amplify the teachers' feelings of vulnerability and fear of upsetting parents by using same-sex family themed books because these books are deemed to be controversial and may upset children from traditional heterosexual parents. Furthermore, same-sex parents will be silenced and marginalized by the dominant culture of heterosexual families if teachers ignore and avoid reading the same-sex themed picture books. Martino and Cumming-Potvin (2011) note that teachers would use non-blatant sexual orientation books rather than explicit homosexual theme picture storybooks (p.

488). By avoiding the use of same-sex family storybooks, teachers may exclude children with same-sex parents and diminish their existence in the classroom.

The children's literature selected for this annotated bibliography is based on the same-sex family theme. Many contemporary family compositions are diverse and complex (Laidlaw, 2010). I have included picture books featuring a wide variation in same-sex families with different family arrangements. These picture books are aimed at supporting the elementary curriculum and are often aligned with most Canadian Social Studies and Language Arts students' outcomes. The books in this bibliography address topics and issues many teachers, parents and policymakers consider 'controversial' or 'sensitive' to young readers. As Martino and Cumming-Potvin (2011) have noted, there is a 'gap' in children's literature on same-sex parenting or featuring same-sex families (p. 486) in many school libraries and classrooms. This annotated bibliography of children's picture books is intended to fill the gaps in the bookshelves of classrooms and libraries.

dePaola, T. (1979). *Oliver Button is a sissy*. New York, NY: Harcourt.

This picture book was written four decades ago and the illustrations have limited colours (e.g., green, brown and grey), but it has a contemporary message: Boys are allowed to do "sissy things". Oliver Button does not like to do the stereotypical things that boys are supposed to do (e.g., play football and baseball) instead, he likes to jump rope, read books, draw pictures, play with dolls, dress-up, dance and so on. His father and the boys in his class think these are all "sissy things" that only girls like to do. Fortunately, his Mama understands his gift and talent of being a dancer, so Oliver Button takes dancing lessons in Ms. Leah's Dancing School. He practices his dancing passionately but the boys in his class tease him mercilessly. For example, the boys grab his tap shoes and play catch with them during recess time; they write "OLIVER BUTTON IS A SISSY" on the school wall; and tease him on his way to the dance lessons. Despite the endless teasing and bullying from the boys, Oliver Button perseveres with his love of tap dancing. He practices every day and becomes the star pupil of Ms. Leah's Dancing School.

One day, his male teacher announces to the whole class that there will be a local talent and encourages Oliver Button and others in the class to enter. Oliver Button practices harder, hoping he will win in the talent show. Unfortunately, Oliver Button does not win but his parents were proud of his performance. After losing in the talent show, Oliver Button is afraid and reluctant to go back to school to face the boys in his class, because he knows the teasing and bullying will be intensified. This story has a surprise and 'happily-ever-after' ending; someone has crossed out the word sissy and replaced it with star.

Ewert, M. (2008). *10,000 dresses*. New York, NY: Seven Stories Press.

Bailey is a boy who dreams of different dresses every night. These dresses are beautiful: sparkling ones made of shining crystals and when lights shine on

them, rainbows appear, dresses made of lilies and roses with honeysuckles sleeves, dresses made of windows showing the Great Wall of China and Pyramids. Sadly, every morning when he shares his beautiful dreams of dresses with his family members, they say:

“Bailey, what are you talking about? You’re a boy. Boys don’t wear dresses!

Despite his family’s daily reminder, Bailey says, “But...I don’t feel like a boy,” she said.

One day, feeling discouraged, Bailey meets Laurel. Laurel is an older girl who is struggling with her creativity designing new and beautiful dresses. Bailey shares his beautiful dress designs from his dreams with Laurel. They became a dress-designing team and good friends who inspire each other.

This is a magnificent modern-day fairytale about a boy named “Bailey” who shows courage about his own identity. It is a story about understanding and accepting diverse gender identities. For example, Laurel understands Bailey’s passion and desire to wear beautiful sparkling dresses even though he appears to be a boy. Ewert cleverly uses “she” as a pronoun to refer to Bailey, the boy, throughout the book. This book can be a great medium for younger children to learn about being a boy or girl. I like the dress made of mirrors the best because in the mirror we can see our true selves.

Fierstein, H. (2002). *The sissy duckling*. New York, NY: Aladdin.

Elmer is a happy duckling unlike any other male ducklings that lives with his mama and papa. Everyone in his flock calls him sissy, including his own father. He loves to do sissy things: building sand castles instead of tree forts, performing puppet shows instead of playing football, and most of the time, he prefers to play alone. Papa Duck is embarrassed by his son’s sissy behaviours; his classmates bully him for sissy performances, but Mama Duck loves him despite his sissy personality. Frequently, she reminds him that being sissy is “special.”

“You are special, Elmer, and being special sometimes scares those who are not.”

Eventually he can no longer bear his father’s rejection, so Elmer runs away from home. Elmer builds a beautiful home for himself in the forest and enjoys being a bachelor. As the first frost arrives in the forest, he returns to the pond to see his parents for the last time before they migrate south for the winter with the rest of the flock. His mother’s tears sadden his heart because she wants to have Elmer with them. When the whole flock is in the air, the hunters start shooting at the ducks and Elmer’s father is injured. Elmer quickly carries his father back to his home in the forest and nurses Papa Duck back to health; however, it is too late for father and son to start flying south. Throughout the long winter, father and son spend time “playing games and told jokes and made things and laughed and talked and got to know each other.” In the spring, when the flock returns to the pond, Papa Duck proudly declares his

son's bravery, courage and loyalty. At the end of the story, Elmer announces to the whole flock, "I am a big sissy and proud of it!"

Hann, L. & Nijland, S. (2002). *King & king*. Toronto, ON: Tricycle.

This is not your typical fairytale. Once upon a time, there lived a 'lovelorn' prince. His mother, the Queen declared that Prince Bertie must be married by the end of the summer. Many lovely young princesses came to court the young prince but he rejected them all. The search for the perfect match seemed hopeless until one day Prince Lee arrived in the kingdom. Lo and behold, Prince Bertie and Prince Lee fell madly in love and were married immediately. I particularly like all the rejected princesses and families attending the wedding ceremony. Prince Bertie and Prince Lee sealed their love with a kiss. They became King and King. This picture book presents a positive view of same-sex marriages.

Haan, L. & Nijland, S. (2000). *King & king family*. Toronto, ON: Tricycle.

This is a continuation of Haan and Nijland's *King and king*. In this sequel, the newlyweds, King Lee and King Bertie go into the noisy tropical jungle for their honeymoon. Wild animal families in the jungle greet the kings.

It seemed as if all the animals and their babies had turned out to greet them... "I wish we had a little one of our own" Bertie sighs.

They soon discover the wild animals in the jungle are less exciting than starting a family of their own. When the King and King return to their kingdom, they find a dark-skinned, brown-haired stowaway in their suitcase. The newlyweds are delighted with the surprise. Immediately they adopt the child and name her Princess Daisy.

"You're the child we always wanted," said King and King.

This book promotes an important message: loves thrives in all kinds of families. Young readers will enjoy the vibrancy and colourful illustrations.

Kilodavis, C. (2011). *My princess boy*. New York, NY: Aladdin.

This non-fiction story addresses the issue of compassion and acceptance by clearly stating at the beginning of the book:

"As a community, we can accept and support our children for whomever they are and however they wish to look."

This is a story about a mom writing about her four-year-old son, Dyson's preferences as he dresses up in pretty pink girly dresses and "dances like a beautiful ballerina." Dyson is a happy little boy because his family loves his creativity, especially his "sparkling dresses". Sadly, in school people laugh at his colourful dresses and the ways he dances around like a princess; others criticize his behaviours and his mom's acceptance of him. These criticisms often hurt their feelings.

This book has a strong message for young children and adults that it is all right to be who you are, despite the insults and teasing by some people in our society. This type of affirmation for the “princess boys” in our classrooms does not occur very often. It is wonderful to read a picture book that reflects the realities of some of our students. The book attracted much media attention and both Kilodavis and Dyson went on the talk show circuit. There is also an App available for iPads based on this book (<http://www.myprincessboy.com/index.asp>).

My Princess Boy has a clear message for its readers, but not a clear storyline for a picture book. I found the faceless people in the book a bit strange and wondered why the illustrator chose not to put facial features on the characters. Primary school children will probably wonder why the people in this book don’t have faces as well. Despite the faceless characters and lack of a storyline, this book is worth reading.

Newman, L. (2009). *Daddy, papa, and me*. New York, NY: Random House.

This is a great board book for toddlers, because it has easy to remember rhythmic words. The colourful illustrations of Daddy and Papa playing dress-up, hide-and-seek, painting, cooking, singing, dancing, reading bedtime stories and finally kissing goodnight will definitely appeal to younger audiences. It is a simple story that celebrates a loving two-father family and illustrates diversity in contemporary family compositions.

Newman, L. (2009). *Mommy, mama, and me*. New York, NY: Random House.

This book has similar rhythmic words and colourful illustrations as Newman’s other book, *Daddy, papa, and me*. It depicts the everyday experiences of a well-loved child: from drinking juice, combing hair, snuggling up in a chair to getting tucked into bed at night by her two loving parents (i.e., Mommy and Mama). This board picture book is a perfect companion for *Daddy, papa, and me*.

Newman, L. (2011). *Donovan’s big day*. Berkeley, CA: Tricycle Press.

Donovan woke up one morning feeling extremely excited because it was going to be his “BIG day and he had a very BIG job to do”. He washed his hand, cleaned his nails, scrubbed his face, brushed his teeth, combed his hair, put on his new suit and shoes, and finally tucked “the little white satin box” inside his jacket. What is Donovan preparing for? What is his “big day”?

The suspense reached a crescendo almost at the end of the story. The readers find out that Donavon’s mothers are getting married and he is the ring-bearer. He pulls the satin box with the gold rings out from his jacket pocket. This is a true story based on Newman’s own wedding. It is written from a young child’s perspective with seriousness, but it has charming and cheerful illustrations. It finishes with a warm and happy punch line:

And then after everyone grew quiet

Donavan remembered

there was one more very BIG job

for him to do:

"You may kiss the brides."

Polacco, P. (2009). *In our mother's house*. New York, NY: Philomel Books.

Polacco has written a heart-warming story about a lovely family that has two mothers, three adopted children from diverse racial backgrounds, two cats, two dogs, and two sets of wonderful grandparents. They live in a neighbourhood with open-minded neighbours who accept this family for who they are except for one neighbour, Mrs. Lockner. She snarls and glares at the children and the two moms all the time. In the middle of a block party in front of all the happy neighbours, Mrs. Lockner bursts out and yells at the two moms (Meema and Marmee).

" I don't appreciate what you two are!" she snarled at Meema and Marmee.

Mrs. Lockner's outburst was a surprise for me because on previous pages she appears to be a timid little woman who only snarls at her neighbours. Her character does not fit the atmosphere of the story. She appears to be out-of-place in this liberal tolerant neighbourhood of Berkeley. This story does not need an evil character.

The story is full of descriptions of a happy family with friends, childhood (e.g., memories of tree houses, block parties, trick-or-treating, and mother-daughter teas). The narrator is the eldest daughter who is thinking back on her childhood with nostalgia. For example, one centerfold has the wedding photos of the three children and one page is a picture of Meema and Marmee playing with their grandchild and growing old together. The message is that children of same-sex couples do growing up to lead healthy, happy, and productive lives. If you are not a sentimental and wistful type, this may not be the book for you; also I found the stereotypical lesbian looks of the two mothers a bit disappointing.

Richards, L. (2009). *What's a penguin to think when he turns PINK!* New York, NY: Scholastic.

Patrick the penguin wakes up one morning and discovers he has turned all pink overnight. What is he going to do? He declares that boys can't be pink! His mother asks Dr. Black, a penguin doctor, to examine Patrick but she cannot come up with any remedy. Poor pink Patrick penguin has to go to school being all pink. His classmates tease him ruthlessly so Patrick decides to leave home and go to Africa to join the other pink birds his father read about in a book: the flamingos. After swimming in the ocean for seven days and seven nights, Patrick the pink penguin finds a flock of African pink flamingos grazing near the

shoreline. Later, he discovers that there are many things he does not do like about the pink flamingos; for example, skimming through the water for food, taking a nap standing on one foot and tucking his head into his wing, or flying to the nesting site. Eventually, he decides to go home because otherwise he will die of starvation and loneliness. When he arrives home, his parents and classmates tell him how much they missed him. At the end of the story, his friend, Arthur who initially teased him being pink welcomes him back sincerely.

“I’m really glad you came back!” said Arthur.

“Me, too!” laughed Patrick.

“Penguins belong at the South Pole. Even pink penguins.”

“Especially pink penguins!” said Arthur happily.

This is a wonderful picture book about being different and being accepted by one’s peers. Young children will like the happily-ever-after ending and, in particular, the funny cover and the lively illustrations. It is a fun book to share with preschool-aged children and not gender-targeted.

Richardson, J. & Parnell, P. (2005). *And tango makes three*. New York, NY: Simon & Schuster.

This is the true story of Silo and Roy, two male penguins who shared the same pen in New York’s Central Park Zoo. They stayed together and hatched an adopted egg with the assistance of their keeper. Carefully, they raised the baby penguin named Tango. Tango was the first penguin hatchling in Central Park Zoo to have two fathers. This book follows the six years the couple spend together as parents to Tango and the penguins’ lives in Central Park Zoo. Sadly this book was rejected in many school libraries in the United States from 2006 to 2009 (American Library Association, 2009).

Settingington, K. (2004). *Mom and mum are getting married!* Toronto, ON: Second Story.

This is the warm and honest story of Rosie’s two mothers – Mum and Mom. It is a tale of a same-sex marriage told through the eyes of an excited and happy eight-year-old girl. When Rosie comes home from school one afternoon, she finds her Mom dancing around the living room without any music all by herself! Mom has the biggest smile on her face. Curiously Rosie asks:

“What’re you doing?”

Mom picked me up and started dancing again.

“Rosie, I’m so happy. I’m almost as happy as the day you were born.

That was my best, perfect day.”

“Is another baby coming?”

“No, Mum and I are getting married!”

Rosie wants to be the bridesmaid but Mom insists on having a small wedding at the cottage with friends and family. Perhaps she can be the flower girl at least. Doesn't every wedding have a flower girl? Unfortunately, Mom rejects these two propositions. But why can't she and Jack, Mum's little son, be ring-bearers and scatter flower petals for their wedding? Both Mom and Mum agree that Jack is too young to be a responsible ring-bearer. Nevertheless, Rosie and Jack practice being ring-bearers and scattering some petals but Jack, the little preschooler, is not interested in Rosie's wedding rehearsal; instead he is more interested in picking the scab from his knee.

On the wedding day, Rosie is wearing her pretty dress with a flower on her hair. She is ready to lead the wedding procession as a flower girl when Mum cannot find her wedding ring. Mum is so nervous and excited that she forgets the ring is in her shirt pocket. Rosie ties a ring onto each flower basket and the wedding goes beautifully. With rings and kisses exchanged, petals thrown up into the air, everyone applauding and bubbles floating around the newlyweds, Mom, Mum, Rosie and Jack jump into their petal-covered car to go on their honeymoon.

This is a timely story of same-sex marriage for Canadian schools since there are more and more public ceremonies of same-sex marriages. In this story, there is no indication of exchanging wedding vows; in fact, it is a simple wedding of two people in love and the topic of marriage is not mentioned. The author provides an open and accepting view of same-sex marriage; it may help young readers to ask questions and begin discussions on this current issue.

The illustrations are soft pastel colours that have perfectly captured the blissful mood of the happy wedding day. Teachers will want to plan and think carefully about how to introduce this picture book to their class. It is important to prepare for a discussion that may venture into unexpected areas.

References

American Library Association (2009). Attempts to remove children's book on male penguin couple parenting chick continue. American Library Association Media Relations, News Release. Retrieved from <http://www.ala.org/news/news/pressreleases2009/april2009/nlw08bbtopten>.

Government of Canada (2011). 2006 census information on same-sex common-law and married couples. Retrieved from http://www12.statcan.ca/census-recensement/2006/ref/info/same_sex-meme_sexe-eng.cfm.

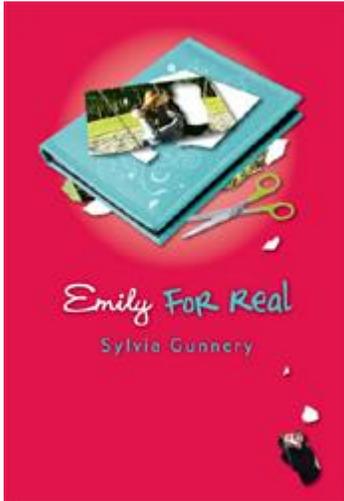
Laidlaw, L. (2010). New families, new texts: An exploration of viewing, text, and schooling from the perspective of being an other kind of family'. *Language & Literacy: A Canadian Education E-journal* 12(1), 76-96. Retrieved from <http://ejournals.library.ualberta.ca/index.php/langandlit/article/view/9327/7415>.

Martino, W. & Cumming-Potvin, W. (2011). "They didn't have out there gay parents – they just looked like normal regular parents": Investigating teachers' approach to addressing same-sex parenting and non-normative sexuality in the elementary classroom. *The Ontario Institute for Studies in Education of the University of Toronto Curriculum Inquiry*, 41(4), 481–501. doi: 10.1111/k/1467-873X.2011.00557.x.

Publishers recommend . . .

Publishers of Canadian authors and illustrators are invited to submit the title of one book they have published in the last year that they would consider a "best book" or a "neglected gem". Let *School Libraries in Canada* know about recent works to satisfy the needs and interests of school library patrons.

Fiction



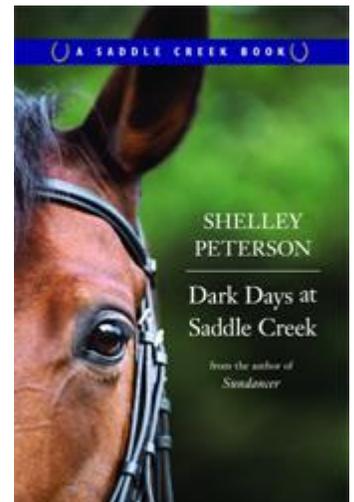
Emily for Real
by Sylvia Gunnery
Pajama Press, 2012.
224 p. Ages 12+. ISBN 9780986949586

Emily is quickly learning that life isn't simple. A failed romance and scandalous family revelations have shaken her to the core. Fortunately, Emily finds an unconventional friend in Leo, who slouches into her English class with a bad attitude and some difficult family secrets of his own.

Speckled with pitch-perfect humor and with deep insight into the teenage psyche, author Sylvia Gunnery's coming-of-age story explores the bonds of family members, the secrets they keep from one another, and the value of true friendship.

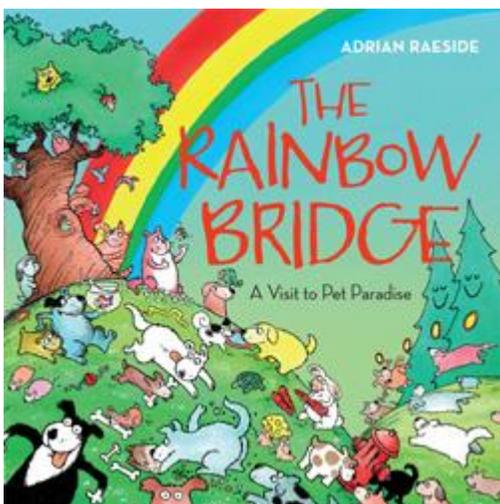
Dark Days at Saddle Creek
by Shelley Peterson
Cormorant Books, 2012.
320 p. Ages 10-13. ISBN 9781770860896.

In the sixth book in the bestselling Saddle Creek series, Bird uses her unusual ability of speaking telepathically to animals to help stop the villainous activities occurring on Saddle Creek Farm. She also finally finds out the source of her strange gift, and discovers secrets from her past.



The Rainbow Bridge
by Adrian Raeside
Harbour Publishing, (April 15) 2012.
32 p. Children. ISBN 9781550175844

The Rainbow Bridge balances humour with sensitivity in tackling the momentous question of where pets go when they pass away. The colourful illustrations will engage children and the compassion and humour in the tale will appeal to adults.



Non-Fiction

Righting Canada's Wrongs: Japanese Canadian Internment in the Second World War

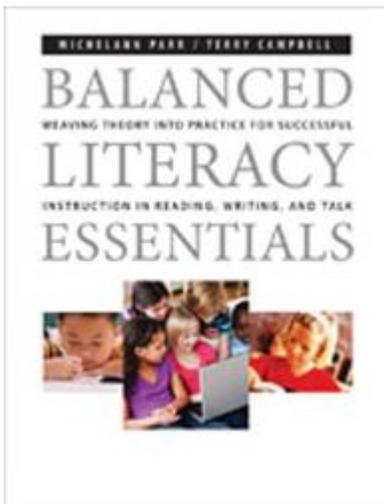
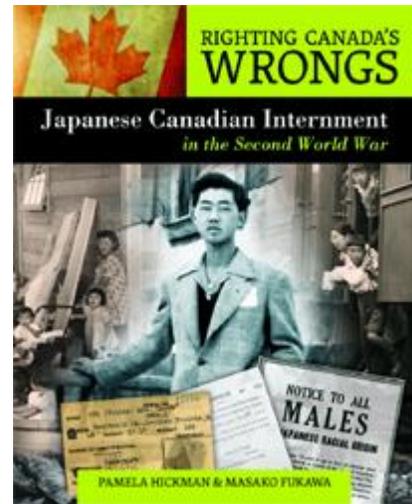
by Pamela Hickman and Masako Fukawa

Lorimer, 2012

60 p. reading level grades 4-6 and interest level grades 9 and up.

ISBN 9781552778531 .

This is the first in the new "Righting Canada's Wrongs" series from Lorimer, offering personal narrative and historical images to tell shocking stories of our government's racist actions against various ethnic groups, the subsequent struggle for justice, and eventual government apologies and restitution. The series is geared to support history and civics curriculums.



Balanced Literacy Essentials

by Michelann Parr and Terry Campbell

Pembroke Publishers, 2012

144 p. Teachers ISBN 9781551382753 .

Balanced Literacy Essentials focuses on ten literacy essentials while promoting a literacy program that balances the components of language arts with meaningful interaction with students.

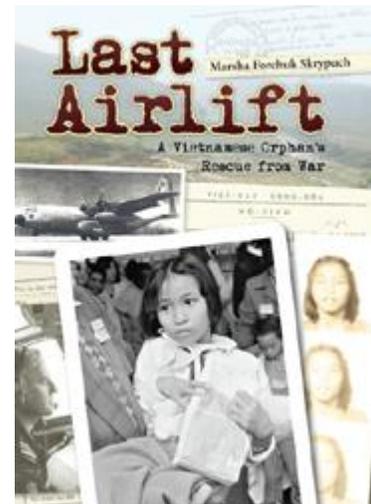
Last Airlift: A Vietnamese Orphan's Rescue from War

by Marsha Forchuk Skrypuch

Pajama Press, 2011

120 p. Ages 8+ ISBN 9780986949517 .

Last Airlift is the true story of the last Canadian airlift operation that left Saigon and arrived in Toronto on April 13, 1975. Son Thi Anh Tuyet was one of 57 babies and children on that flight. Based on personal interviews and enhanced with archive photos, Tuyet's story of the Saigon orphanage and her flight to Canada is an emotional and suspenseful journey brought to life by award-winning children's author, Marsha Skrypuch.



To support us -

Voices for School Libraries Network

For Canadian School Libraries

A community of school library specialists working in Canadian schools. Pour ceux ou celles qui travaillent dans les bibliothèques scolaires.

Join us -



For information on the benefits and pricing of CLA Memberships go to:
<http://www.cla.ca>
and click on membership.
