



NOVEMBER 2010



E B I T

N E W S L E T T E R

## *President's Message*

Thank you to all of you who supported EBIT's SAG on Friday, October 22. We had more people than in recent years, which proves how important business and technology is to all students. The day went very smoothly and everyone I spoke with said they thoroughly enjoyed their sessions. For more information about SAG, please read the article further in the newsletter.

Planning SAG was a very worthwhile job for me, and I would like to invite all of you to consider getting involved with EBIT. I joined EBIT in 2006 and became student representative. I truly believe that being a part of EBIT helped me get my term positions, which led to my permanent status. If it wasn't for being a part of EBIT I would never have learned how curriculum renewals happen. EBIT has also allowed me to create a network of business and technology teachers that I can always go to when I am in need of a lesson or project to spice up my class.

The EBIT executive is always looking for help. Being a member at large means that you attend our meetings (free breakfast) and can then help out wherever you feel comfortable. This means that you have the opportunity to see how things work before running for an executive position. If being on the executive is not your thing but you are really interested in helping with SAG, please

consider assisting with the following tasks: creating the program, contacting sponsors and exhibitors, assembling goodie bags, and tracking registration.

If you have any questions about any of the above tasks or other roles, please don't hesitate to email me at ebitmb@gmail.com

Regards,  
Nicole Belanger

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# 21st Century Learning

by Angela Baraniuk, EBIT Curriculum Representative



If your school division is like mine, they are starting to look at more engaging ways to meet the needs of our digital learners. This involves looking at new ways of infusing technology in the classroom and a focus on what skills our students will really need in the future.

If you are interested in learning more about the 21<sup>st</sup> Century Learning movement please check out the following resources:

A popular YouTube video which explores how fast things are changing today:

"Did You Know 3.0"

<http://www.21learn.org/>

(particularly the article: "Schools" in the Future: What has to change, and why)

I've also been following some of Michael Wesch's YouTube posts. Mr. Wesch teaches Cultural Anthropology at the University of Kansas. He is asked to speak around the world about technology and the future. I would recommend:

"A Vision of Students Today"

"A Portal to Media Literacy"

"An anthropological introduction to YouTube"

"The Machine is Us/ing Us"

Ian Jukes was a special guest speaker at our SAG conference several years ago. He is a Canadian educator who has been studying digital learners for years. You might be interested in checking out his book titled *Understanding the Digital Generation*.

<http://www.infosavvygroup.com/presentations.cfm>

<http://www.21stcenturyfluency.com/>

I would also strongly recommend watching the FRONTLINE special: *digital\_nation*

<http://www.pbs.org/wgbh/pages/frontline/digitalnation/>

# SAG 2010

by Nicole Belanger, EBIT President

Without a doubt the EBIT SAG committee can say that this year's SAG conference was a huge success. We had over 140 attendees. Our 13 sessions seemed to be exactly what our members were interested in. We also had many non-members attend our conference this year. Clearly EBIT offers professional development that is relevant to all teachers. I would like to thank Balmoral Hall for hosting SAG. It is a very beautiful building and has fantastic labs that helped us run great sessions. We appreciate being able to offer so many technology courses.

During lunch, it was my pleasure to announce the winner of the IDATE award. The IDATE award is an annual scholarship opportunity given to graduating students of the joint Red River/University of Winnipeg Business and Technology Teacher Education Program. All applicants must write a lesson plan for a business or technology course. The lesson plan must include technology in some way. This year's chosen lesson plan was written by Heather Schindel (see page 6). Heather is currently teaching in Portage and plans to use her \$1000 award to buy technology to help her teach.



*Patrick Connolly, Nicole Belanger, and Angela Baraniuk*

SAG is also an opportunity for EBIT to recognize teachers who are doing great things within the business and technology curricula. This year three teachers received the Teacher Recognition Award for 2010: Angela Baraniuk from Dakota Collegiate, Patrick Connolly from St. James Collegiate, and Lea Mansell from the Winnipeg Adult Education Centre. Here are some of the reasons these three teachers were nominated.

***Angela Baraniuk:***

"Angela has been at Dakota Collegiate for more than eight years and in that time has acted as the department head for the Business Technology department and either organized or served on numerous committees, including, most recently – Teacher Advisory; Student Success; School Planning; and Student Literacy, to name a few. She provides connections for her students that include partnering with elementary students at Victor Mager School in her Marketing classes and participating in the Mock Trials at the Manitoba Law Courts for her Canadian Law students. Angela personally invites business experts to speak to her Marketing, Law and Accounting classes on a regular basis so that students can make the connections to real world professionals."

***Patrick Connolly:***

"Patrick has worked very hard over the last five years to develop a strong, active business program at St. James Collegiate. The student enrolment in his courses has increased significantly since he arrived at the school. Pat is always willing to take on new responsibilities and positions at the school. He is the UNESCO ASPnet lead teacher for the school, is teacher advisor for our Social Justice student group and is always willing to provide special presentations for teachers in training. His classes are organized using new assessment and differentiated instruction techniques. Students in his classes are introduced to and practice a restitution model of interaction. Pat regularly supports the students by directing funds from store and vending machine sales to sponsor awards at the Fall Awards and June Grad Ceremony."

***Lea Mansell:***

"Lea has been an Informational Technology instructor for many years and possesses a Masters degree in Education. She currently works at the Winnipeg Adult Education Centre and has taught many evening courses at various schools. Lea has written many curricula with Manitoba Education and has presented innumerable workshops to the teachers of Manitoba, as well as serving as President of our Special Area Group. She has been a key organizer for the Manitoba Skills Competition in the Software Applications category. Lea has taught in the business community, including the Department of Indian and Northern Affairs and has worked for the Federal and Provincial and City governments in various roles."

It is quite obvious that these teachers deserve recognition and I am quite proud to be part of the organization that recognized their accomplishments. Congratulations to all three! See you at SAG 2011.

## **Promotions 30S**

The Independent Study version of Promotions is now out! Each school should have received a copy. The list of outcomes can be used as a complement to the existing curriculum; there are also lesson and assignment ideas that you might find useful. Currently Manitoba Education is working on re-developing the Futures in Business and Start Your Own Business courses. Please contact your curriculum representative, Angela Baraniuk at [abaroniuk@shaw.ca](mailto:abaroniuk@shaw.ca) for more details.

# THE RULES

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## have changed!

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Effective September 2011, eligible students can apply to enter the Asper School of Business **directly out of high school.**

This new option means that eligible students will have the choice of applying directly to the Asper School of Business upon completion of high school. They will also have the option of entering University 1 and applying to the Asper School after their first year of university studies. The direct entry option would provide students with the access to supports and services offered by the Asper

School of Business in their first year. The University 1 route would give students access to supports and services offered by University 1 along with the flexibility to take courses from a variety of areas which would keep multiple degree options open to them. This change is about providing students with additional choices and opportunities.

In order for a student to be eligible to apply directly after high school to the Asper School of Business for September 2011, they must meet the criteria listed below:

**1. Manitoba high school graduation** (or equivalent), with 5 full credits at the Grade 12 level, in courses designated S, G or U.

**2. A minimum 85% average**

over three courses:

- Pre-Calculus 40S or Applied Mathematics 40S (Pre-Calculus recommended)
- English 40S
- One other 40S or U course

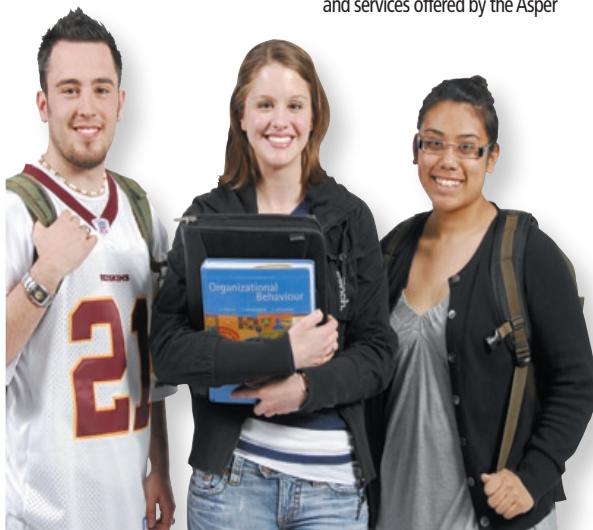
**3. A minimum 60%** in each of the three courses noted in point 2 above.

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**Application details  
are available at:**

204.474.6388

b\_comm@umanitoba.ca  
[umanitoba.ca/asper](http://umanitoba.ca/asper)



ASPER  SCHOOL OF BUSINESS



UNIVERSITY  
OF MANITOBA

# Young Entrepreneur Challenge - Winners

2010

**1st Place:**

\$2000 - Swan Valley Regional Secondary School



**3rd Place:**

\$500 - Reston Collegiate



**2nd Place:**

\$1000 - Lord Selkirk Regional High School



Nine bursaries of \$500 (with a matching \$500 from Manitoba post-secondary institutions) were awarded to a participant from each of the following schools: Garden Valley Collegiate, Hamiota Collegiate, Kelvin High School, Lord Selkirk Regional High School, Reston Collegiate, Steinbach Regional Secondary School, Swan Valley Regional Secondary School, Vincent Massey Collegiate and Vincent Massey High School.

For more information, check out the website [mrbizgame.ca](http://mrbizgame.ca) or contact Cristy Simpson, Red River College, [csimpson@rrc.mb.ca](mailto:csimpson@rrc.mb.ca).

Note: Game 2 during Semester 2 runs from February to April, 2011.



## **NBEA 2011 ANNUAL CONVENTION**

New Orleans Marriott Hotel

New Orleans, Louisiana

April 19-23, 2011

# IDATE Winner - Lesson Plan

*by Heather Schindel*

Course Title: Futures in Business/Start Your Own Business

Unit: Advertising

Topic: Advertising Types and Methods

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Instructional Goal: Students will become familiar with the basic concepts associated with advertising.

Specific Learning Outcomes: Students will be able to:

- Describe what makes an effective advertisement
- Identify six different advertising techniques
- Classify a given advertisement based on the advertising technique used
- Explain the different types of promotion techniques
- Define the concept of Viral Marketing

Rationale: Students are bombarded by advertisements in many different mediums. In order to become an effective consumer, students must understand the different ways they are being marketed to by companies.

Lesson (60 minutes):

Focusing Event:

- Small group discussion (5-10 minutes):
  - Put the following question on the board, "What makes a good advertisement?" and get students to discuss what they think makes a good ad
    - Have groups share their answers with the rest of the class

Content:

- There is no magic formula for genius. Really great advertising has genius in it, and that cannot be taught.
- Most advertisers are simply looking for good ads—ads that consumers will see and remember. Advertisers want consumers to remember the brand name of the product in particular.
- Even ads that are artistic or funny or incredibly creative might not be good ads if you can't remember the name of the product being sold.
- Good ads sell products. The Apple Computer advertisement called "1984" that introduced the Macintosh onto the market during the 1984 Super Bowl had thousands of customers looking for Macs the day after it was aired.
  - Show video '1984' Apple Macintosh Commercial: <http://www.youtube.com/watch?v=HhsWzJo2sN4>
  - Background on 1984: Set in a world where everyone is controlled and watched by a government agency --> known as big brother
  - Apple trying to portray itself as being revolutionary --> breaking the mould!

- Show PowerPoint: Advertising Strategies (Note: If you would like the PowerPoint presentation, please send an e-mail request to [shawryshko@mts.net](mailto:shawryshko@mts.net))
  - Explain the information on the slides
  - To explain the concept of Viral Marketing, download the following videos:
    - Lego Ball <http://www.youtube.com/watch?v=VFGVzt7c5bY>
      - Giant lego Ball --> advertising for lego and Indiana Jones --> came out in 2008
      - New Indiana movie came out in 2008
    - Dove <http://www.youtube.com/watch?v=iYhCn0jf46U>

Closure:

- That is all for the formal portion of the class!
- In order to make sure that everyone understood the concepts discussed, we are going to have a short quiz!
- I will show some commercials and you will have to individually classify the ads into the appropriate advertising technique category. Some ads may be classified into more than one category!
  - Hand Out: Advertising Appeal Quiz
  - Download the following videos for the quiz:
    - <http://www.youtube.com/watch?v=xEqHOETejjU>
    - <http://www.youtube.com/watch?v=NEH1omnG77c>
    - <http://www.youtube.com/watch?v=5uuCuMZ8yOS>
    - <http://youtube.com/watch?v=LaZNObtJ9VM>
    - [http://www.youtube.com/watch?v=lg52V\\_bOluY](http://www.youtube.com/watch?v=lg52V_bOluY)
    - <http://www.youtube.com/watch?v=fI-heB0Sz5Q&feature=related>

Instructional Procedures:

- a) Focusing Event: Small group discussion
- b) Teaching Procedures: Lecture, questioning, and viewing of videos
- c) Formative Check: Ask students questions about the material covered and give a short quiz focusing on key points discussed in lecture
- d) Student Participation: Small group discussion

Evaluation Procedures:

- Advertising Appeal Quiz

Materials and Aids:

- Textbook: Wilson, Jack. (n.d.) *The World of Business Fifth Edition*, Nelson Publishers.
  - [www.youtube.com](http://www.youtube.com)
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## **Advertising Appeal Quiz**

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Classify the following ads into the appropriate advertising technique category. Some ads may be classified into more than one category!

- Mac Computer: Home Movie
- Saturday Night: MADD
- Fabio and I can't believe it's not butter SPRAY!
- Jessica Simpson and Pizza Hut
- Canadian Tire: Jump Start Days
- Betty White and Snickers

- 1) Star Power Appeal: \_\_\_\_\_  
\_\_\_\_\_
- 2) Humour Appeal: \_\_\_\_\_  
\_\_\_\_\_
- 3) Put Downs: \_\_\_\_\_  
\_\_\_\_\_
- 4) Fear Appeal: \_\_\_\_\_  
\_\_\_\_\_
- 5) Romantic Appeal: \_\_\_\_\_  
\_\_\_\_\_
- 6) Heart Strings Appeal: \_\_\_\_\_  
\_\_\_\_\_
- 7) Sex Appeal: \_\_\_\_\_  
\_\_\_\_\_

### **Quiz Answers**

- Heart Strings - ads that draw you into a story and make you feel good
  - Canadian Tire: Jump Start Days
- Star Power - your favourite sports star or celebrity is telling you that their product is the best!
  - Jessica Simpson and Pizza Hut
  - Betty White and Snickers Mac Commercial --> two actors are kind of famous
  - Fabio --> I can't believe it's not butter SPRAY!
- Humour – an ad that presents a comical situation to sell ads
  - Betty White and Snickers
  - Mac commercial
- Put Downs - when you put down your competition's product to make your own product seem better.
  - Mac commercial
- Fear Appeal
  - Saturday Night: MADD
- Romantic Appeal
  - I can't believe it's not butter SPRAY!
- Sex Appeal
  - Jessica Simpson and Pizza Hut
  - Mac Computer commercial



# Corporate Scandal Assignment

by Paula Amaral

"A corporate scandal is a scandal involving allegations of unethical behavior by people acting within or on behalf of a corporation." (Wikipedia.org)

Your task:

Select a company who was involved in a corporate scandal, Canadian preferred (but can be American). Your choice must be approved by your teacher.

Create a two- to three-page report, typed in Times New Roman 12 pt font, double spaced.

At the top of your report, type the title (eg/ ENRON SCANDAL), then your name underneath.

IN YOUR OWN WORDS, profile this scandal by including:

- What type of company is it/what industry and company location?
- Brief history of the company
- What happened in some detail? (i.e. the scandal)
- Aftermath/outcome of scandal
- Why do you think this scandal occurred?
- A conclusion incorporating your opinion of the issue

Include a photo of the company/logo/person/people involved

Include a Works Cited page at the end of the report which is properly set up.

## Corporate Scandal Assignment Rubric

Company: \_\_\_\_\_

Student Name: \_\_\_\_\_

Unsatisfactory      Satisfactory      Excellent

Company information is well written

- includes type/industry	0, 1	2, 3	4, 5
- location			
- brief history			

What happened that caused the scandal?

0, 1, 2      3      4, 5

Aftermath/outcome of scandal

0      1, 2      3

Why do you think this happened?

0      1      2

Conclusion incorporating your opinion of the issue

0      1      2

Photo of company/logo/person/people involved

0      1      1

Works Cited page included (as a separate page)

0      1      2

Spelling and grammar

0      1, 2      3

Total Score: \_\_\_\_/23

# Civil Rights Wrap-up - Assignment

by Angela Baraniuk

Textbook: Blair, Costiniuk, et al. *Law in Action*. Toronto, ON: Prentice Hall, 2003.



Canadian Law 40S

## Civil Rights Wrap-up!

**TASK**

Don't forget to fill in the section #'s where you can find this right or freedom in the Charter!

→ Work alone or with a partner to complete the following civil rights questions.

### THE ISSUE: RIGHT TO PRIVACY (SECTION )

**Aubry v. Editions Vise-Versa Inc. (1998)—Supreme Court of Canada**

Pascal Claude Aubry took civil action against a photographer and the magazine that employed him. The photographer had taken a photograph of Aubry sitting on the steps of a building when she was 17 years old. The magazine then published it without her permission. Aubry claimed that her right to privacy had been invaded and that her image had been used illegally to help sell the magazine.

The defendants argued that because the photograph had been taken in a public place, Aubry could not reasonably expect privacy. They argued that the Charter guarantees freedom of expression. Taking the photo was merely using this right artistically. The trial judge ruled in favour of Aubry and ordered the defendants to pay her \$2000 in damages. The Supreme Court of Canada upheld the decision.

**QUICK DEBATE**

Find a student in the class who does not agree with your answer to this question. Get him/her to sign their name below:

1. What conflicting rights and freedoms are being balanced in this case?

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2. Do you agree with the decision of the courts in this case? Why or why not?

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3. How might this decision affect news reports or school yearbooks?

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**QUICK DEBATE**

Find a student in the class who does not agree with your answer to this question. Get him/her to sign their name below:

### THE ISSUE: RIGHT TO VOTE (SECTION ) / RIGHT TO EQUALITY (SECTION )

**Should Inmates Be Allowed to Vote? (More detail on page 91 of the textbook)**

1. In your opinion, should federal and provincial prisoners be allowed to vote while they are behind bars? Why or why not?

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## THE ISSUE: FREEDOM OF EXPRESSION (SECTION \_\_\_\_)

R. v. Keegstra (1990—Supreme Court of Canada)

James Keegstra taught high school in Eckville, Alberta, from the early 1970's until he was dismissed in 1982. In his history classes, Keegstra taught that the Holocaust, in which 6 million Jews died during World War II, had never happened. He described Jews to students as "treacherous," "sadistic," and "power hungry." He taught that they were responsible for economic depressions, chaos, wars, and revolutions. According to Keegstra's lessons, the Holocaust was a fabrication, part of a Jewish conspiracy to rule the world. Keegstra expected his students to repeat these teachings in class and on exams. If they failed to do so, their marks suffered.

In 1984, Keegstra was charged under section 319(2) of the Criminal Code with promoting hatred. After the longest trial in Alberta history, Keegstra was convicted by a judge and jury in the Alberta Court of Queen's

Bench and fined \$5000. Keegstra appealed this to the Alberta Court of Appeal. In June 1988, that court unanimously accepted his argument. It held that the Criminal Code provision violated his Charter right to freedom of expression, and that the Criminal Code section was too broad and not a reasonable limit under section 1 of the Charter.

The Crown appealed to the Supreme Court of Canada, where the appeal was heard in December 1989. In a 4 to 3 judgment, the Supreme Court upheld the Crown's appeal. All three of them agreed that the hate law violated the Charter's section 2(b) guarantee of freedom of expression. But four of them—the majority—believed the violation could be justified under section 1 of the Charter because it would help to protect victims of hate propaganda.

1. The courts seem to have had trouble making a decision on this case—even the Supreme Court of Canada decision was very close (4 to 3). Why do you think a ruling was so hard to make?
- 
- 
- 

### QUICK DEBATE

Find a student in the class who does not agree with your answer to this question. Get him/her to sign their name below:

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### THE ISSUE: RIGHT TO LIFE, LIBERTY AND SECURITY OF THE PERSON (SECTION \_\_\_\_)

1. The Supreme Court of Canada has ruled that a fetus is not a "person" and therefore does not have a right to life. Do you agree with this ruling? Why or why not?
- 

### QUICK DEBATE

Find a student in the class who does not agree with your answer to this question. Get him/her to sign their name below:

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2. Sue Rodriguez argued that Canadian criminal laws that prohibited assisted suicide violated her right to life, liberty and security of the person. Do you think people with debilitating or terminal diseases should have the right to assisted suicide? Why or why not?
- 
-

# Marketing Scavenger Hunt - Activity

by Angela Baraniuk



1. Which day of the week are most purchases made online?	Wednesdays
2. Which colour is "hot" in marketing today?	Green
3. What is the name of the tiger that promotes Frosted Flakes?	Tony
4. Jared Fogle became a corporate spokesman by eating a diet of _____.	Subway
5. What was the name of the Iowa man who created a line of gourmet popcorn?	Orville Redenbacher
6. On the Captain Crunch Cereal box, what colour is the captain's hat?	Blue
7. What kind of animal is the spokesanimal for Nesquik?	Rabbit
8. What is "Black Friday" and how does this term relate to marketing?	The Friday after American Thanksgiving. This is typically the day that retail stores start to make a profit due to the volume of sales leading up to Christmas
9. What are two cars named after birds?	Lark, Firebird (answers may vary)
10. Where did Apple computers get its name from?	It was Steve Jobs favourite fruit; he worked on an apple orchard as a teen
11. Name 2 comedians and the products they endorse.	Answers may vary
12. Name a product with a number in its trademark.	3M, Five-star, etc.
13. Name two products or services whose names are those of their founder.	John Deere, A & W, etc.
14. What facial feature was most recently added to Pepperidge Farm's Goldfish Crackers?	The smile
15. What was the first toy ever advertised on television?	Mr. Potato head

BONUS: Chocolate, Expensive, Fifth Avenue....what is it? (Godiva)

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