

In The

# MIDDLE

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Volume 29, Number 3

June 2011

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*Artwork created by student from Weyburn Junior High*



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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.

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# President's Message

*"Change is good, Donkey" –  
(Wise words of Shrek)*

By Mike Spicer



There are a huge number of quotations and poems about change and moving in a different direction and as teachers we often talk about seizing opportunities when they come along. As an educator, I always encouraged my students to look to the future and make plans to meet their goals. Along the way towards their goals, they will have many doors opened for them and some may slam shut in their face. I've always encouraged my students to keep as many doors open as possible since it's much easier to see in when the door is open. As an educator and parent, giving advice seems to be easy. Following your own advice is much harder.

This fall, I chose not to run for president of the SMYA and it was not an easy decision. After being involved with the organization for many years, it was difficult to make the choice to leave but I was offered an opportunity to start my own business as a Sun Life Financial Advisor. As I told my students,

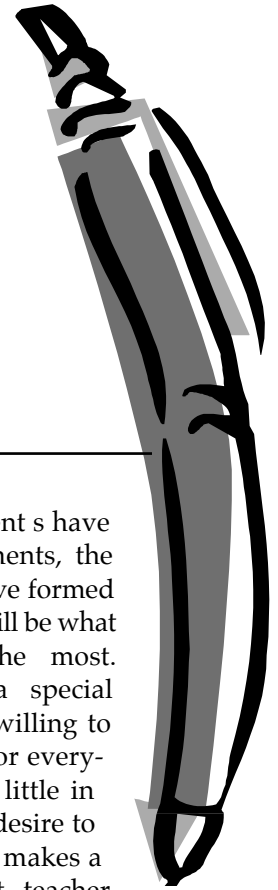
when a door opens, you need to see what is on the other side. Although I have resigned my teaching position, I know that I've left the door ajar in case things are not as I pictured they would be and I can always return to my first love...middle years.

Over the years, I've worked with many talented individuals and am very proud of the accomplishments the executive have worked together to bring forth. We have tried several new initiatives including professional development road shows, partnerships with the University of Regina, and have moved our conference to October to better meet the needs of our delegates. Our organization is also very well respected among the National Middle School Association's delegates as well and we have worked to foster that relationship. I'm proud of what our executive has accomplished and also see the talent on our existing executive will continue to rise to meet the needs our members as I move on to different challenges.

Although I will miss many things about teaching and SMYA, like

seeing the students have the Ah-ha moments, the friendships I have formed along the way will be what I will miss the most. Teachers are a special breed who are willing to do everything for everyone and expect little in return. It is the desire to help others that makes a teacher a great teacher and we need to remember to congratulate and encourage those great teachers to continue to do amazing things. As you move forward in your careers, continue to inspire and educate our society so they can be amazing too. And as for myself, I will continue to encourage and support you every time I hear people talk of their child's teacher and will proudly explain that teachers are the hardest working and most caring people I know.

Thank you for the amazing opportunity to lead this amazing organization over the years and I know Andrew and the rest of the executive will continue to serve you well.



## Journal Information

Forward all journal articles and information to Chantel Kaufmann at [chantel@smya.ca](mailto:chantel@smya.ca)

# Editor's Corner

## *Another Year Gone By...*

By Tina Blake

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I am always amazed at how fast the school year seems to fly by. Although at times it seems like the days and weeks drag on, I can't believe it is June and we are once again winding up another school year.

This has been an interesting and trying year for teachers across Saskatchewan. Through it all we have shown integrity, strength and a passion and belief in what we do on a daily basis, which has once again made me proud to be a teacher! We need to continue to stay strong, support each other and remember why we became teachers in the first place ... for our kids!

Once again the SMYA executive has been busy planning our annual conference, *Motivate in the Middle!* Our change to an October date, we feel was a positive one and will once again give teachers a plethora of ideas that can be taken back to the classroom and used throughout the school year. We hope that you will join us in **October**. It is sure to be a huge success! We hope to see you in Regina!

I would like to share an inspirational story that was passed on to me from my Principal during our job sanctions. I believe it reinforces what we do and motivates us to continue to do what we do on a daily bases.

## Blueberry Story

### A Businessman Learns a Lesson

by Jamie Robert Vollmer

"If I ran my business the way you people operate your schools, I wouldn't be in business very long!" I stood before an auditorium filled with outraged teachers who were becoming angrier by the minute.

My speech had entirely consumed their precious 90 minutes of in-service. Their initial icy glares had turned to restless agitation. You could cut the hostility with a knife.

I represented a group of business people dedicated to improving public schools. I was an executive at an ice cream company that became famous in the middle 1980s when People Magazine chose our blueberry as the "Best Ice Cream in America." I was convinced of two things:

First, public schools needed to change; they were archaic selecting and sorting mechanisms designed for the industrial age and out of step with the needs of our emerging "knowledge society."

Second, educators were a major part of the problem: they resisted change, hunkered down in their

feathered nests, protected by tenure and shielded by a bureaucratic monopoly.

They needed to look to business. We knew how to produce quality. Zero defects! TQM! Continuous improvement! In retrospect, the speech was perfectly balanced equal parts ignorance and arrogance.

As soon as I finished, a woman's hand shot up. She appeared polite, pleasant. She was, in fact, a razor-edged, veteran, high school English teacher who had been waiting to unload. She began quietly, "We are told, sir, that you manage a company that makes good ice cream."

I smugly replied, "Best ice cream in America, Ma'am."

"How nice," she said. "Is it rich and smooth?"

"Sixteen percent butterfat," I crowed.

"Premium ingredients?" she inquired.

"Super-premium! Nothing but triple A." I was on a roll. I never saw the next line coming.

"Mr. Vollmer," she said, leaning forward with a wicked eyebrow raised to the sky, "when you are standing on your receiving dock and you see an inferior shipment of blueberries arrive, what do you do?" In the silence of that room, I could hear the trap snap. I was dead

meat, but I wasn't going to lie. "I send them back."

"That's right!" she barked, "and we can never send back our blueberries. We take them big, small, rich, poor, gifted, exceptional, abused, and frightened confident, homeless, rude, and brilliant. We take them all: GT, ADHD, ADD, SLD, EI, MMR, OHI, TBI, DD, autistic, junior rheumatoid arthritis, English as their second language, juvenile diabetes, etc. We take them all! Everyone! And that, Mr. Vollmer, is why it's not a business. It's a school!" In an explosion, all 290 teachers,

principals, bus drivers, aides, custodians and secretaries jumped to their feet and yelled, "Yeah! Blueberries! Blueberries!"

And so began my long transformation. Since then, I have visited hundreds of schools. I have learned that a school is not a business. Schools are unable to control the quality of their raw material, they are dependent upon the vagaries of politics for a reliable revenue stream, and they are constantly mauled by a howling horde of disparate, competing customer groups that would send the best CEO screaming into the night.

None of this negates the need for change. We must change what, when and how we teach to give all children maximum opportunity to thrive in a post-industrial society. But educators cannot do this alone; these changes can occur only with the understanding, trust, permission and active support of the surrounding community.

For the most important thing I have learned is that schools reflect the attitudes, beliefs and health of the communities they serve, and therefore, education means more than changing our schools, it means changing America.

## Contributors

Thanks to all who contributed to the journal this month. A special thank you to **Melissa and Derek** who have submitted their first articles about the importance and usefulness of Twitter for teachers and a great idea for bulletin boards upon their new beginnings with the SMYA Executive. A very big thank you to **Meredith Churland** who has submitted her last version of **Good Books for Middle Years students**. She has been helping and supporting SMYA for many years. We look forward to welcoming a new writer next September for *In the Middle's* **Good Books**. A huge thank you and good bye to **Mike Spicer** who has contributed so much of his time and energy supporting SMYA over the last 7 years but has decided to move onto other exciting opportunities.

## 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](mailto:chantel@smya.ca)

# SMYA Executive

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## Mike Spicer – President

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Mike has been teaching for 12 years and has served five years on the SMYA executive. Mike teaches technology at Pilot Butte School. Mike is a well-rounded middle years teacher who is known affectionately as the computer geek with a messy classroom.

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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 seven years. The majority of his career he has taught Middle Years and presently is the Grade 8 homeroom teacher at Robert Southey School. Andrew is proud to take on his most exciting role this summer when he becomes a father for the first time.

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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.

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Tina has been teaching with the Regina Public School Board for 12 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!



## Angela Byrnes – Member-at-Large

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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.



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Brett lives in Saskatoon, where he went to both grade school and university. He is in his fifth year of teaching where he presently teaches a split grade 5/6 class in Delisle, Saskatchewan. He enjoys being a teacher because of the variety of challenges that each day brings.

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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.

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# Blogs in the Classroom

By Angela Byrnes

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In September, as part of a graduate course at the University of Regina, I began a technological journey, as you can probably tell if you read my previous article about Twitter as a professional development tool. While on this journey, I also found blogs to be very intriguing. The information that follows is part of a blog research project that I completed as part of my graduate work. If you are interested in my blogging journey, you can access my blog at [www.byrnesa.wordpress.com](http://www.byrnesa.wordpress.com).

This year I have started using blogs within my grade 7/8 classroom. You can view both of these blogs at the following sites.

## **Student Blogs:**

[www.kidblog.org/missbyrnesclass](http://www.kidblog.org/missbyrnesclass)

## **Classroom Blog:**

[www.msbyrnes.wordpress.com](http://www.msbyrnes.wordpress.com)

## **1. What is a blog?**

A blog (a blend of the term web log) is a type of website or part of a website. Blogs are usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video. Entries are commonly displayed in reverse-chronological order. Blog can also be used as a verb, meaning to maintain or add content to a blog. Most blogs are interactive, allowing visitors to leave comments and even message each other via widgets on the blogs and it is this interactivity that distinguishes them from other static websites. (taken from: <http://en.wikipedia.org/wiki/Blog>)

## **2. What is the purpose of a blog?**

The purpose of a blog varies for each person. Some blogs are for:

- **Promotion of businesses** – Some use blogs to promote their business or to garner new business. An example of this can be found in my own community. A member of my community has recently launched her own photography business. You can view her blog at [www.helenwaller.com](http://www.helenwaller.com)
- **Personal Reasons** – Many people use blogs for personal reasons such as updating family on daily events and documenting the lives of their children. I have listed two examples of personal blogs. <http://dearkaia.blogspot.com/> and <http://shelleywright-the-wrightstuff.blogspot.com>
- **Collaboration** – Some use blogs to collaborate with others. Meaning that the blog is written and managed by two or more authors. An example of this is [www.connectedprincipals.com](http://www.connectedprincipals.com)
- **Educational Reasons** – this is the most common type of blog that I have come across. Educational blogs are used by educators and students for a variety of reasons. I have listed two examples of educator blogs <http://ideasandthoughts.org/> and <http://strangethoughts-byjohn.blogspot.com/> and two examples of student blogs <http://melvilleroom8.blogspot.com/> and <http://kidblog.org/CKHSGrade7Blog/>.

Purposes adapted from: <http://www.geekpoint.net/bloggging/5019-different-types-blogs.html>

**Purpose of Student Blogs:** The purpose of my student blogs is to have a place where students can record their thoughts and connect with a global audience while promoting higher level thinking skills. The student blogs allow the walls of my classroom to come crashing down as my students connect with others from all over the world, including New Zealand, the United States and Europe. The students are carrying on conversations with other students and expanding their learning on various topics. Some comments have caused my students to think outside of our own community and to look at issues from a global perspective. As the students continue to use the blogs, I can see the purpose of them changing from students writing on topics I assign to students writing about topics of their choice and thus promoting even higher levels of thinking.

**Purpose of Classroom Blog:** The purpose of my classroom blog is to inform parents and anyone else who reads it, of what is going on in our classroom. At first I was the only one putting entries onto the blog, however, I found that the students viewed the blog more and were more excited about it when they could write the entries. So, I changed the purpose a bit and now I write some posts but the majority are done by my students.

## **3. Why do I want my students to blog?**

I have seen such improvement in my students' writing over the course of this year. I have always read my students' work, but now

that it is being offered to a global audience, and that audience is taking time to not only read, but also comment on the work, there has been much more effort put into the writing and more engagement in the writing tasks.

My students are from a small rural community and many of them have never ventured farther than the boundaries of Saskatchewan. Through blogging, they have been able to connect with students and educators from around the world. We learned that though it is our winter in Saskatchewan, it is summer in New Zealand and that the temperature does not really drop low enough for New Zealand to get snow. How did we learn this? We learned it from a student and classroom that commented on our classroom blog. This is a much more authentic way of learning. This fact could have been approached in a traditional way with teacher giving the fact and

students memorizing, however, I think because students learned this fact through our blog, it will be a fact that stays with them.

Below is a list of why other educators from around the world use blogs within their classrooms. (based on research completed in October 2010).

1. To provide information to parents on daily classroom activities.
2. To allow students a larger audience for their work ... making your classroom global.
3. To provide students access to homework and other resources at home
4. To teach students to communicate effectively using technology.
5. To promote educational materials such as books and websites
6. To allow students the opportunity to reflect.

7. To promote thinking outside of the classroom.

8. To showcase student work

I would encourage all middle years teachers to implement blogs within their classrooms. I have found raised engagement levels and have also seen improvements in student writing since doing so. Please check out my student and class blogs and leave comments. My students love getting them. If you have your own classroom blog already, drop me an email and let me know the site and I will have my students check them out.

If you are looking for some help on how to implement a blog, feel free to contact me at [angela.byrnes@pvsd.ca](mailto:angela.byrnes@pvsd.ca) or follow my blogging journey at [www.byrnesa.wordpress.com](http://www.byrnesa.wordpress.com). On this site you will find information about how I implemented my blogs and resources I used to help me do so.

## 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](mailto: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!

# Back in November

By Ryan Whalley

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Back in November, I was lucky enough to head down to Baltimore to take in the NMSA national conference. It was truly an amazing spectacle ... 10,000 middle years teachers came together to share and learn from each other. The presentations were spectacular! One specific gentleman stuck in my mind for his skill in presenting high level statistics and research in a truly inspiring fashion. He wasn't a teacher. He should be!

Frank Kros is with an organization called "The Upside Down Organization". They are a brain science based consultant group focused on increasing our understanding of how our brains work. The science based understanding was a breath of fresh air for me. Over the years I have realized several important self truths and one is that I am a real "cause and effect" thinker. I like to understand the reason for a behaviour, not just the behaviour, in order to work on preventing the behaviour rather than dealing with consequences for it.

The organization has a website and a newsletter that gets dropped to me in my email. I find each installment enlightening and useful. I hope that likeminded teachers will check them out! If you would like to know the science behind the below article, you can find the website at: <http://www.upside-downorganization.org/>

I have borrowed extracts from their latest newsletter article "Have an Important Decision to Make?" below... Enjoy! And after, ask yourself, "How often do I make my students forget what I just taught them?"

## Have an Important Decision to Make?

Forget about it, take a walk or head to the clouds! Spring is on its way, bringing with it some big decisions for students, parents and educators. Many of these decisions are complex and have significant long-term consequences. What can you do to make sure your brain provides you the best possible assistance in making a really good decision? The answer might surprise you.

Your brain's best decision-making process combines thinking about your options and then forgetting about your decision for awhile. In short, **think hard** but **then don't think at all** to make the best use of your brain's decision-making circuitry!

## Thinking Hard

We like to think of our reasoning, logical and analytical brain as the nirvana of good decision making. If we can only get enough relevant information to our "executive system" and let it do its computer-like data-crunching, our capacity for finding reason will lead us to the best decision with few -- if any -- regrets about our choice. We are reasoning beings. That's what makes us unique as a species and gives us advantages over the other living things on the planet, right?

Well, sort of.

The conscious analysis of relevant data -- thinking hard about your options, comparing them, gathering additional information and predicting the likely consequences of each potential choice -- is a critical and

necessary feature in the decision-making process. Accessing this very powerful cognitive feature taps into some of the functions your brain does best: comparing, contrasting, predicting and reflecting on multiple pieces and sources of information. But these analytical skills have their limits.

Your brain's best decision-making process combines thinking about your options and then forgetting about your decision for awhile. In short, think hard but then don't think at all to make the best use of your brain's decision-making circuitry!

## Information Overload

Two limitations, in particular, impact our decision-making abilities: overload and the recency effect. Overload is exactly what it sounds like. Our brain loves data, but there is a point at which too much data will turn a good decision into a bad one. In today's context of constant and immediate data via the internet, email and texting, information overload is quickly becoming the norm in many of our complex decisions.

The bottom line? Too much information can lead our brains to make really poor choices.

## The Recency Effect

Here's where email, texting and data-rich come in. Our brains are susceptible to the recency effect of this information. The brain is engineered to notice novelty over sameness. This conditions us to give greater weight to data that recently arrived, even if earlier-received data

was more important or more interesting. A new email or text buzzing into my Blackberry is novel, causing my brain to pay a lot of attention to it and discounting information that came earlier. Sequence gets substituted for quality.

While these technologies and the vast increase in knowledge they have spawned have created many positive benefits, the sheer volume of information and the urgent, instant way it flows into our brains may in fact be causing us to be poorer decision makers.

But there is hope for regaining and maintaining our decision-making prowess: Stop thinking about it!

### **Tapping Into the Unconscious**

Unconscious processes in the brain (not actively or purposely thinking about the problem) can actually help us improve our decision

making and find creative solutions to challenging problems. Another feature of our incredible brain is the ability to make novel connections between new information and existing data (prior knowledge). It is difficult for the brain to build these new connections while new information continues to pour into our brain. But once we take a break from actively thinking about the issue, these powerful unconscious systems kick-in to provide associations, insight and "gut-level" feedback to the brain. These unconscious processes might occur for some of you while in the shower, others while out for a walk, still others through purposeful daydreaming. In other words, to make a really good decision, you should spend some time not thinking about it, researching it or overanalyzing it. Instead, take a walk, daydream, go to the gym and just forget about it. While you're not thinking about your decision, your brain will keep working on it!

So, when making a difficult or complex decision, consider using these guidelines to take advantage of your brain's best processes

1. Prevent Information Overload. Select only trusted sources for information, prioritize the criteria for the decision and consider data only on those criteria, and stop the intake of information as soon as you start to feel overwhelmed.
2. Beware the Recency Effect. Assess the information you are collecting to help with your decision in batches rather than as it comes in.
3. Remember to Forget. Take a walk, daydream or engage in activity other than ruminating about your decision. This will permit the unconscious systems in your brain to integrate new information with prior knowledge, make creative connections, and develop practical insights about reaching the best decision for you.

## **"Simply the Best"**

**By Lana Steiner**

Hours upon hours can be wasted on the internet looking for the perfect lesson or unit plan. Yet, there is nothing better than finding material that does not need to be 'tweaked.' Now, you need not look any further than <http://blogs.gssd.ca/mmorley/> when looking for great online resources. Michelle has created a 'digital classroom' with resources for every grade and subject. What's particularly great about Michelle's work is that math resources are organized into the curriculum outcomes that they help achieve. There are not enough words to express how helpful, user-friendly and time saving this website is. Be sure to check it out!

# The Twitterverse and u

By Derek Hyland (@mrhyland)

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Twitter. We've all heard of it. 140 characters to tell the world what you're doing or thinking. Ellen uses it. Demi Moore uses it. Even Justin Bieber tweets. I figured it was time for me tweet too.

About five years ago I signed up for Twitter to see what it was about. The question I kept asking was "Who cares what my friends are doing all the time?". I was, at this time, already an avid Facebook user, and I couldn't see a difference between a Facebook status update and a Tweet. After a few weeks I cancelled my account.

This past year I decided to give it second chance, and here's what I have discovered: Twitter is a great way for educators to create a virtual Professional Learning Network. However, to quote another twitter user, @tomwhitby, "**The problem with Twitter is that it is confusing to explain, difficult to understand, and only learned when one begins to use it regularly.**" This being said, I will attempt to explain.

Most people in Education these days believe in the value of professional dialogue. There is a great deal of value in getting together to talk about struggles and triumphs in the classroom. The only problem is that these conversations don't get to happen often, and very rarely do they cross the confines of school divisions. Twitter allows us not only to engage in professional discussion outside of the borders of the school division, but also outside the borders of the country and the continent.

By using twitter to follow other educators, I have been able to connect with both new and experienced teachers all around North America and beyond. As those teachers tweet about tips, tricks, books that they recommend, or technology tools, I am able to learn from them. It was through Twitter that I discovered Educon, **an educational conference in Philadelphia that allows teachers to participate online for free.** Free Conferences? That hooked me right away. When I find an interesting website, or journal article, I often take a moment to tweet it out to share with others.

Hashtags (#) are another source for follows. By following a hashtag, Twitter users can follow all tweets on a specific topic. Some beneficial ones that I have found have been #edchat (all tweets concern educational discussion), #edtech (all tweets concern educational technology), and #ntchat (a dialogue page between new and experienced teachers who act as mentors)

Twitter allows educators to develop a stronger network with each other, and helps us to engage in meaningful discussion with like-minded professionals. It is best learned when used. Try it out. Let me know how it goes. Drop me an email if you have questions. I hope that I haven't confused you more, but encouraged you to consider this valuable tool in creating a Personal Learning Network. It has been an amazing experience for me so far. I hope you'll give it a shot.

It can seem overwhelming to try out new technologies, but with Twitter, the best way to learn is to sign up and play around a bit. If you're thinking about taking the Twitter plunge, here are a few users that I recommend you follow:

@mrhyland (me)  
@Skmiddleyears  
@teachingwth soul  
@cybraryman1  
@courosa  
@shellterrell  
@byrnesa  
@web20classroom  
@shareski  
@gcouros  
@saskateach  
@tomwhitby  
@jonbecker  
@mollybmom  
@Nunavut\_Teacher

For more info on educators that use Twitter to connect with other educators, check out the videos on this link: <http://bit.ly/twitter4teachers>

## Terminology

**Twitter** – A web 2.0 Social Networking tool that gives you 140 characters to tell the world what you're doing or thinking.

**Tweet** – What they call a post, or update in the world of Twitter.

**Follow** – subscribing to another Twitter User, which allows you to see what they "Tweet" about.

# Grade Seven – Landscape Assignment

Submitted by Kara Deshaies, Weyburn Junior High School

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Artists are often inspired by the world they live in and what is around them. In this assignment we will create landscapes which have been inspired by the Saskatchewan landscape. We will be using pencil and oil pastel to complete this assignment.

Begin drawing your landscape by using pencil. After you have outlined (or drawn the contour) of your image you can then begin to fill it in with oil pastel using the techniques you learned in class. When completing this assignment you must keep in mind the following:

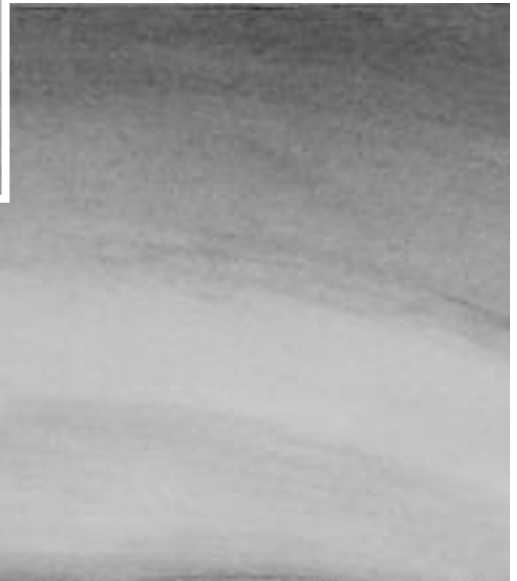
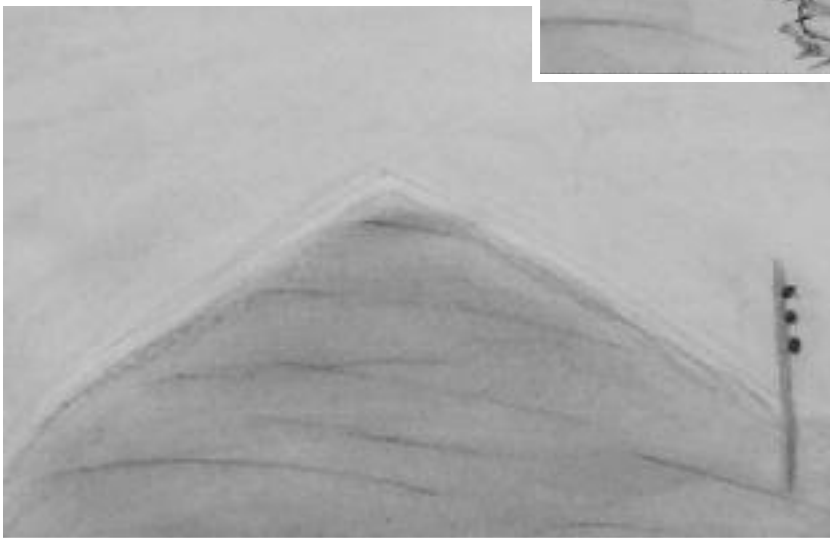
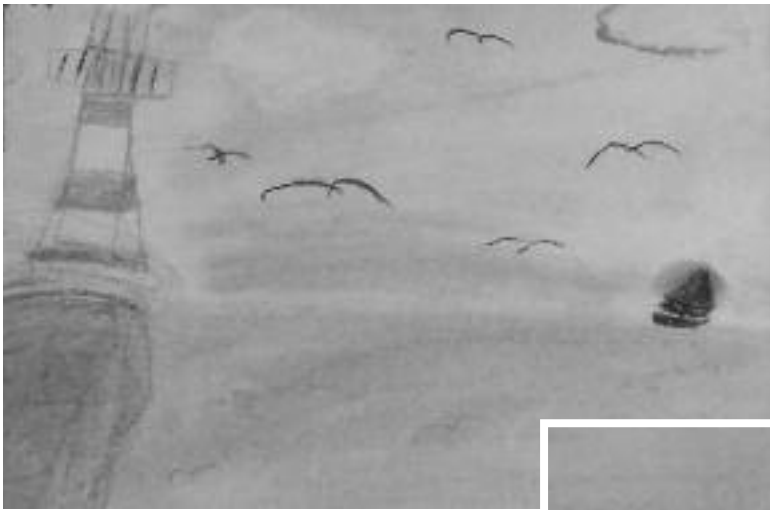
1. There are four main parts to every landscape (you must show all four of these):
  - A Horizon Line
  - A Background
  - A Middle ground
  - A Foreground (Or point of emphasis)
2. Your image must include a light source. This means that you must shade in all objects according to the direction of the light that is present and show matching cast shadows!
3. You should create a point of emphasis (focal point) in your artwork. Think back to how you created an example of emphasis on your folder to help you do this. Pick a part of your image that you can colour in brightly or add extra detail to. When choosing your point of emphasis you should pick what you think is the most important or most interesting part of your image!

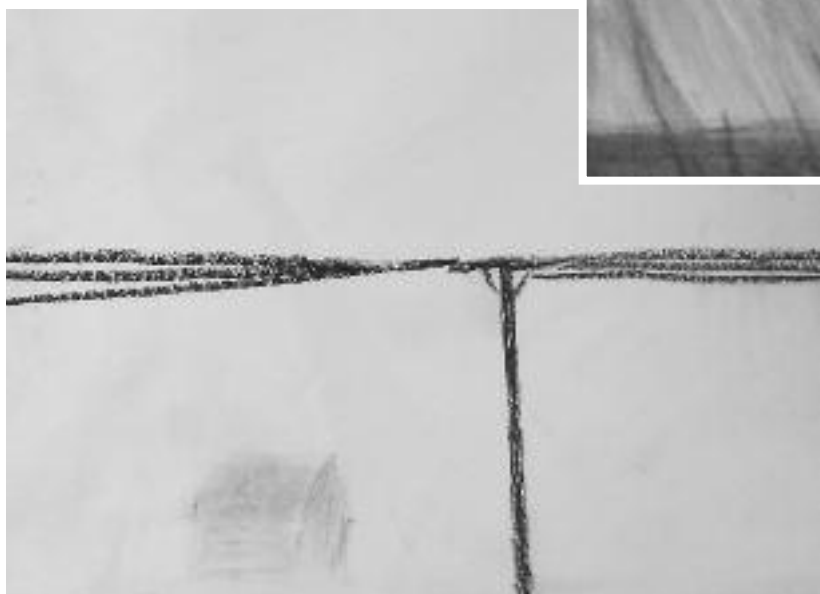
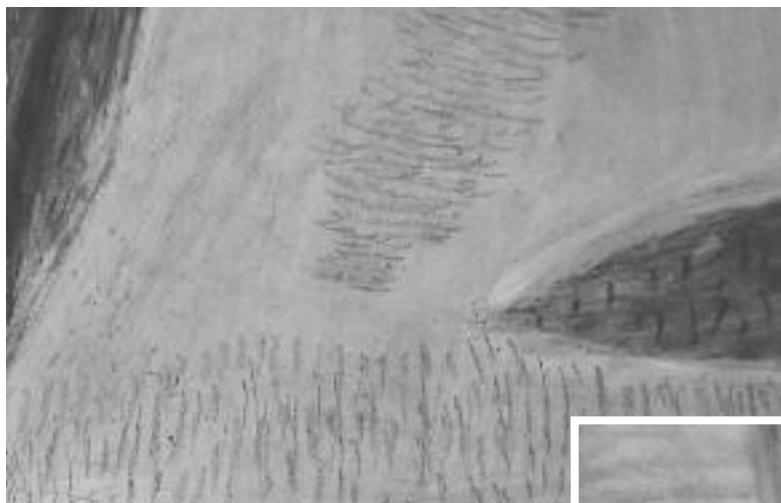
4. This image does not need to look like a photograph! Many artists have created beautiful landscapes without creating photographic realism. Reference the landscape

images at the side of the room often. These were created by Canadian artists of Canada's landscape!

The following artwork was created by students at Weyburn Junior High.





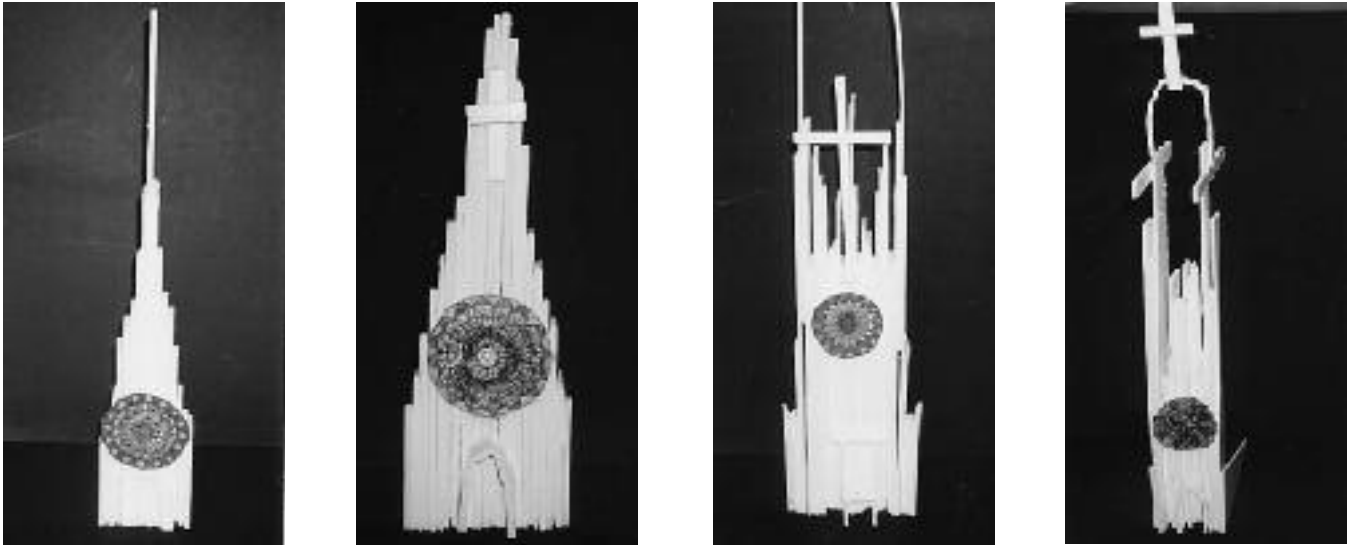


	<b>M</b>	<b>A</b>	<b>B</b>	<b>E</b>
<b>Lightsource</b>	A strong lightsource is evident. Proper cast shadows exist on all objects drawn. All objects show a transition from light to dark.	A lightsource is evident. Cast shadows exist on most objects drawn. Most objects show a transition from light to dark.	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.
<b>Originality</b>	Natural objects in landscape have been drawn according to their true form. No symbols of trees, flowers, or other objects exist in the image.	Natural objects have been drawn according to their true form most of the time. A few modifications have been made to objects to simplify the way they have been drawn.	Natural objects in landscape have been simplified. Many of the objects have been drawn symbolically and do not resemble those in the original photo.	All objects drawn have been simplified and do not resemble those in the original photograph.
<b>Parts of A Landscape</b>	All four parts of a landscape are shown. (A Horizon line, a foreground, midground and background)	Only 3 of the 4 parts of a landscape are shown.	Only 2 of the 4 parts of a landscape are shown.	Only 1 of the four parts of a landscape is shown. Drawing is incomplete.
<b>Point of Emphasis</b>	A point of emphasis is present. It has been accented with additional colour and detail and stands out from the rest of the landscape.	A point of emphasis is present but has not been accented in any way. Emphasis has only occurred due to placement or size.	Point of emphasis is unclear. Different parts of the landscape are "fighting" for attention.	A point of emphasis has not been included.

# Cathedral Facades

Submitted by Monique Martin, Georges Vanier School

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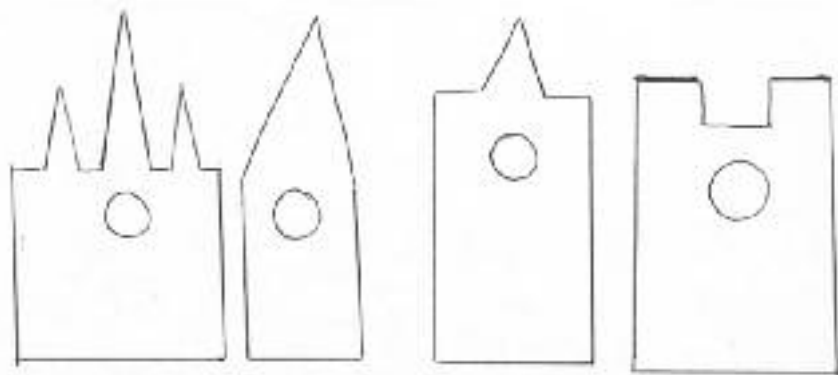


## Materials

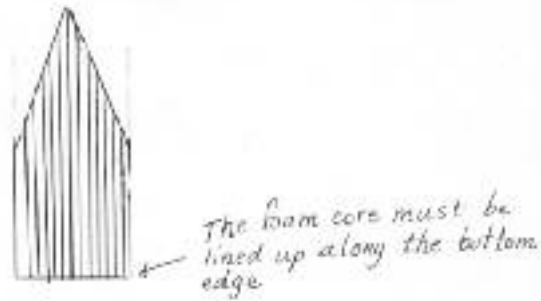
- Foam Core used for mounting prints. (scrap pieces are available from framing places) Cut the foam core into long narrow strips.
- Rose window patterns copied on white tag (included)
- pencil crayons
- fine tipped roller ball pens
- glue guns
- white glue
- Foam core cut into large right angle triangles
- A&E video – Michelangelo Artist and Man (Due to air on A&E on November 23. list of times [www.AandE.com/class](http://www.AandE.com/class) or [www.cablededucation.ca](http://www.cablededucation.ca))

## Procedure

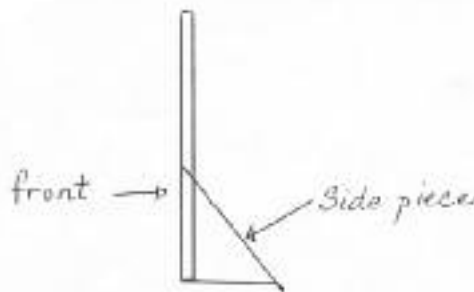
1. Have the children trace a pattern for their cathedral on scrap paper. The cathedral can be any different shapes. (See diagrams) However, the rose window must fit nicely on to the facade. Facade is a key word in this lesson.



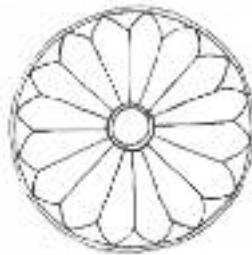
- The children select pieces of precut foam core and lay it into the existing plan with the narrow side up (see diagram). All pieces must be lined up on what will be the bottom of the cathedral.



- The students can glue it together using white glue if they are young or with glue guns if they are older. If using white glue you may need to use masking tape to hold the structure together while it dries. It seems that they work slowly enough that it dries effectively.
- When it is dry the side pieces (triangles) will be glued in place to hold it up. (see diagram)



- The front doors of the cathedral can then be created using scraps of foam core and glue. The keyword here to be introduced is keystone. A keystone is the final stone on the top of the arch that equally distributes the weight of the other stones so that an arch can stand. I had the children create the arches for the doorways using brick like shapes and a keystone.
- The next keyword to be introduced is Rose Window. The pattern included is a basic shape for a rose window. Rose windows are often found on the facades of large churches. They may make more intricate designs within the pattern using the roller ball fine tip pens. They can then add the colour of the stained glass with pencil crayon.



- Glue the rose window on and do any other decorating they desire. Ex. sculptures, columns and doors.
- Title their church.

## Resources

Brimber, Christiane. *Introducing Castles*. Young Library: East Sussex, 1989  
Fragher, Benjamin. *The Illustrated History of Architecture*. Aventinum: Prague, 1994.  
Howarth, Era. *Crash Course in Architecture*. Doubleday: Toronto, 1990

# Good Books For Middle Years Kids

By Meredith Cherland

I feel a little sad as I begin writing this column, because it is my last. I will be retiring on June 30, 2011 after 41 years of teaching (eight in middle years classrooms and 33 at the University of Regina). But in spite of my sadness at time passing, I also feel satisfied with my career, and grateful to the SMYA and the many teachers who have kept me grounded in what good literature can mean for middle years students. And I am grateful to my colleague Dr.

Barbara McNeil, the Children's Literature professor at the University of Regina, who is now taking over the "Good Books" column and will be writing to you from now on.

In this last column, the emphasis is on middle years kids and their families, in all their variety. It's coincidental that all four books feature a middle years girl as the main character. I didn't plan that. But each book includes at least one interesting male character at the heart of the story, and I think all these books will have wide appeal.

***Blackbox* by Julie Schumacher. 2008. New York: Delacourte Press (Random House). ISBN 978-0-440-24064-8 paperback.**

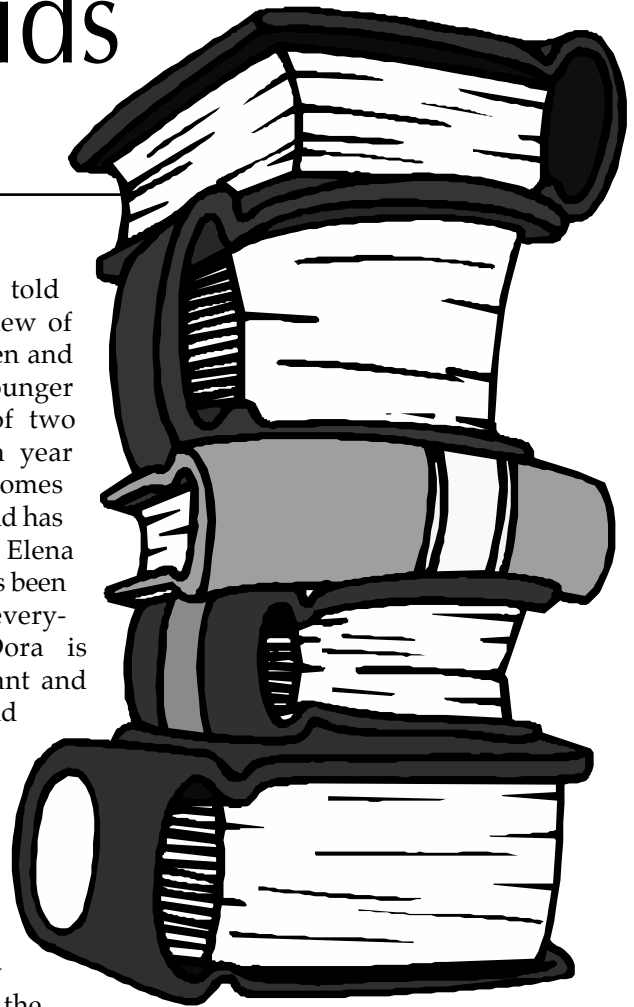
One reviewer has said that this is the story of a good family that suddenly finds itself in bad

trouble. The story is told from the point of view of Elena, who is fourteen and in grade nine, the younger sister in a family of two girls. Her seventeen year old sister Dora becomes severely depressed and has to be hospitalized. Elena and Dora have always been close, and shared everything. But now Dora is clearly very ill, distant and unpredictable, and Elena's parents are arguing late at night. Elena feels responsible, and takes on the task of helping her sister recover, the task of getting her family back to normal. But the pressure mounts, and the responsibility becomes too much for Elena to bear.

Much of the story takes place at school, where Elena's teachers know about the family's crisis, but don't understand its effect on Elena. There is also a boy named Jimmy, who asks Elena every day how Dora is doing, and who offers to talk to Elena whenever she needs that. Jimmy's mom is a therapist, and Jimmy knows about depression. The story builds toward its climax when Dora comes home from the hospital and things don't go well. Elena knows that Dora is

cutting classes, collecting pills, sniffing glue, but she doesn't want to betray her sister and have her sent back to the hospital. Then Jimmy tells Elena's parents about the pills and Dora is sent away again. Elena is furious with Jimmy, with Dora, and with her parents. She is also sad, and guilty.

One helpful and interesting thing about this story is that Elena has a therapist of her own. Her parents do understand that Dora's illness is hard on Elena, who needs someone to talk to about it. Elena's therapist



is an older woman who listens well and offers useful, nonjudgmental suggestions. Her conversations with Elena are helpful to us all. I also enjoyed Elena's relationship with Jimmy, who is a funny and caring grade nine boy, a friend to Elena who might also be interested in romance. That hint of attraction will interest many middle years kids. (There is even a kiss.)

If you'd like some chances to talk with your middle years students about complicated family dynamics or mental illness, then this book is for you. It will increase their understanding of a problem that affects many families, and increase their empathy for people who suffer.

***A Perfect Gentle Knight* by Kit Pearson. 2008. Toronto: Pearson Canada Inc. ISBN 978-0-14-331258-1.**

There are six Bell children, all of them trying to adjust to their mother's recent death and their father's increasing remoteness from the family. The children have always shared an imaginative game in which they are each a different Knight of the Roundtable. The second sister Corrie, age eleven and in Grade Six, is the central character. We see the story unfold from her point of view. Corrie's eldest brother Sebastian (age 15) leads the Knights of the Round Table game as Sir Lancelot, and seems to need the fantasy to get through daily life. Corrie's oldest sister Roz (age 13) is growing up and thinks the game is foolish. Her younger brother Harry loves the game, and the neglected twins, in Grade One, are running wild. Corrie tries to hold the family together.

In this book too we have a middle years girl taking on more responsibility for her family than is good for her. But Canadian author Kit

Pearson has given us more than is usual of Corrie's interior life. She narrates Corrie's thoughts and feelings and worries with great sensitivity. The story is not plot driven, although there is suspense, and eventually a hopeful ending. In this book it's the characters and their relationships that create the interest and keep us reading.

The grieving children are the novel's most compelling characters. The adults play minor parts: a father who can hardly manage to keep going, a housekeeper who doesn't care, a concerned aunt, a friend's loving mother. But it's the children's lives that matter to the story. They all conspire to protect their father by keeping him ignorant of what's happening to Sebastian as he sinks into grief, loneliness and depression. But Corrie's school friend Meredith adds a counterpoint to the sadness of the story: She's an only child with conventional parents, and she envies Corrie her imaginative siblings, her freedom, and her large untidy house. We readers can see then that Corrie's life isn't all bad.

It might not be every middle years kid who enjoys this of story of a family's complicated life. But I think some middle years readers will find it compelling and memorable.

***The City of Ember* by Jeanne DuPrau. 2003. New York: Random House. ISBN 978-0-375-82274-2.**

This was a book I couldn't put down! It's action packed science fiction, the story of a city called Ember where great electric lights have kept the darkness at bay for as long as anyone can remember. In this world the children are assigned adult jobs on the day they graduate from Grade 8. Lina Mayfleet would like to be a messenger, but instead she draws the job of Pipeworks labourer, which

means that she will spend her life working in damp tunnels deep under the ground. Doon Harrow draws the job of messenger, and surprises Lina by asking her to trade. Doon wants to be under the ground because that's where the generator is. The great lights of Ember are beginning to flicker, and there are more frequent blackouts that terrify everyone. Doon has some ideas about how to fix the generator, and he wants to try.

Both Lina and Doon have lost parents. Doon still has a father, but both Lina's parents have died. She lives with her grandmother and with her baby sister Poppy. As the story unfolds and Lina begins delivering messages around the city, she uncovers a plot. The mayor and his henchman are hoarding precious supplies, and are doing nothing at all to fix the generator. Doon searches desperately for the generator, and Lina's aging grandmother searches in her dementia for something lost that she knows she must find. With the help of the prologue, we readers come to realize that she is searching for the written instructions, generations old, that explain how to leave Ember and escape into a world of light.

How Lina and Doon join forces to find "the instructions" and save themselves and others is at the heart of a suspenseful and engaging story. There's a map of the City of Ember at the beginning of the book, so it's easy to follow Lina and Doon as they move around the shadowy streets. And the details of daily life in Ember are evocative: everyone eats vegetables, and not much else; there are very few books in the city's library; and on the only national holiday everyone gathers in the town square to sing. There are also some interesting moral dilemmas for Lina and Doon to

negotiate. Should they tell Doon's father what they're up to? Can they take the baby Poppy with them on their adventures? This is the first of four "Books of Ember," and I'm looking forward to reading the others very soon!

**Dear Toni by Cyndi Sand-Eveland. 2008. Toronto: Tundra Books. ISBN 978-0-88776-876-7.**

Grade Six student Gene Tucks has just moved to town from up north, and she's now the new kid at school. The other kids aren't friendly, but she likes her teacher Mr. Mackenzie – that is, until he gives the class a hundred-day journal-writing assignment. They are all to write a daily journal entry about their lives, and then after 100 days the journals will be locked in the town's museum vault for 40 years. Gene finds it very hard to write to someone who isn't even born yet, but little by little she discovers how to do it. She begins

to write to an imaginary figure called Toni, and finds out as the days go by that "Toni" is a good listener, and a reliable friend to whom she can tell everything.

Because this novel is written in journal format, its pages are decorated with doodles and funny drawings. A story unwinds in the daily writing, funny, lively, and sometimes sad. At first Mr. Mackenzie's journal prompts give us information. We find out how Gene got her name, who the members of her family are, and what she misses about her home in the north. We learn that Gene's parents are struggling to make a living, that she has a younger brother she doesn't like very much, and that she's lonely and needs a friend. Gene learns to play field hockey and has a lonely Halloween. But then good things begin to happen. Gene gets to take care of three lively puppies, and she makes a friend of another new girl at school named Winn.

Over the course of the story Gene's relationship with her parents changes, her relationship with her brother changes, and her relationship with Winn changes. Gene remains her fresh and funny self, but she learns to value other people more, and that brings its own rewards. I smiled right through to the last page, when Gene's journal concludes because it has to be buried in the vault. I was sorry to see it end!

### Conclusion

And there's my last column! It's time to go. I have been a member of the SMYA since it began in 1981, and writing this column for *In the Middle* has been a pleasure and an outlet for me over the years. Thank you, middle years teachers, for giving me the opportunity to share these books. Thank you for being such an appreciative audience. Thank you for the wonderful work that you do. I wish you and your students the very best.

## Call for Artwork

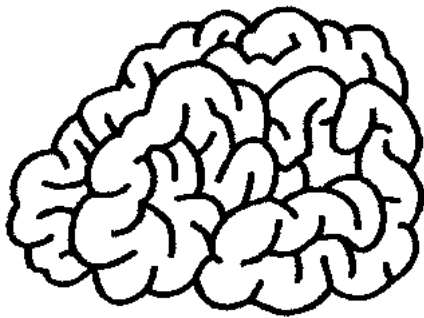
We are looking for student artwork to showcase in the journal. Please send artwork (preferably black and white) to:

Chantel Kaufmann  
5148 Genereux Drive  
Regina SK S4X 4P2

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

# BRAIN BREAKS

## Brain Boosters for Teachers



Compiled by: Alison Newman

### Hopping Squared

No materials are needed, just a section of four floor tiles per child. Starting off, the teacher should instruct the class to stand up and spread out because they will be occupying a four square area. The teacher should explain to the class that the upper left square will be "square one" followed by the upper right square being "square two," the bottom left being "square three," and the bottom right being "square four." The teacher should then instruct the class to stand on their left foot in "square one." Then, as the teacher calls out square numbers (1,3,4,2,4, etc.) the students should hop on their left foot to the designated square. This will demand a sense of balance and body image while requiring the students to be attentive to the teacher's directions.

Developed by: Dan Deegan, Albion College

### 52 Pick Up

The materials needed for this activity include: a deck of playing cards, a room, and children.

To begin this activity, have students form pairs and each person picks up a playing card found in the middle of the room. Once the students have a playing card, together with their partner, they will decide what

station to go to based on the suits of their playing cards. For example, if one person had hearts as his/her suit and the partner had diamonds as his/her suit the two of them would have to decide as a team to go either to the heart's station or diamond's station. If both people in a group had clubs, then they could only go to the club's station.

At each station, students are required to do the activity that is listed. For example, at the heart's station students would be required to do ten jumping jacks. After each pair decides on which station they are going to, the teacher will call out either to add, subtract, or multiply the pair's cards together. Once the pair has come up with their number, they will see if that is the highest number amongst the other pairs at their station. If it is the highest number, then that pair only has to do half the amount of work that is required. For example, instead of doing ten jumping jacks, the pair would only have to do five. Everyone else would have to do ten jumping jacks at the station. After a pair finishes at a station, they will return their playing cards to the center of the room and each person would select another card.

This activity is then repeated.

Developed by: Colette Burcar, University of Michigan

## Planet X

There is no equipment needed for this activity, however an open space is necessary for planet formation and rotation. Take the students to a place with a lot of room and define the boundaries for the activity using lines on the floor or landmarks. Have the students spread out within the boundary, making sure that no two students are standing too close to each other. Explain to the students that they will be listening to you give instructions on how to move throughout the boundary. There will be a series of instructions and the students must listen closely to find out how to move. An example of how you might have the students move is to tell them to turn 90 degrees to the right and then take two steps forward. Explain to them that after each movement, any students who can reach out and touch each other without taking a step are to move together and stand next to each other. Once these students come together, they must also move together.

Once three students are standing together, any student who can touch that group by taking one step towards them in any direction will move and join that group. Once 5 students are standing together, any student who can take two steps and reach them will go and stand with that group and move along with that group. The game continues until all students have formed one large group or a planet. Explain to the students that this activity mimics the way

gravity would work to form the Sun, Earth, and other planets. Tell them that they each represented particles of dust, and as they moved around they stuck to each other due to gravity. The larger the particles became, the more they attracted other particles. Eventually, all the particles moved together and, if there were enough of them, they formed a planet.

### Adaptations

- A. Variations to this activity would include having the children move in different ways.
- B. You could also have students close their eyes and try to do it for a more difficult task.

**Developed by: Tom Weinmann, Albion College**

### References

Kenneth Lowrey's Science Demos at: <http://home.earthlink.net>

## Knots of People

No materials are needed for this activity. Divide the students into teams of 6-12 members, depending on how difficult you would like to make the exercise.

Have each person join right hands with another person in the group, but it has to be someone who is not standing immediately to the left or right. Then have

each person join left hands with another person in a group, but it has to be someone who is NOT standing immediately to the left or right and someone other than before. Now the groups have to untangle themselves without letting go of hands. They may have to loosen their grips a little to allow for twisting and turning. They may also have to step over or under other people. The first group to untangle their knot is the winner. There are four possible solutions to

the knot.

- One large circle with people facing either direction.
- Two interlocking circles
- A figure eight
- A circle within a circle

### Source

Kimberly Steel. "Kim's Korner for Teacher Talk." 1997-2000

**Developed by: Katie Jazwinski, University of Michigan**

## Frozen Vocabulary

No materials are necessary for this activity. Before beginning make sure students are at least an arm's length away from each other and have enough room for movement. Begin by having your students do an activity in place next to their desks. This can include jogging in place, jumping jacks, toe touches, etc. They will continue the physical activity until you call out a vocabulary word, at which point they have to "freeze". They may not resume activity until someone uses the word properly in a sentence.

**Developed by: Cathy Johnson, Project First Step**

## Beachball Review

You will need a beach ball or a bag ball for this activity. Use the beach ball to review lessons and concepts. Have the teacher begin by asking a question and then tossing the ball to a student who will answer the question as they toss it back to the teacher.

### Adaptations

To increase the difficulty of the review or discussion, have each student answer the question and then think of another question to ask a student as they pass the ball to them. Continue by passing from student to student rather than through the teacher.

You could also try using multiple balls or divide your class into groups. Change the size of the ball for older students.

**Developed by: Cathy Johnson, Project First Step**



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](mailto: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:

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- 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:

Chantel Kaufmann  
Saskatchewan Middle Years Association  
5148 Genereux Drive  
Regina SK S4X 4P2

# 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	
<b>To Order:</b>  Lana Steiner RR 2 9-77 Canora, SK S0A 0L0 email: lana@smya.ca		<b>TOTAL</b>	

**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

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Saskatchewan Middle Years Association

# 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.

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## 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: Mike Spicer, 343 Fairview Road, Regina SK S4R 6W2  
Email: [mike@smya.ca](mailto:mike@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 Chantel Kaufmann  
 Pilot Butte School  
 5148 Genereux Drive, Regina SK S4X 4P2  
 (S) 781-4488  
 email: chantel@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](mailto: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 20<sup>th</sup> • Friday, October 21<sup>st</sup>  
Regina Inn



## 31<sup>st</sup> 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](http://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.

