



E B I T

NEWSLETTER

President's Message

Dear Colleagues,

I hope you had a wonderful summer. Hopefully most of you feel refreshed and are ready to start a new school year. I am personally looking forward to this year with all of its new challenges including that of filling Susana's shoes as President. I would like to thank Susana for all of her hard work and for being able to do it for four years!

The executive this year is excited for SAG as we feel we are going back to our roots focusing on the core business and technology subjects. I encourage you to check out the SAG program at the end of this newsletter. This year's SAG will be held at the Asper School of Business at the University of Manitoba; so many people will be heading back to where their careers began.

We want to put on more seminars this year. If anyone has any particular subjects they would like covered, please don't hesitate to email us at ebitmb@gmail.com. I would also like to invite anyone who may be interested in joining the executive to come out to our first meeting of the school year on September 19. We have a few vacant positions. If you are unsure of how much responsibility you want to take on, feel free to come out as a member-at-large to test the waters first.

This will give you the chance to see what each position entails and allow you to figure out what you would like to do. I can say that for me EBIT has been a great experience allowing me to meet some really great people and to grow professionally through the positions that I have held.

In conclusion, I would like to wish you all a wonderful new school year and look forward to working with more of you throughout my two years in this new position.

With warm regards,

Nicole Belanger
President

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NFTE (National Foundation for Teaching Entrepreneurship) Teacher Training

by Rachele LeRoux

I had the privilege of attending the NFTE Teacher Training session in July hosted by the Asper School of Business. I have been teaching Start Your Own Business for a while now and was happy to get a chance to learn some new techniques to help student entrepreneurs bring their ideas to fruition. This was the first course for teachers offered by NFTE to Canadians. They are interested in expanding their entrepreneurship program further into Canada. You may be interested to check out www.nfte.com for further details or contact the course organizer, Rob Warren, at the Asper School of Business.

The course was intensive, spanning four days and culminating with the teachers presenting their business plan to the class on the final day. Teachers received a bag full of materials, texts, online resources, and posters. Thank you to the Asper School of Business for inviting EBIT members to attend this course. It was a very worthwhile experience!

Some ideas that I took away from the session were:

- have the students plot in their points into a business plan PowerPoint template as you work on each concept.
- have students present portions of their business plan while it's in progress to get much needed feedback. This gives them a chance to practice their presentation before the final version.
- give your students a paper clip, pencil, or other small item and have them go into the school trying to sell it. I'm envisioning this activity to be a great way to isolate the born sales people amongst the group!

If you would be interested in attending a similar training session, please contact EBIT at ebitmb@gmail.com.

Educational Systems in Europe

by Nicole Belanger

Our education system is in the process of major changes. How does this change match up with other countries? I spent the majority of the summer travelling around Europe and had the opportunity to talk to teachers, training teachers, and other people about the systems in their countries. We discussed various concepts such as discipline, vocational education, inclusion and adaptations, and course offerings.

Discipline

Discipline is one thing that is very different depending on where you are teaching. After talking with people in Liverpool, it seems that behavioural issues are quite drastic in the United Kingdom. I heard stories of teachers being attacked by students. Since teachers are not allowed to touch the students they couldn't defend themselves. It seems that there is a huge contradiction in society. There is absolutely no gang

culture in Liverpool, and yet the students show very little respect for their teachers and the school system. It would be interesting to find out what the causes are for this complete lack of respect for the teaching profession.

The complete opposite picture was painted by a recent education graduate from Germany. She spent six months teaching in Uganda and was very surprised to find that corporal punishment is still prevalent. She said that students were very well behaved with teachers who were known to use the cane. Since the students knew she was not going to use the cane, they were terrible in her class. She told them that since they didn't want to learn she was leaving, and she walked out on them. The next day, the head teacher asked her if she was really leaving. Apparently, the students went to the head teacher because they were sad that they behaved so badly that it meant losing their teacher.

Of course the teacher never intended to leave, but her students were well behaved the rest of the time. She was happy that she was able to make them behave without having to resort to corporal punishment.

While travelling in Germany, I heard some very different stories - not so much about students and their lack of respect in schools but more about the difference in social status and income that leads to gang-type activity. In smaller towns in Germany, there are still gangs with old political beliefs who try to win over the impoverished youth in order to grow in numbers to help spread their political agenda of hate.

Vocational Education

The most interesting system that I found regarding vocational education happens in Poland. Students who are not interested in moving on to university have opportunities to learn a trade. In order for them to do this, they have to attend a separate high school that teaches them their trade. The main difference between Poland and our trade schools is that vocational students in Poland actually have to go through an extra year of high school. The concept behind this is that if you are learning a trade, you need to be work-ready after school. Therefore, the extra year is needed.

Inclusion and Adaptations

In both Poland and Germany there is no such thing as inclusion. If you have any sort of disability (learning, physical or otherwise), you will have to attend a separate school. Teachers in both countries were surprised to hear that in Manitoba we try to include as many different types of students as possible. The teachers I spoke with obviously had questions about how we teach all these different students at the same time.

I explained that teachers are expected to make adaptations, whether it means bringing in equipment and software to help students with physical disabilities or having students demonstrate they can meet the outcomes of the course in a different way than the average student would. The teachers I talked to found this concept interesting but obviously had questions regarding reporting, fairness, teacher workload, and also about how the students' diploma is affected by these adaptations. The conversation made it very obvious that adaptations are not something that happens in Germany or Poland.

Course Offerings

In both Poland and Germany, students do not have the course selection choices that our students in Manitoba do. There are very few opportunities for Polish and German students to take high school courses in business, drafting, home economics, or even higher levels of computer technology. The systems are set up so that students are learning higher levels of math that are taught in Canada as well as world history and geography.

I often felt a bit uneducated when talking to people in Europe because they seem to have a larger amount of general knowledge. I had to admit that I knew very little about the specific geography of countries that I visited. However, many people knew more about Canada than I had expected.

Of course this means that students do not get to learn about running a business until they reach university. I think that neither system can be considered superior; however, it would be nice to find a middle ground between the two.

In conclusion, it seems that Manitoba teachers are implementing pedagogy that many other education systems haven't heard of, like inclusion, adaptations and diverse course offerings. However, I believe there are still some ideologies that are disappearing from our system to make room for the new ones. Time will only tell if we are on the right path.



A group of students at a language school in Lublin, Poland.

Classroom Projects and Assignments

BUSINESS ETHICS DEBATE GROUP PROJECT - by Heather Schindel

What is a debate?

A debate is a verbal argument that is conducted within a set structure with rules leading the process. People can disagree with each other in a structured setting that gives all participants a chance to present and defend their arguments as well as reach conclusions about the arguments of their opponents.

Assignment

The class will be divided into groups of three and will be allowed to pick a topic on a first-come first-served basis. Groups can pick topics from the list below. For each topic there will be a pro side (argues in favor of the topic) and a con side (argues against the topic).

Topics include:

- Animal Testing
- Bottled Water
- Green Workplace Policies
- Online Copyright Issues
- Minimum Wage
- Online Employee Privacy in the Workplace
- Romance in the Workplace

Participation:

All group members are expected to participate in all the steps involved in the debate. That means everyone is involved with the research, development, and presentation of the debate. Each member will have a speaking role in the debate.

The specific roles include:

- Person 1: Introduction—introduces group's position—2 minute speech
- Person 2: Rebuttal—opposing side gets to respond to the points brought up by the other team in their introduction (must have at least three rebuttal points!)
 - Note: To have an effective rebuttal, it is important to research both sides of the topic!
- Person 3: Conclusion—concludes group's closing position—1 minute speech

Every person will receive the same group mark! If members are missing on the day of the debate, the group will still have to present and someone will have to fill in for the missing person!

Important Points to Mention During the Debate:

1. During the introduction, explain the following:
 - The ethical issue
 - Give at least three reasons why your group is either for or against the issue
 - Provide evidence that supports your group's opinion

*For example: Today my group is going to discuss the death penalty, which is the act of executing a person for breaking the law. We feel that the death penalty should exist because it provides a deterrence for serious crimes, it gives closure to the families and friends of the victim, and it is cheaper to execute someone than to keep him/her in prison for the rest of their life....**(and then provide evidence and facts that support these reasons!)***

2. While one group is presenting, the other group should take notes so that they can challenge some of the ideas proposed by the opposing side in the rebuttal.

3. During the rebuttal, the opposing side gets to respond to the points brought up by the other team.

For example: The other side mentioned that the death penalty gives closure to the families and friends of the victims. I would argue that a person being in jail for the rest of his/her life would offer the same thing! It is important to remember that prison is not a fun place to be!

4. During the conclusion, the presenting person must sum up all the points that his/her group has made. This is the last chance that the team has to convince the audience about their point of view!

Debate Order:

- 2 minute Introduction of Position – Pro
- 2 minute Introduction of Position – Con
- Rebuttal – Pro
- Rebuttal – Con
- Conclusion – Pro
- Conclusion – Con

At the end of each debate, the class will vote on who they think won the debate. The team with the most votes for each topic will win a prize.

Grading Rubric:

Criteria	Levels of Performance			
	1	2	3	4
1. Organization and Clarity: Viewpoints and responses are outlined both clearly and orderly	Unclear in most parts	Clear in some parts but not overall	Mostly clear and orderly in all parts	Completely clear and orderly throughout presentation
2. Use of Arguments: Responses are given to support viewpoint	Few or no relevant reasons are given	Some relevant reasons are given	Most reasons given are relevant	All reasons given support viewpoint
3. Use of Examples and Facts: Examples and facts are given to support reasons	Few or no relevant supporting examples/facts	Some relevant examples/facts are given	Many examples/facts given; most being relevant	Many relevant facts/examples given in support
4. Use of Rebuttal: Arguments made by the other teams are responded to and dealt with effectively	No effective counter-arguments made	Few effective counter-arguments made	Some effective counter-arguments made	Many effective counter-arguments made
5. Presentation Style: Tone of voice, use of gestures and level of enthusiasm are convincing to audience	Few style features were used; unconvincingly	Few style features were used; convincingly	All style features were used; most convincingly	All style features were used; all convincingly
				/20

Comments:

Classroom Projects and Assignments

APPRENTICE CHALLENGE #1 - by Susana Hawryshko

Hello Apprentices:

Your challenge is to sell 30 items while making a profit. The items you are selling are different from group to group. Each group will be able to choose one out of five products to sell. If two groups want the same product, then there will be a draw to determine who will get that product.

Your target market: Students at your high school only

Task 1:

In your group, agree on a Company Name.

Task 2:

In your group, you will need to set up an exhibit/display that will run through one lunch hour at least. Plan what your exhibit will look like.

Task 3:

Sell the product for profit. Each item cost \$0.56, therefore, that is the minimum amount that you are allowed to sell your product for. Remember, that your goal is to make a profit, therefore, you will need to decide on a strategic selling plan.

Evaluation:

Task	Possible	Actual
Group Name	0 - Bonus	
Exhibit/Display	40	
Total Profit $< \$16.80 = 0$ $\$16.81 - \$21.00 = 50\%$ $\$21.01 - \$23.00 = 60\%$ $\$23.01 - \$25.00 = 70\%$ $\$25.01 - \$35.00 = 80\%$ $\$35.01 - \$45.00 = 90\%$ $> \$45.00 = 100\%$	60	
Donate profit to "Free the Children Charity"	0 - Bonus	
Total	100	

You must pay back your teacher for the cost of the items, \$16.80.

APPRENTICE CHALLENGE #2 - by Susana Hawryshko

Hello Apprentices:

Your challenge is to sell out of a "secret" product chosen by your teacher. You must sell the product for exactly 50 cents per item. You have exactly 24 hours to sell out. All profit is yours to keep (remember, you must pay your teacher back for the item cost though).

Your target market: All age groups, anywhere

Evaluation:

Pass or Fail

APPRENTICE CHALLENGE #3 - by Susana Hawryshko

Hello Apprentices:

Your challenge is to create a mini business venture. In this venture you will develop a product or a service, market it, sell it, and keep accurate records.

Task 1: Brainstorm ideas for a small business.

Task 2: Decide on a company name and create a company logo.

Task 3: Sell shares in order to get seed money for your business.

Task 4: Develop your product or service. (e.g. make your product)

Task 5: Market your product or service. Advertise!!!

Task 6: Sell your product or service.

Task 7: Write a report.

Complete as a Group:

1. Description of your business (1/3 p.)
2. Entrepreneur profile – characteristics/skills of each group member (1/2 p.)
3. Successes/Roadblocks (3 p.)
4. What would you do differently/what did you learn from this experience (2 p.)
5. Financial Records (receipts, shares, revenue, pricing, etc.
 - Determine your profit (sales – expenses)
6. Sales strategies – how, when, where, how much, why? (1 p.)
7. Advertising/Marketing strategies (1 p.)
 - Include copies of ads, etc.
8. Other – any information you feel is relevant in improving your grade

Complete Individually:

9. What you contributed to the group (give a lot of details)
10. Evaluation of group members – include one for yourself
 - How did they contribute?
 - Rate out of 10 – be honest

Task 8: Submit report, financial records, share copies, and money to your teacher to be evaluated.

Evaluation:

Task	Possible	Actual
GROUP MARK		
Description of the business	2	
Entrepreneur profile: characteristics/skills of each group member	5	
Successes and roadblocks	10	
Learning experience - things to do differently	5	
Sales strategies - how, when, where, how much, why?	5	
Marketing/Advertising strategies (include copies of ads)	5	
Financial records (receipts, shares, revenue, pricing, profit, money)	10	
SUBTOTAL	42	
INDIVIDUAL MARK		
Assessing group members (your written evaluation about the group members)	3	
Group member evaluation (the mark the group gave you)	10	
SUBTOTAL	13	
TOTAL	55	

APPRENTICE CHALLENGE #4 - by Susana Hawryshko

Hello Apprentices:

Your challenge is to create a unique game (e.g board game). All of the most successful board games on the market today succeeded, in part, because of their originality. When Trivial Pursuit came out in 1981, it was the first of its kind. Pictionary was another original game since no one had yet incorporated drawing into a game.

Your target market: Eight-to 12-year olds

Task 1:

In your group, brainstorm ideas for a game. Make sure these ideas cannot be easily compared to an already existing game.

Task 2:

Determine the objective of the game.

Task 3:

Make a rough sketch of what your game will look like.

Task 4:

Write out the game instructions and rules. Without good written instructions and rules, even the greatest board game concept will fail. Remember to keep rules simple. No one wants to spend a lot of time reading the rules and trying to understand them. That takes the fun out of the game. Look at other game board instruction sheets to determine the best formatting to use.

Task 5:

Create the board game and the playing pieces. Make sure you use durable materials. It wouldn't be much fun to only play the game once.

Evaluation:

Task	Possible	Actual
Game Name	0 - Bonus	
Objective	10	
Rough Sketch	5	
Instructions and Rules - Clear and easy to follow - Formatting	35	
Board Game - Visually appealing - Well organized and structured - Game pieces (original and appropriate for the game)	35	
Player's Evaluation	15	
Total	100	



E B I T

October 23, 2009
Educators of Business and Information Technology
**Building Bridges:
Educators and Industry**
Asper School of Business, 181 Freedman Crescent

PROGRAM

8:15-9:00 a.m.

Registration, Hospitality

9:00-9:30 a.m.

Conference Opening and
Asper Keynote

Dr. Glenn Feltham, Dean, Asper
School of Business, CA, Manitoba
Chair in Business Leadership

9:30-11:00 a.m.

Interactive Panel with Asper School
of Business faculty and industry
representatives

11:00 a.m.-12:00 p.m.

Networking Buffet Lunch (onsite),
Displays

12:00-12:45 p.m.

AGM, Retiree Presentation, IDATE,
Teacher of the Year Award and
Prize Draws

12:45-2:00 p.m.

Afternoon Session 1

2:00-2:15 p.m.

Refreshment Break

2:15-3:30 p.m.

Afternoon Session 2



EBIT is pleased to invite you to the Asper School of Business at the University of Manitoba for an amazing day of connecting with members of Manitoba's business community, industry professionals and of course, business teachers and Asper faculty! Register online at www.myebit.org. Parking information will be posted online.

**9:00-11:00 a.m.
Morning Session**

The keynote and interactive panel will feature faculty from the Asper School of Business and Industry Professionals from the fields of Accounting and Finance, Marketing and Business Administration. The panel will address the following key questions: How has technology affected your industry? What are the current demographics and trends in your industry? How do we best prepare Business and ICT students for their future? What assumptions about real-world business no longer apply?

**11:00 a.m.-12:45 p.m.
Networking Lunch, AGM,
Presentations, Displays
and Prize Draws**

Enjoy the Asper School of Business sponsored luncheon on site with colleagues, conference speakers and other Asper faculty. After lunch the AGM, retiree recognition, IDATE and Teacher of the Year Award will be presented. Explore the displays and prior to the afternoon sessions there will be prize draws!

**12:45-2:00 p.m.
Afternoon Session 1**

EB01 Career Education

**Kelly Mahoney,
Asper School of Business**

Kelly Mahoney, Director of the Career Development Centre and Co-operative Education Program at the Asper School of Business will discuss how to set up peer coach systems, mock interviews, etiquette events and the current resume and cover letter standards. Discuss and share your experiences of work education, career or co-operative education programs.

Code: EB01

**EB02 Experiential
Business Competitions**

**Reg Litz, Sergio Carvalho and Rob
Warren, Asper School of Business**

Create in-school business experiences for your students that have them engaged and learning outside of the box! Learn about the exciting Asper School of Business competitions, such as trade shows, marketing, and business plan competitions. Learn the composition of a business and marketing plan. Plan to incorporate these ideas into your business classes!

Code: EB02

**EB03 Inspired
Photography, Printing
and Displaying**

PrairieView School of Photography

After you teach the basic features of the digital camera, what kind of amazing and inspired photography assignments can you do right in your classroom, and using your school surroundings? Learn industry techniques for artistically taking the photos

to the next level—printing and displaying!
Code: EB03

EB04 Web 2.0 Tools and Literacy with ICT

John Finch, Manitoba Education Citizenship and Youth

John Finch, from Manitoba Education Citizenship and Youth will share what is new with collaborative Web 2.0 tools and how use of collaborative tools extends learning in any curricular area. Literacy with Information and Communication Technology will be part of this discussion focusing on how the use of collaborative tools also furthers the inquiry process.

Code: EB04

EB05 Beyond Basic Filmmaking **Jim Sanders, Independent Documentary Filmmaker**

So, you know how to use iMovie, Movie Maker and/or Premiere Elements? But, what are the pre-production, production and post-production nuances that you should know and share with your students to truly end up with an amazing piece of motion picture art? Learn and share some neat mini and major movie making assignment ideas. This session focuses on the theory of movie making.

Code: EB05

2:00–2:15 p.m. **Refreshment Break**

2:15–3:30 p.m. **Afternoon Session 2**

EB06 Career Education

Kelly Mahoney,
Asper School of Business

(Repeat of EB01)

Kelly Mahoney, Director of the Career Development Centre and Co-operative Education Program at the Asper School of Business will discuss how to set up peer coach systems, mock interviews, etiquette events and the current resume and cover letter standards. Discuss and share your experiences of work education, career or co-operative education programs.

Code: EB06

EB07 Experiential Business Competitions **Reg Litz, Sergio Carvalho and Rob Warren, Asper School of Business**

(Repeat of EB02)

Create in-school business experiences for your students that have them engaged and learning outside of the box! Learn about the exciting Asper School of Business competitions, such as trade shows, marketing and business plan competitions. Learn the composition of a business and marketing plan. Plan to incorporate these ideas into your business classes!

Code: EB07

EB08 Inspired Photography, Printing and Displaying **PrairieView School of Photography**

(Repeat of EB03)

After you teach the basic features of the digital camera, what kind of amazing and inspired photography assignments can you do right in your classroom, and using your school surroundings? Learn industry techniques for artistically taking the photos to the next level—printing and displaying!

Code: EB08

EB09 Web 2.0 Tools and Literacy with ICT

John Finch, Manitoba Education Citizenship and Youth

(Repeat of EB04)

John Finch, from Manitoba Education Citizenship and Youth will share what is new with collaborative Web 2.0 tools and how use of collaborative tools extends learning in any curricular area. Literacy with Information and Communication Technology will be part of this discussion focusing on how the use of collaborative tools also furthers the inquiry process.

Code: EB09

EB10 Beyond Basic Filmmaking **Jim Sanders, Independent Documentary Filmmaker**

(Repeat of EB05)

So, you know how to use iMovie, Movie Maker and/or Premiere Elements? But, what are the pre-production, production and post-production nuances that you should know and share with your students to truly end up with an amazing piece of motion picture art? Learn and share some neat mini and major movie making assignment ideas. This session focuses on the theory of movie making.

Code: EB10

REGISTRATION

EBIT Membership

Full/Regular	\$30.00
Student	\$15.00
Other (Associate/Retired/ Paraprofessional)	\$15.00

Please note membership fees are in addition to the conference fee.

Full-Day Conference Fee for Members

EBIT Member	\$40.00
Student Member	\$20.00
Other (Associate/Retired/ Paraprofessional)	\$30.00

Full-Day Conference Fee for Non-Members

Non-member	\$65.00
Student Non-member	\$30.00
Other (Associate/Retired/ Paraprofessional)	\$50.00

Lunch is included in registration fee for full-day participants.

Half-Day Conference Fee for Members (no lunch)

EBIT Member	\$30.00
Student Member	\$15.00
Other (Associate/Retired/ Paraprofessional)	\$20.00

Half-Day Conference Fee for Non-Members (no lunch)

Non-member	\$40.00
Student Non-member	\$25.00
Other (Associate/Retired/ Paraprofessional)	\$40.00

Late Registration

Registrations postmarked after October 15, 2009 will be assessed \$5.

Please register online at www.myebit.org and send cheque or money order payable to EBIT.

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Note: Parking details will be available on the EBIT website.

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