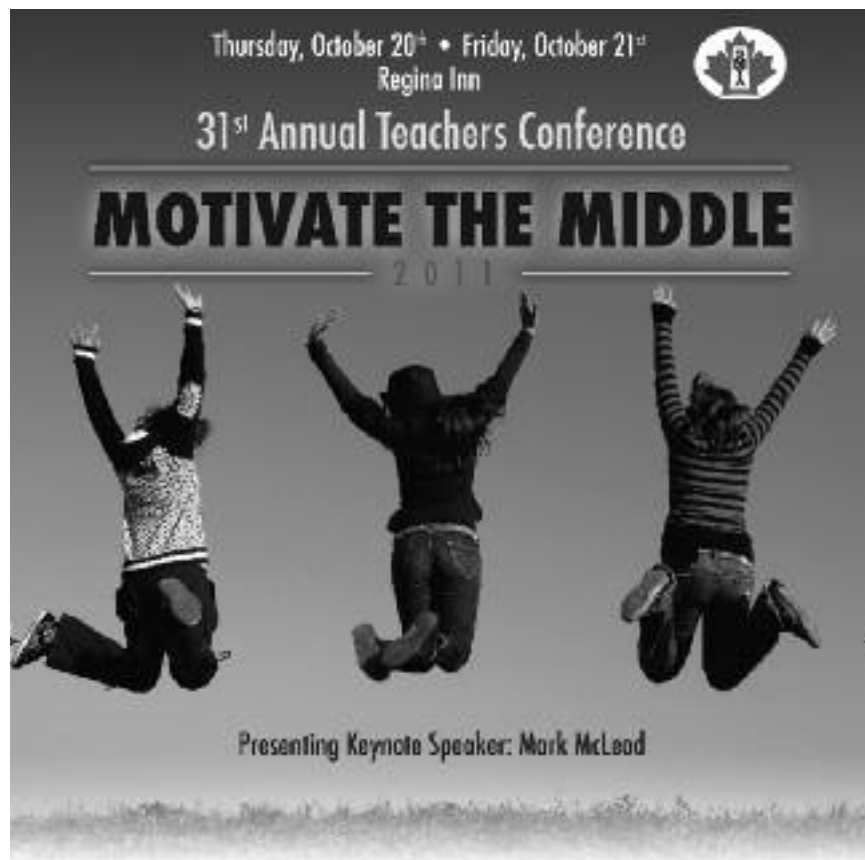


In The

MIDDLE

Volume 30, Number 1

September 2011



The Journal of the
Saskatchewan Middle Years Association

We Believe



The Saskatchewan Middle Years Association believes middle years students require educators who understand and advocate for their students' physical, emotional, social and academic needs. The SMYA provides workshops, speakers for interested groups, resource materials, and an annual provincial conference.

Our organization has the following aims:

- To further understanding of the middle years student
- To further an understanding of programs and teaching approaches for the middle years
- To provide a means of communication for teachers about middle years students
- To develop a positive attitude toward middle years students
- To provide a vehicle for sharing information with all partners in education
- To advocate school experiences that are developmentally responsive to the needs of middle years students

JOURNAL EDITORS: CHANTEL KAUFMANN & TINA BLAKE

In the Middle is published three times yearly. It accepts articles that are practical, accessible, and of interest to teachers of Grades 6 through 9. Articles should be from 2 to 15 pages in length. They can concern curriculum or teaching methodologies, or they can concern middle years children and suggestions for working with them. Articles published by *In the Middle* reflect the views of their authors and are not necessarily those of the editors, the Saskatchewan Middle Years Association, or the Saskatchewan Teachers' Federation.

In The

MIDDLE



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President's Message

"Motivation for the Middle"

By Andrew Longstaff



I write this during a challenging time for teachers, as we strive for change and a better way of life. This is my first address to you as president and I am very humbled and very excited for the many opportunities and triumphs that lie ahead.

Everyday we are faced with hurdles. From the snowy and icy or more recently, the flooded commute to work, to having to answer the same question 5 times in a class- these challenges and how we respond to them, shape who we are. They provide us with the background and patience we need to help shape the next generation of adults.

When first approached with the idea to take on this new position, it was a shock and I didn't immediately accept. I was apprehensive because I wasn't sure if I had what it took to lead this important organization. It took some convincing from my peers and that in itself was another lesson as an educator. I was shown encouragement and reminded of what it is I do best- help lead

and teach. As educators we must remember the power of encouragement and inspiration.

We have all chosen a challenging and rewarding career path- teaching young people who are sometimes feeling like they are maybe "stuck" in the middle, unsure of who they are and transitioning from child to young adult. Building a relationship with your students is vital. Aside from the hours we spend in the evening planning, the hours of photocopying and correcting we have to be there for these students on an emotional level. It's the hours of extra curricular time we spend away from our families that create a relationship with students to show that we care about their development.

What motivates our students? It's as simple as remembering that you are a middle year's teacher! It's coming to class and having a corny joke to start the day; being able to make a fool of yourself to help raise money for a particular cause; taking the time to listen to stories; attending students out of school activities; being candid with students on what's going on in the world; introducing a great book and reading only half so that they are all hooked and end up signing

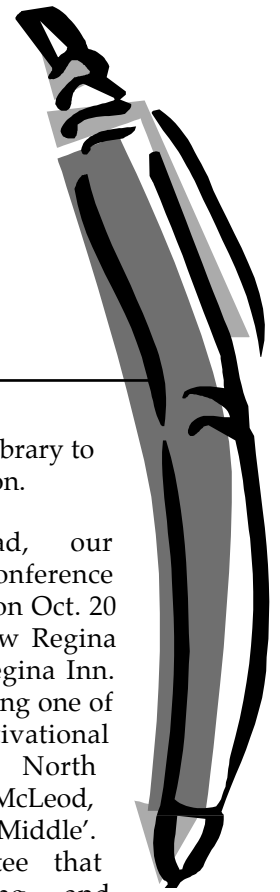
it out from the library to see the conclusion.

Looking ahead, our annual fall conference will take place on Oct. 20 & 21 at our new Regina location, the Regina Inn. We are welcoming one of the best motivational educators in North America, Mark McLeod, to 'Motivate the Middle'. I can guarantee that Mark's exciting and uplifting views on education will inspire you for the rest of your school year. We will also welcome one of Saskatchewan's best motivators, Grey Cup Champion, former Roughrider, Scott Schultz as an additional keynote.

I look forward helping motivate you in your pursuit of educational excellence. As a member of the Saskatchewan Middle Years Association, you are part of an amazing group of professionals who share ideas and help one another achieve professional success.

"They may forget what you said, but they will never forget how you made them feel."

- Carl W. Buechner



Editor's Corner

By Chantel Kaufmann

Another school year is upon us ... hopefully everyone is returning well rested and ready to get back at it. By the time you get your first journal of the new school year, summer holidays will probably feel like a distant dream. I'm finding it doesn't take long to get back into the swing of things. So much so, it hardly feels like you were ever away.

The executive always looks for new and interesting ideas to share with our members in the first journal in September. Sometimes we search new ideas out, and sometimes we share something we use regularly in

our own rooms and hope you will find it useful too.

We are very excited about our upcoming conference in October, *Motivate the Middle*, in Regina. We feel that October is a great time to hear about some new ideas and initiatives that you can take back to your schools and utilize. We work very hard to find a variety of presenters that touch on a variety of subject areas. We are trying something new this year by offering one session option where teachers can meet in a grade alike PLC and share some ideas and talk about

things going on in their schools all over the province. We know everyone is doing some great things out there and when do you get a chance to sit for an hour with other teachers and share? We are also so excited for our speakers, Mark McLeod and Scott Schultz. Very different backgrounds, but both energetic, motivated and guaranteed to make you laugh. How can you beat that?!

Looking forward to seeing you at *Motivate the Middle* in Regina October 20 and 21 at the Regina Inn!

Contributors

Thanks to our executive members: Tina Blake, Karla Warren, Andrew Longstaff, Chantel Kaufmann, Angela Byrnes, Derek Hyland and Lana Steiner for sharing some ideas that will all help middle years teachers in the classroom. Don't despair, our *Good Books* column will be back for the next journal.

SMYA Needs Your Help!

SMYA is always looking for engaging and innovative ideas, lesson plans and websites to feature in our journal. We welcome and encourage all submissions. SMYA will also show our appreciation to you by sending you a free middle years resource! Submit to chantel@smya.ca

Call for Artwork

We are looking for student artwork to showcase in the journal. Please send artwork (preferably black and white) to:

Chantel Kaufmann
5148 Genereux Drive
Regina SK S4X 4P2

Please include the student's name, grade and school on the back of work.

What would you like to see in the next issue?

We need your input to make the journal useful and relevant to our teachers. In addition to regular subject specific articles, we need to know what you would like featured in the next journal. Please send an email to chantel@smya.ca with your suggestions. Some ideas include PLCs, teaming, evaluation, differentiated instruction, discipline, dealing with parents, student conferences, authentic assessment, etc. The topic is up to you!



Artwork by Jordan V.

SMYA Executive



Andrew Longstaff – President

Robert Southey School
1385 Coleridge, Southey SK S4G 4P0

Andrew was born and raised in Regina with Post-Secondary Education completed at the U of R. He has used his education to travel some of Europe while teaching in London for a year and has seen much of Southern Saskatchewan in the past eight years. The majority of his career he has taught Middle Years and presently is the Grade 8 homeroom teacher at Robert Southey School.



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Chantel Kaufmann is serving her second year on the SMYA Executive. She teaches Grade 7 at Pilot Butte School.



Tina Blake – Co-Editor

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Tina has been teaching with the Regina Public School Board for 13 years and is serving her third year as a member of the SMYA executive. Tina teaches grade 7/8 at Elsie Mironuck in Regina and loves middle level education. She believes in young people and the rights of children. She enjoys spending time with her husband and her two wonderful kids!



Karla Warren – Secretary

email: karla@smya.ca

Karla teaches at the Weyburn Junior High in Weyburn. She is a grade 7 homeroom teacher who loves teaching "in the middle" because no day is ever the same and the kids have so much energy.



Derek Hyland – Social Media communications



Ryan Whalley – Treasurer

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Ryan is one of those teachers that came to teaching later in life, having lived and worked abroad, he developed an understanding of global consequences for individual actions. He has spent time teaching science, math, health and English to middle years students and is about to take on technology for his new position at Grenfell High Community School.



Angela Byrnes – Membership/ Privacy Policy

email: angela@smya.ca

Angela is a teacher and vice principal at Montmartre School in Montmartre, SK. Though she has taught subjects at grades 2-11, her heart lies with middle level students and that is where I consider home. I love the spontaneity of a middle years' classroom and that no two days, or two students are ever the same.



Melissa Renz – Member at Large

Jackie Therres – Youth Conferences and Initiatives

email: jackie@smya.ca

Jackie is currently a grade 7 homeroom teacher at Hepburn School, north of Saskatoon. Previously, she taught overseas in Seoul, South Korea, Istanbul, Turkey, and Leysin, Switzerland. She enjoys teaching "Middle Years" because she loves to encourage students and build their self-confidence as they prepare for the demands of high school.

Murray Wall – STF Liaison

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Back to School Technology Ideas

Submitted By Angela Byrnes

It's September and as you welcome back your enthusiastic students, keep up the enthusiasm by implementing new types of technology to enhance curriculum and engage your middle level students. The following is a list of Web 2.0 tools that can be used as part of your classroom instruction. Many examples of these technologies can be found on the Saskatchewan Middle Years Facebook page.

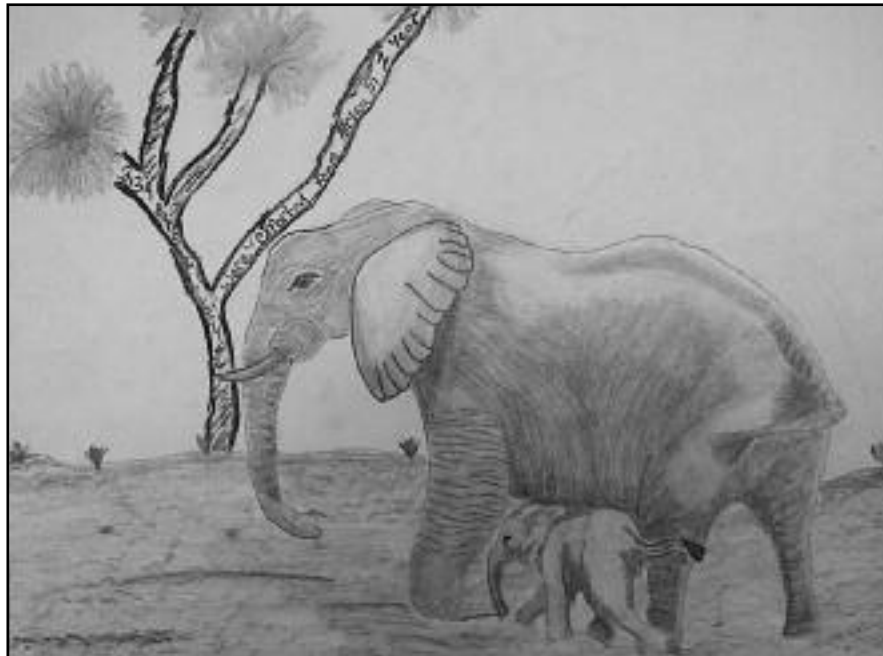
Website Name	Website Address	Possible Uses
Animoto	http://animoto.com/	Animoto is a web-application that allows users to upload videos and pictures into slideshow productions. As part of the free version, students can create 30 second slideshows with music.
Flickr	http://www.flickr.com/	Flickr is an example of an online photo hosting site. If permissions are in place, it can be a place to share classroom photos. Flickr also offers some pictures that are copyright friendly for students to use.
Glogster	http://edu.glogster.com/	Glogster is a social network that allows users to create free interactive posters, or glogs. When polled, Montmartre School grade seven students voted this technology their favourite. Teachers can sign up for a free account and create accounts for their students. This allows for more teacher control over student work. It is also good for those teachers who worry about their students posting work on the Internet.
Jing	www.techsmith.com/jing/	Jing can capture anything on your computer screen either as a still picture or as part of a video. These can then be saved on Screencast and shared. This can be used for a variety of purposes. Students can use Jing to capture video of mathematical concept development, they can capture screen images to help with presentations or can use Jing to capture video to show the teacher their thought processes on various topics.
Kidblog	www.kidblog.org	Kidblog is a blog option for students. Teachers set up the blogs for each individual student and control posts and comments.
Pixlr	http://pixlr.com/	Pixlr is online photo editing software. Many schools have photo editing software but it is an option if this is something your school does not offer.
Prezi	http://prezi.com/	Prezi is a web-based presentation tool. It allows for zooms, pathway changes and a more "fun" way to present. My students enjoy Prezi much more than PowerPoint for presentations and so do I. I find that Prezi forces students to summarize data and be more succinct and has lowered the instances of "copy and paste".

Website Name	Website Address	Possible Uses
Qwiki	http://www.qwiki.com/	Qwiki is like Wikipedia, but with video, voice over and related links all together in a pretty package. It has some annoying features, like a computer generated voice reading out content, but at the same time, it offers a computer generated voice reading out content for struggling readers.
Screencast	http://screencast.com	Screencast offers online storage for your videos, images and documents. It also allows you to share that information with others. Teachers can create folders and program settings to share information with students.
Tagxedo	www.tagxedo.com	Tagxedo turns words, famous speeches, news articles, slogans and themes into a visually stunning word cloud. Words are individually sized appropriately to highlight the frequencies of occurrence within the body of text. Students can pick various shapes, such as apples, countries and flowers for their word clouds.
ToonDoo	http://toondoo.com	ToonDoo is a site that allows students to create comics. It is very user friendly and students love it.
Twitter	http://twitter.com	Twitter is a social networking and microblogging site. Classrooms can make connections through Twitter for various purposes. Students also have access to “experts” who can assist them with research or inquiry based learning.
Voice Thread	http://voicethread.com	VoiceThread is a web-based digital storytelling application. Teachers can post media for students to comment on via text or voice. Students can also use it to publish stories combining voice, media and text.
Wallwisher	www.wallwisher.com	Wallwisher is a site that allows users to express their thoughts on a certain topic. Teachers can use the site to post questions to students and have students answer, or as a homework help board.
Wordle	http://www.wordle.net	Wordle is a website that generates word clouds/tag clouds from text you provide.
WordPress	http://wordpress.com	WordPress is a blog hosting site. It is easy to use and very user friendly. It is an excellent choice for classroom blogs.
Xtranormal	http://xtranormal.com	Xtranormal allows users to create videos using cartoon characters. It is excellent for character development and to teach the important aspects of video production (such as camera angles, movements and background noise).

Grade 9 Art

Drawing to Inspire Change

By Kara Deshaise - Weyburn Junior High School



Artwork created by a student from Weyburn Junior High School.

“An estimated 38,000 elephants are killed annually to supply the ivory trade”.

Have you ever wondered what the world will be like 50 years from now? What will be different, what will be the same and what will disappear? As a younger generation in society we worry about what our lives will be like in the future. Are you ever disappointed that you will never get to see an extinct animal? How would you feel if you were born 100 years in the future and elephants no longer existed?

As young people in society you may often feel like many decisions that are made in the world are out of your hands. Often these

decisions are made without consulting or thinking about the next generation. It is only recently that society has begun to look at what damage we have caused to the planet and even more recently look at different ways in which we may reduce this damage.

For thousands of years artists have created art to inspire change or to send a message to people about topics of concern. As young people in society a topic of concern is how the world will be for us and future generations. In this assignment we will be creating a drawing to send a message about the decline in number of animals in the world due to poaching.

Assignment – Major Assignment – Charcoal and Chalk Pastel

In this assignment you will create a drawing that sends a message about the depletion of wildlife in our world due to poaching. In this assignment you will be sending a message specifically about elephants. To send a message through your artwork you will juxtapose a fact about the decline of elephants within your drawing. *To juxtapose means to place close together or side by side. This means you will be fusing your fact into your artwork.* You will also be adding an accent colour to your black and white image with chalk pastel. Artists often do this as a technique to draw the viewer’s eye to the point of emphasis. Remember that your

point of emphasis should follow the rule of thirds!

When adding the colour accent to your image you must make sure to keep the following in mind:

- Your “accent” of colour should enhance the *point of emphasis* in your work. It should NOT be applied over the entire image.
- Your colour should be SUBTLE. This means that it should blend in with the image and should not look like a “stamp” or as if it was applied as an afterthought.
- The colour accent should be blended in with the image. Do not apply it sloppily! Make sure you add colour with care and plan out where you want it to be when drawing your preliminary!

You must complete a preliminary assignment before beginning your drawing. Preliminary assignments help you to plan out your drawing and help you to better understand what your subject matter is before you create an image of it. This

means that if you complete a preliminary of your artwork it will turn out better than it would if you did not do a preliminary.

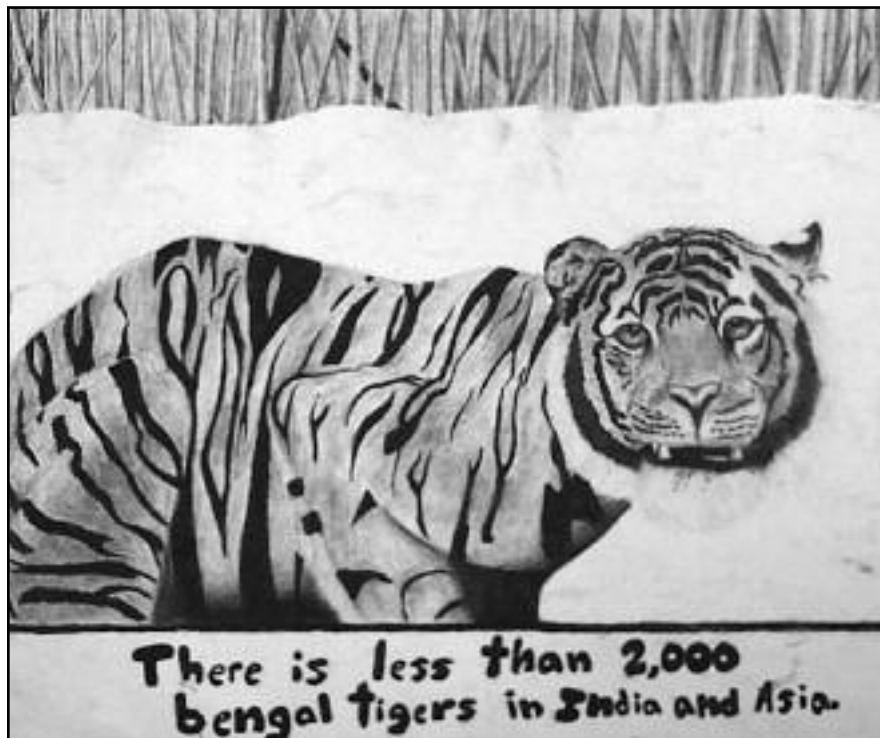
Take the following preliminary assignment sheet in this handout with you to the library and fill it out completely. Once you have finished filling out the assignment (each answer should be filled out completely) please return it to Ms. Deshaies to have it checked before you move onto your larger drawing assignment.

Preliminary Assignment

1. What type of elephant are you going to draw? What species is it (African or Indian Elephant?)
2. What type of habitat does your elephant live in? What countries do they live in? What types of plants and vegetation grow in these places? (Answer all THREE questions)
3. Find 3 facts about the declining population of elephants. Write

them down and *circle* the fact that you would like to juxtapose into your artwork. (These facts need to be similar to the one on the front page of this package.

4. Find two reference images to help you draw the preliminary sketch of your drawing. One should be of an elephant you wish to draw and the other should be of the setting or background you wish to place your elephant in. These images must be stapled to this sheet before it is handed in to Ms. Deshaies.
5. Please use half of this page to complete a preliminary sketch or rough drawing of how you would like your drawing to look. This does not have to be perfect but should include the entire elephant, some background details as well as the *colours* you will be using in your drawing. Your preliminary sketch should be completed in pencil and pencil crayon. Please keep in mind the rule of thirds!



Artwork created by a student from Weyburn Junior High School.

	M	A	B	E
Value	Drawing shows a wide range of value (10 different values or shades)	Image shows a moderate amount of value (6-9 values or shades)	Image shows some value (3-6 values or shades)	Image shows little or no value, line drawing (1-3 values or shades)
Contour Lines	Strong quality of line is shown (Detail is shown in contour lines) Few straight lines are shown.	Moderate quality of line is shown. (Some detail shown in contour lines) Some straight lines are shown.	Little quality of line is shown. (Little detail shown in contour lines) Most lines are straight (quickly drawn).	Line shows no detail. No bends or points are in lines, most are straight (quickly drawn).
Use of Colour	Colour used enhances the point of emphasis. Colour Blends into image well.	Colour has been used to enhance the image but has not been placed on the point of emphasis. Colour sticks out more than it should and has not been blended into image.	Colour used is too subtle to notice or is too strong. Colour has either been over blended into the background or has been blended very little.	Colour accent is absent or colour overpowers image and has been applied sloppily and as an afterthought.
Message Sent/Juxtaposition of Words	Words (information) that have been juxtaposed into the image relate to what is being shown. Words blend into image well. Proper spelling and grammar have been used.	Words (information) that have been juxtaposed into the image somewhat relate to what is being shown. Words have been placed as a border and appear separate from the image. Proper spelling and grammar has been used.	Words (information) that have been juxtaposed into the image have no direct relation to what is being shown. Words have been placed as an afterthought and do not blend into the image. Improper grammar and spelling present.	Words (information) is absent from the image or overpower the image (take up 1/3+ of the page).
Scale	Scale of objects is realistic and true to reference images used. Proportions shown appear correct.	Scale of objects is moderately realistic and true to reference images. Proportions shown appear incorrect in a few areas.	Scale of objects shows little realism and shows little reference to image used. Proportions are incorrect in many areas.	Scale of object shows no realism and no reference to image used. Proportions are incorrect in most areas.
Lightsource	A strong lightsource is evident. Proper cast shadows exist on all objects drawn. All objects show a transition from light to dark.	A lightsource is evident. Cast shadows exist on most objects drawn. Most objects show a transition from light to dark.	A weak lightsource is evident. Some cast shadows exist. Objects do not show a proper transition from light to dark.	No lightsource is evident. Objects have not been shaded in. No cast shadows exist.

Journal Information

Forward all journal articles and information to Chantel Kaufmann at chantel@smya.ca

My Autobiography



An autobiography is a summary of your own life. As someone reads it they should begin to understand who you are and what you believe in. Basically, it is a report about you!

Here is a list of topics that you must include in your autobiography*

TOPICS:

1. Introductory Paragraph:
 - a. Full name (how did you get your name. What does your name mean)
 - b. Where and When were you born
 - c. Age
 - d. Where do you live and who do you live with
2. Family and Friends
 - a. Mother, father, stepmother, stepfather, grandparents (tell a little about them)
 - b. Do you have any pets? What are their names? Tell a little about them
 - c. Who is your best friend
3. Education
 - a. What does school mean to you?
 - b. How do you do in school?
 - c. What is one thing you would like to improve on this year?
 - d. If you could change one thing about school what would it be?
 - e. How do you like the Junior High so far?
 - f. Are there any awards that you have won in the past?
 - g. What are you involved in at school?
4. Pastimes & Hobbies
 - a. What are your interests
 - b. What do you do in your spare time?
 - c. What kind of music do you listen to?
 - d. What is your favourite movie or television show?
5. What Kind of Person You Are
 - a. Are you shy, quiet, outgoing, enthusiastic, or private?
 - b. If you could do one thing in the world what would it be?
 - c. What is one of your most embarrassing/scariest/funnies t moments in your life?
6. Talk About a Person Who was/is Very Important in Your Life
 - a. Everyone has people that are important in their lives. Tell me about one of these people and make sure to explain why they are important.
7. Talk about a Very Important Event in Your Life
 - a. Thinking back on your life... what is one event that sticks out in your mind? Why is it so important?
8. What Quote Reinforces Your Philosophy of Life
 - a. There are thousands of quotes that reflect different philosophies of life. Find a quote that best reflects your philosophy of life. Discuss how it does this.
9. Future Aspirations
 - a. What do you plan to do in the future?
10. Conclusion
 - a. Wrap up your autobiography. This is where we hear your final thoughts. This should be short and sweet!
11. Other:
 - a. You may also want to include: a memorable moment in your life, injuries you may have had, saddest moment in your life, or anything else that you would like to share.

I hope you have fun writing your autobiography because I look forward to finding out a little bit about you!

Core French Ideas

By Audrey Carleton, Weyburn Junior High School

Salut!

As a French teacher for middle years students, I have come up with some quick little filler activities designed to get students up and out of their desks and perhaps be rewarded with candy (Oops! Did I really say that?). Hopefully, you will find them useful and have a little fun with your students while doing them.

1. Either at the beginning or at the end of a class, I give students a little piece of blank white paper, have them write their initials on it and then think of a French word that begins with each of their initials, write them down and give the paper back to me. I then read the three or four words and have students guess who each of the sets of initials belongs to.
2. At the end of a class, I have students close up their books, stand up and play the "partir de bonne heure" game. I ask them

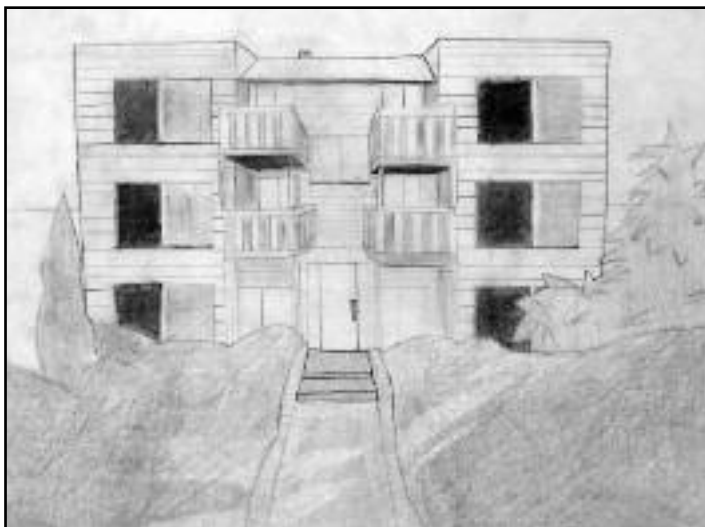
the question, "Comment dit-on le mot _____ en français?", substituting a word related to the unit we are currently working on. Students raise their hand if they know the answer, I call on them and if they get the answer correct (including proper pronunciation), they get to leave a couple of minutes early. I usually start the game with about 5 minutes left of class. This is especially fun at the end of the morning or at the end of the day.

3. Usually at the beginning of a class, I have students divided into teams, often using the rows they are seated in, and send them to the board, one from each team, to answer any random question I might come up with. The student who writes the answer first and correctly earns a point for his or her team. They love the competition of this game and need to understand that the students in the desks do not help their classmate at the board in

any way whatsoever. This keeps the chaos to a minimum and helps them understand that it is always easier to come up with the correct answer when you are in your desk rather than standing at the board!

I use these activities with any of the three middle year grade levels, but I usually use this next one with Grade 9 students only.

4. After working on a concept for a class or two, such as adjectives or futur proche, I have students write a sentence, using the concept, on a scrap piece of paper. I then check it over, have them rewrite it, with markers and in large letters on a piece of white paper, cut out each word individually, scramble the pieces of paper so that the words are out of order and then walk around the room putting the words of other students in the proper order to form their original sentence.



Artwork by Mackenzie F.

Motivate the Middle – A Conference Sneak Peek

Please go to WWW.SMYA.CA for the most up to date schedule. Also, check us out on Facebook www.facebook.com/pages/Saskatchewan-Middle-Years-Association and Twitter @Skmiddleyears.

Watch for upcoming contests to help us spread the word about MOTIVATE THE MIDDLE

Schedule

Thursday, October 20

- 10:45 - 11:45 a.m. Administrator's session with **Mark McLeod**, lunch provided
- 12:00 - 1:00 p.m. Registration with Lunch (sandwiches) and display tables
- 1:00 - 2:30 p.m. Conference Kick off and Opening Keynote: **Mark McLeod**
- 2:30 - 2:45 p.m. Break – tour exhibits
- 2:45 - 3:45 p.m. Breakout Session #1 (5 options)
- 6:30 p.m. You deserve a break evening social. TBA

Friday, October 21

- 7:30 - 8:30 a.m. Breakfast
- 8:30 - 9:30 a.m. Keynote: **Mark Macleod**
- 9:30 - 9:45 a.m. Break – tour exhibits
- 9:45 - 10:45 a.m. Breakout Session #2 (5 options)
- 10:45 - 11:00 a.m. Break – tour exhibits
- 11:00 - 12:00 p.m. Session #3 (5 options)
- 12:00 - 1:00 p.m. Lunch provided and Annual General Meeting (soup and wraps, veggies, desserts)
- 1:00 - 2:00 p.m. Breakout Session #4 (4 options)
- 2:00 - 2:15 p.m. Break– tour exhibits
- 2:15 - 3:15 p.m. Closing Keynote: **Scott Schultz**

Meet our Keynote Speakers!



Mark McLeod

Mark McLeod Recognized as a dynamic and highly motivational speaker, Mark McLeod brings his knowledge of being one of Mississippi's top administrators to school districts nationwide. As a lifelong educator, his educational experiences include high school and middle school math teacher, coach and principal. He was twice selected as Teacher of the Year in his district. In 2002, he was selected as his district Administrator of the Year and Mississippi's Region Four Administrator of the Year. Mark gives dynamic and motivating presentations on classroom management and effective instruction. He has presented at local, state, and regional conferences and has conducted numerous workshops and keynotes throughout the country.



Scott Schultz

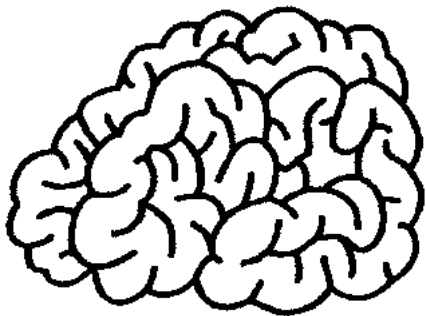
Scott Schultz - The Moose Jaw, Saskatchewan native was the starting defensive tackle for the Saskatchewan Roughriders for nine seasons. He attended college in North Dakota where he played for the Fighting Sioux. He signed with the San Diego Chargers in 2001 and the Pittsburgh Steelers in 2002 before playing with the Roughriders. He was the 1st first overall pick in the 2001 CFL College Draft.

On August 4, 2009, Scott retired to become the president of Schultz Gareau Insurance Ltd. located in Regina, Saskatchewan. Scott continues to be active in supporting the community. Scott has spoken to over 100 schools throughout the province of Saskatchewan with the Fine Foods Community Youth Challenge. He is well known for his motivational speaking and humor. He and his wife Rosaline, daughter Anna and son Evan make White City, Saskatchewan area their year-round home.

***Register online at www.smya.ca
or use the registration form at the back of this journal.***

BRAIN BREAKS

Brain Boosters for Teachers



Icebreakers and Energizers

This article is used with permission, and can be found at: www.kimskorner4teachertalk.com/classmanagement/icebreakers.html

Some great Icebreakers and Energizers to help with the first days of school or anytime throughout the year!

Name Tag Match Maker

Each group member will need a 5" x 7" card for a name tag. Then give the following directions:

1. Put your name in the center of your card.
2. In the upper left corner, write four things that you like to do.
3. In the upper right corner, write your four favorite singers or groups.
4. In the lower left corner, write your four favorite movies.
5. In the lower right corner, write four adjectives that describe you.

When everyone finishes, have them mingle with the group for a few minutes. Without talking, they are to read the upper left corner of the other group members' cards. When time is up, they are to find one or two people who are most like them and visit for a few minutes. When time is up, they are to mingle again reading the upper right corner of the other group members' cards. They then find the one or two people most like them and visit. Repeat with the lower left corner and lower right corner information.

To make sure everyone visits with several people, you could implement a rule that no two people can be in the same group more than once.

Venn Diagram of Students

Divide students into groups of three or four. Give each group a large sheet of butcher paper and a different color marker for each person. Have them draw a Venn diagram with an oval for each student. The students in each group are to discuss what their similarities and differences are. After the discussion, they are to fill in the diagram showing their similarities and differences.

If a group has a hard time getting started, give them some guidance by asking questions such as, "What is your favorite music?", "When is your birthday?", "What sports do you like?", or "Where were you born?"

Data Processing

Divide the students into groups of 10 to 20, depending on the difficulty level you want. The more students in a group, the higher the level of difficulty. Give directions for the "data" groups are to use to "process" themselves. The more creative the "data" the more fun the "processing." Give prizes to the group who is the first to correctly process their data. Several rounds can be played in a short amount of time, depending on the size of the groups.

Here's a list of "data" for this activity:

- Alphabetical by best friend's first name
- Alphabetical according to favorite food
- Length of hair
- Shoe size
- Birthdays
- Number of letters in last name
- Length of thumb
- For teachers, number of years taught

Who Am I?

For this activity you will need one sticky note per person. On each note write the name of a celebrity, political figure, cartoon character, book character, etc. You can choose one category or mix them up. Use a different person for each note.

Place a sticky note on the back (or forehead) of each participant. The participants are to figure out who they are, but can only do so in the following manner. Find a partner

and read each other's sticky notes. You may ask the other person three questions to which there are yes or no answers.

Once your questions have been asked and answered, make a guess as to your identity. If you are correct, move the sticky note to your chest and you become a "consultant" who gives clues to those still trying to figure out their identities. If you are not correct, find a new partner and repeat the process.

SPECIAL NOTE: Be sure to choose characters that are appropriate to the age of the participants to avoid "generation gap frustration."

Animal Scramble

There is some preparation for this activity. On a slip of paper, write the name of an animal that makes an obvious noise. Create five to ten slips for each animal.

Give each participant a slip of paper, but tell them to keep their animal a secret. The participants are to find the rest of their kind, but there is no talking. So how do they find the others? They have to make the noise of the animal. Once two of the same kind have found each other, they stay together to find more. Continue until all of the like animals have created one big group.

Use Animal Scramble, but add a hint of danger by planting a couple of danger animals who if incorrectly approached can take you out of the game (snake, lion, tiger, etc). The last survivor of non-dangerous animals is winner (Non-dangerous animals need to gather say 4 of a kind to be safe in a pack; they can even fake being a dangerous animal but cannot take out anyone - someone catches onto this and the fun begins!)

Criminal Dealings

Design a system for secretly identifying the "criminal" and the "cop." We used a deck of cards. You only need enough cards so each player may have one card. One card needs to be a jack--the criminal, and one needs to be an ace--the cop. All of the other cards should be below ten in rank. Let each person draw and keep a card, without showing it to anyone.

The criminal needs to recruit other criminals by winking at them, but without getting caught by the cop. Any person who sees a wink is to wait a few seconds, so as not to be obvious, and then say, "I committed a crime." That person then turns in his card and is out of the game. Play continues until the criminal recruits all players without being caught by the cop, or the cop identifies the criminal. If the cop misidentifies the criminal, he loses the game.

Murder

This is a variation on the Criminal Dealings game. Same set up with a deck of cards. Choose the number of cards needed according to the number of players. Be certain that the Queen of Spades is in the deck. All players draw cards. The player who chooses the Queen of Spades is the murderer.

Throughout the other activities, the murderer kills victims by winking at them. When someone catches the eye of the killer and is winked at, they are killed and (here is the fun part) can die in any manner they want. Some die quietly by dropping over; others die in a dramatic finale.

The object of all other players is to a) not get killed and b) try to identify the murderer.



Everyone knows a teacher who does an outstanding job in the middle. Please give that person the recognition they deserve. Fill out the attached information, and send it to the address below or email the information to chantel@smya.ca.

Teacher's Name: _____

School: _____

Teaching Assignment: _____

Three words describing the teacher's personality:

A sentence or two describing the teacher's relationship with:

a) Students:

b) Colleagues:

c) Community:

Anything else you would like mentioned?

Application for Membership



WHAT CAN THE SMYA DO FOR YOU???

Members receive:

- Three issues of *In the Middle* – the only professional middle years journal published in Canada
- Three issues of *President's News* – keeping you up-to-date on middle years news
- Inservice up-dates across the province

- I hereby apply for membership in the Saskatchewan Middle Years Association. Membership for one year is \$25.00
- I hereby apply for membership renewal in the Saskatchewan Middle Years Association. Renewal for one year is \$25.00

Name _____

Mailing Address _____

Employed By _____

Present Position _____

Are you an STF member? Yes No Teaching Certificate Number: _____

I have enclosed a cheque or money order for \$25.00 I understand this is my membership fee for one year.

I hereby consent to the collection, storage and use of personal information by and for the executive of the SMYA for purposes of receiving "In The Middle", the journal of the Association, the "President's Newsletter" and periodic notification of upcoming professional development opportunities. Information is processed and maintained in a confidential database by the STF.

DATE _____

SIGNATURE _____

Please mail this application form when completed to:

Angela Byrnes
Montmarte School
Box 300, Montmarte, SK S0G 3M0
Email angela@smya.ca

SMYA/NMSA Resources

Title	Quantity	Price	Total
Academic Success Through Empowering Students		\$15.00	
Authentic Assessment From A-Z		\$20.00	
A Vision of Excellence		\$10.00	
Connecting The Curriculum Through Interdisciplinary Instruction		\$20.00	
Day One and Beyond		\$25.00	
Drumming To The Beat of Different Marchers		\$25.00	
Dynamite In The Classroom: How-To Handbook For Teachers		\$25.00	
Essential Questions- With Answers- for Middle Level Teachers		\$9.00	
Fair Isn't Always Equal: Assessing and Grading In A Differentiated Classroom		\$30.00	
For the Love of Books		\$16.00	
Grounded For Life		\$22.00	
H.E.L.P. For Teachers		\$1.00	
H.E.L.P. How to Enjoy Living With A Preadolescent		\$1.00	
How To Become An Exemplary Middle School Principal		\$12.00	
If You Don't Feed The Teachers The Eat The Students		\$20.00	
Implementing and Improving Teaming		\$30.00	
"In The Middle: Writing, Reading, and Learning with Adolescents"		\$24.00	
Inside-Outside in the Middle		\$30.00	
Integrated Studies in The Middle Grades		\$25.00	
Integrating Instruction In Language Arts		\$20.00	
Integrating Instruction In Math		\$20.00	
Integrating Instruction In Science		\$20.00	
Integrating Instruction In Social Studies		\$20.00	
Interdisciplinary Units and Projects for Thematic Instruction		\$30.00	
Living With A Work In Progress		\$15.00	
Middle Level Education in Small Rural Schools		\$12.00	
The Middle Years: A Parent's Handbook		\$1.00	
Mr. DeVore's Do-Over		\$12.00	
More H.E.L.P.		\$1.00	
Not Much Just Chillin': The Hidden Lives of Middle Schoolers		\$20.00	
Parenting 911		\$25.00	
Prescriptions For Success in Heterogeneous Classrooms		\$25.00	
Reading Don't Fix No Chevys: Literacy in the Lives of Young Men		\$24.00	
The Rebooting of a Teacher's Mind		\$21.00	
Reflections From A Teacher's Heart		\$6.00	
Research and Resources in Support of This We Believe		\$10.00	
The Roller Coaster Years		\$22.00	
A School-Wide Approach to Student-Led Conferences		\$20.00	
Service Learning In The Middle School: Building A Culture of Service		\$12.00	
Staff Development Kit: Implementing The Middle School Concept		\$24.00	
Starting Points: How To Set Up And Run A Writer's Workshop		\$22.00	
Student-Oriented Curriculum: Asking The Right Questions		\$20.00	
Teacher's Teaming Handbook: A Middle Level Planning Guide		\$30.00	
Teaching 10-14 Year Olds		\$30.00	
Team Organization: Promise-Practices and Possibilities		\$15.00	
The Team Process		\$22.00	
This I Believe Flyer		\$1.00	

Title	Quantity	Price	Total
This We Believe: Successful Schools for Young Adolescents		\$8.00	
This We Believe In Action		\$25.00	
Tools for Teaching Content Literacy		\$14.00	
Treasure Chest: A Teacher Advisory Source Book		\$30.00	
Turning Points 2000: Educationg Adolescents in the 21st Century		\$25.00	
Using Portfolios Across the Curriculum		\$20.00	
Watershed: A Successful Voyage Into Integrative Learning		\$25.00	
Watershed: Whole Learning Activities Book		\$27.00	
What Every Middle School Teacher Should Know		\$30.00	
Writing For Real: Strategies for Engaging Adolescent Writers		\$25.00	
To Order: Lana Steiner RR 2 9-77 Canora, SK S0A 0L0 email: lana@smya.ca		TOTAL	

Plus shipping and handling.

Saskatchewan Middle Years Association

Harold Schultz Middle Years Development Fund

Introduction

The need exists in Saskatchewan to encourage continued development in the Middle Years area. The SMYA is the logical organization to initiate and encourage such development.

This development fund was established to encourage Saskatchewan based projects and/or programs related to the Middle Years child. The fund is named in honour of Mr. Harold Schultz who was a driving force in starting the Middle Years concept in Saskatchewan. It was through his research, his encouragement and his dedication that the philosophy of Middle Years Education took hold and continues to grow today.

Objectives of the Fund

The monies of the fund are to assist, financially, individuals, groups and/or schools in developing programs or research projects that increase the understanding and awareness of the Middle Years child in Saskatchewan.

The monies of the fund may be awarded to those projects, ideas or programs that help to increase the understanding and awareness of the Middle Years child and/or promote effectiveness of the Middle Years teacher.



PLEASE NOTE:

There is no application form for this award. Candidates must submit a written application meeting the guidelines below.

General Guidelines for Selection

1. The results of such projects, programs, or practices supported by this fund must be made available for the use of the SMYA and its members.
2. The recipient(s) of monies from the fund must submit a comprehensive typewritten report to the SMYA executive upon completion of the projects.
3. The SMYA journal, *In the Middle*, must be provided with a synopsis of useful and relevant results of the funded project(s) for publishing purposes.
4. The recipients must acknowledge the financial assistance of the SMYA in the text of the comprehensive typewritten report.
5. The executive of the SMYA has the right to change, delete, or add any conditions related to the awarding of monies related to the fund.

Conditions

1. Payment of the monies of the fund will be 50 per cent when the project is approved by the SMYA Selection Committee and 50 per cent upon completion of the project and the submission of an article suitable for publication in our journal.
2. The allocation of the monies granted will be made at the discretion of the SMYA Selection Committee.
3. Applications for the 2010 award can be made any time prior to October 1, 2011.
4. Each application will be acknowledged and recipients will be notified of decisions immediately following the Selection Committee's meeting.
5. The amount of the monies of the fund to be allocated at the discretion of the Selection Committee shall not exceed \$1000.00.
6. Applications will be received in a format approved by the SMYA Selection Committee. Interested persons should forward inquiries to:

Harold Schultz Middle Years Development Fund

ATTENTION:

Chantel Kaufmann

Pilot Butte School, 5148 Genereux Drive, Regina SK S4X 4P2

(S) 781-4488 email: chantel@smya.ca

President's Award

The Saskatchewan Middle Years Association strives to promote an understanding of Middle Years Education within the province of Saskatchewan. Therefore, the President, on behalf of the Association, annually presents "The President's Award" to recognize individual excellence in middle years education.

Members of SMYA are invited to nominate an individual to be considered as a recipient of this award.

Criteria

1. The award will be presented to an educator who has made meritorious contribution to middle years education both locally and provincially.
2. Nomination must be made by a current member of SMYA.



Timeline

Applications for the 2010 award must be submitted to the President by October 1, 2011.

Nomination Form

A. NOMINEE INFORMATION

Name _____
Address _____
Work Address _____
Position Held _____
Telephone – Home _____ Office _____

B. NOMINATOR INFORMATION

Name _____
Address _____
Work Address _____
Position Held _____
Telephone – Home _____ Office _____

C. POINT FORM OUTLINE OF THE CANDIDATE'S CONTRIBUTIONS:

D. ATTACH A STATEMENT SUPPORTING YOUR NOMINATION (MAXIMUM 1,000 WORDS)

Mail all submissions to: Andrew Longstaff, 6 Motherwell Cres, Regina, Sk, S4S 3Z4
Email: Andrew@smya.ca

Saskatchewan Middle Years Association

Youth Grant

The SMYA supports and encourages special projects, initiatives, and student conferences. Because of this, SMYA has established a grant fund, which will allow our organization to support such ventures. Money will be awarded in two installments. Fifty per cent of the grant will be paid up front while the remaining 50 per cent will be awarded on submission of a written report that can be published in *In the Middle*, the SMYA journal. Applications should show how the project, initiative, or conference would enhance the education of the middle level students involved. Priority will be given to those applicants which are organized by students, for students, or that go beyond regular classroom excursions/trips.

1. Applications for funds must be made BEFORE the project, initiative, or conference takes place AND before an SMYA executive meeting. The deadlines for consideration at an executive meeting are:
 - a. April 30
 - b. June 30
 - c. December 30
2. Applicants must fill in the form and include a half to one-page summary or outline of the project, initiative, or conference on a separate piece of paper.
3. Applicants must be SMYA members.
4. Funds for grants will be set aside by the executive in the annual budget.
5. The maximum amount available for the grants is \$1000 per year. Amounts awarded are at the discretion of the SMYA executive.
6. All special projects receiving the initial SMYA financial support will be required to provide SMYA with a written report suitable for publication in the SMYA journal in order to receive their second installment.



Application for Financial Assistance for SMYA Youth Grant

Saskatchewan Middle Years Association
 c/o Andrew Longstaff
 6 Motherwell Crescent
 Regina, SK S4S 3Z4
 (S) 781-4488
 email: andrew@smya.ca

Deadlines for applications are: June 30, December 30, April 30

School Name/Group Name

School Address

School Phone Number

Postal Code

Teacher Contact

Type of Event

Date

Location

Number of Participants

For Students and/or Teachers

Anticipated Costs

Sources of Funding

Food

Amount

Speakers

Source

Accommodation

Travel

Other (specify)

Total

Outline of Event

Please include a brief description of the project including rationale for the project, format and anticipated activities.

Do you have an active SMYA membership? Yes No

Have you received SMYA funding before? Yes No

Are you willing to:

a) Provide a report suitable for publication in the SMYA journal? Yes No

b) Make a presentation at our Annual Conference? Yes No

Please provide any additional information that will assist us in processing your request and attach it to the form.

Date

Signature



The Saskatchewan Middle Years
Association Conference
**Motivate In The
Middle!**
Oct. 20 - 21, 2011

Send Call for Presenters to:
Andrew Longstaff
6 Motherwell Crescent
Regina, SK.
S4S 3Z4
(F) 306-726-2018
andrew@smya.ca

Deadline: September 15, 2011

Name	
Address	Postal Code
School	Division
School Address	Postal Code
Telephone (S) (H)	(F)

CO-PRESENTER (if applicable)

Name	
Address	Postal Code
School	Division
School Address	Postal Code
Telephone (S) (H)	(F)

TITLE OF PRESENTATION

OBJECTIVES

DESCRIPTION SUITABLE FOR PUBLISHING IN CONFERENCE PROGRAM

PRESENTATION METHOD

Check any that apply:

Hands on Lecture Practical Theoretical

ABOUT YOU

First Time presenter
 Presented at previous SMYA Conferences Presented at other conferences

REFERENCES (Applications that are accepted for presentation at conference will be confirmed as soon as possible.)

- 1.
- 2.

PRESENTER NEEDS

Audience size preference 30 50 100 or more

PREFERRED TIME

One Hour Two Hour

PREFERRED DAY

Thursday Friday I'm Flexible

AV MATERIALS

Overhead/screen DVD/VCR/TV Stereo (CD/Cassette) Projector
 Other _____

SMYA will provide free conference registration and complimentary membership for the remainder of the year for up to two presenters. All other expenses are the responsibility of the presenter(s). Conference registration is not transferable. All presenters are required to submit a print ready summary for our professional journal, *In The Middle*. SMYA requests all presenters provide session handouts. If this is not possible please contact the Conference Chair by March 1, 2006 to arrange copying procedures. On-site copying will not be available.

****This is not a registration form.** You must still register by completing a conference registration form. Visit <http://www.smya.ca/>

Date: _____ Signature: _____

Thursday, October 20th • Friday, October 21st
Regina Inn



31st Annual Teachers Conference

MOTIVATE THE MIDDLE

2011



Presenting Keynote Speaker: Mark McLeod

Please print clearly all information so your registration can be processed.
RECEIPTS WILL BE EMAILED TO YOU

Name: _____

Address: _____

City/Town: _____ Postal Code: _____

Phone: (w) _____ Email: _____

School: _____

Are you an STF member? Yes - Teachers certificate number: _____ No

Regular Fee - \$225.00 Administrator's 1 hr session - \$50.00 (11am - 12pm, lunch included)

Student - \$100.00 (includes membership and GST) Presenter - No charge

Register online or make cheques payable to SMYA and mail to Kara Warren at
600 5th Street, Weyburn, Sask. S4H 1A1, fax: 847-5689, email Kara@smya.ca

Check for schedule, conference info, and updates at www.smya.ca

SMYA Privacy Policy

From time to time, the Saskatchewan Middle Years Association (SMYA) will gather, maintain, and use personal information about its members. This policy outlines the steps that the SMYA will undertake to safeguard the privacy of this information.

1. Accountability

- a. The Executive shall appoint one of its members as the SMYA Privacy Compliance Officer.
- b. The Executive may appoint other members of the Executive to be responsible for collecting personal information subject to the terms set out in this policy.
- c. Complaints and/or inquiries arising from the collection of personal information shall be directed to the Privacy Compliance Officer of the organization.
- d. Personal information of the membership shall be shared with and maintained by the Saskatchewan Teachers' Federation (STF) for grant purposes.
- e. Personal information shall not be shared with any other third parties.

2. Purposes

- a. Personal information will be used for communication purposes only. These communication vehicles will include the SMYA journal, the President's newsletter, and periodic mail outs, which may advise the membership of upcoming professional development opportunities.

3. Consent

- a. Consent to gather personal information shall be obtained annually from the membership at conference.
- b. Registration forms for new or renewed memberships shall contain a "Consent for Release of Personal Information" section.

- c. This policy shall be made available to all members.

- d. Information collected by the SMYA may be disclosed to the STF for grant purposes and/or to the members of the SMYA Executive only.

4. Limiting Collection

- a. The information collected shall be limited to:
 - i. Name
 - ii. Address
 - iii. Postal Code
 - iv. Teaching Certificate Number
 - v. Telephone Number
- b. Name, Address, and Postal Code information are needed to send communication to the member
- c. A teaching certificate number is required by the STF for grant purposes.
- d. Telephone numbers are required to communicate with members quickly (i.e. in the event of a program cancellation).

5. Limiting Use, Disclosure and Retention

- a. Membership information shall be retained for as long as a person is a member of the organization.
- b. Lapsed membership information will be retained for a maximum of one year.
- c. Lapsed information in electronic or "hard copy" form shall be securely destroyed.

6. Accuracy

- a. Membership renewal information will be checked for accuracy with the individual member.
- b. Individual members of the SMYA shall be responsible for informing the organization's Privacy Compliance Officer with appropriate updates to their personal information.

7. Safeguards

- a. All reasonable measures shall be taken to protect members' personal information against loss or theft.
- b. Access to electronically stored information shall be limited to members of the organization's Executive only.
- c. Executive members shall annually be made aware of the need to protect the privacy of members' personal information.
- d. This policy shall be reviewed annually.

8. Openness

- a. This policy shall be published on the organization's website.
- b. This policy shall be published annually in the Association journal.

9. Individual Access

- a. Upon a request by a member, the President shall confirm the existence of a member's personal information and shall provide a copy of this policy to the member.
- b. If a member deems her/his personal information to be inaccurate, the member shall be given the opportunity to correct any inaccuracy.

10. Challenging Compliance

- a. Complaints and/or inquires regarding this policy shall be directed to the Privacy Compliance Officer of the organization.
- b. Upon receiving a complaint and/or inquiry, the Privacy Compliance Officer shall attempt to resolve the issue as expeditiously as possible.

