



Walking a Mile in Their Moccasins



How can we teach our students about Aboriginal peoples in an inoffensive and authentic way and inspire them to empathize with the plights that these groups face? At the start of last year, I wondered more about this than anything else in the new curriculum and so I designed an inquiry project aimed at finding some answers. Since then, I have discovered some great resources and designed and tried out lessons and strategies that seem to be bringing me closer to accomplishing my goal.

The first activity my grade three students took part in was a naming ceremony. They entered barefoot into our candle-lit, music-filled, incense-scented classroom and were told they were travelling back in time 2,000 years and about to become members of the Nu-cha-nulth First Nations peoples. Then, I distributed identity packages I had made up, randomly amongst the girls and then the boys. Their new names, clans, stage of life, and roles were pasted on the identity cards the students designed and they created a symbol or picture to go with the translated meaning of their new name. From this point on, during role plays, when writing narratives, or when taking part in class discussions, they wore their identity cards, and became their characters.

The lessons I designed were further enriched by the fact that my colleague, Ben Fanning, agreed to do many of the activities with his grade three students. This enabled me to do a host of other activities with the students that I would not otherwise have been able to do. One such activity was the role-play guessing game. Acting out the jobs performed by each group in the community seemed to help the students to better visualize what they entailed. However, this knowledge was taken to a whole new level when I asked each clan to script a skit that would showcase each clan member performing his or her duties. I found two of my three groups needed a fair bit of help integrating their roles into a short story but my efforts paid off. When the clans performed the skits for the other class, nearly all their roles were identified on the first guess. When they performed for us, my students did equally well at the guessing game. In addition to recognizing the roles, most also started to recognize the connections and cooperation that existed between the community members.

These developments became especially apparent, when they began to write narratives as their characters. The narratives were filled with information, opinions, and even stories which incorporated their peers and remained

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set in a traditional First Nations community. This was where I really began to realize both how much they had learned and how closely they had come to identify with traditional First Nations peoples. The other behaviour that truly signalled this was the call to make decisions and solve conflicts as they would have been done traditionally in First Nations villages. It was often recommended to me that a class decision be put to the chief. He was very considerate in his decrees but still one time found himself presenting his case for a decision to demote someone to the female elders in the group, the only group that could remove him from his position as leader.

The children learned some traditional dances and choreographed some of their own to depict their character roles. We had a potlatch just before the Christmas break where they brought food to share, they danced, and the two chiefs made announcements, pretended to dispense copper, and ceremoniously raised the status of a few people.

After the Christmas break, I had them defend both sides of the whale hunt debate in partners. In addition, I had them take part in a demonstration to teach them how communities were affected by the smallpox epidemic, being moved to reserves, and children being sent to residential schools. They seemed deeply upset by these events. I have taught about these topics in the past but I have never seen my class so deeply moved by what they had learned. Had they not have been given so many opportunities to act as their First Nations characters, I do not believe they would have been so deeply moved and reacted with such a sense of injustice.

My two FNMI (First Nations, Metis and Inuit) students this year regularly share dances, words, and cultural artifacts with their peers. In one of their more recent sharing times, I heard a student in the audience say, "I wish I were First Nations." Several others agreed. I may not have accomplished everything I set out to do, but I do feel that I'm well on my way.

Following our work with the Aboriginal people of

Canada, we explored the innovations and traditions of the Inca people of South America. I had them write narratives as three different people with very different roles and perspectives in this unit. Again, I was impressed by how deeply they seemed to identify with the characters they were representing. As April is coming to a close, I intend to start to teach them about the Aboriginal peoples of Australia.

Instrumental to making this project a success, was a book written by Diane Silvey, entitled *From Time Immemorial: The First Peoples of the Pacific Northwest Coast*. It included amazing information and illustrations as well as marvelous legends. I used this text, written by a First Nations teacher, to guide my lessons and as a student resource. In addition, I used numerous other books and YouTube videos to explain the history, show the dances, emphasize the values, and demonstrate the practices of the people they were trying to represent. The strategies I used were largely inspired by Dr. Kieran Egan, whose ideas I learned through his books and throughout my master's degree in Imaginative Education.

More detail about this inquiry project exists on Day 102 of the 180 Days of Learning Delta Blog, <https://deltalearns.ca/180daysoflearning/2016/02/22/day-102-walking-a-mile-in-their-moccasins-natasha-morley-teacher-gibson-elementary/> This inquiry project will be posted on myPITA.ca after the Fall Conference.

Natasha Morley teaches at Gibson Elementary, Delta. She has taught Kindergarten to Grade 7 for over fifteen years and her favourite grade is the one she is currently teaching.

Natasha will be presenting at the myPITA Fall Conference: A20 Walking a mile in their moccasins



Notice of myPITA's AGM

12:15pm Saturday, October 22, North Delta Secondary

In addition to the usual review of our goals, services, and finances, the Executive will also be recommending the continuation of the practice of releasing the

President from the classroom for one day a week to manage day-to-day operations of myPITA.

If you are interested in seeking a position on the Executive or on a committee, we would love to hear from you. Our proposed budget and goals, as well as our financial statement will be posted on our website in early October.

A Self-Regulation Strategy for the Classroom

Almost every classroom has one or two, or sometimes more, students who are very good at avoiding work and activities that they are unwilling or unable to do. They may engage in acting out behaviours that interfere with the learning of others and result in being removed from class or they may passively but defiantly sit and not complete the work. Either way, the work does not get done and learning does not take place.

Most teachers have at least heard about or used Time Out. Time Out can either mean that the student is removed from the class or that reinforcement is not available to the student for a period of time. In either situation, the teacher decides when a Time Out is needed and it is considered punishment for inappropriate behaviour. During the most common, Time Out from the class, a student is placed in the hall, another teacher's classroom, or sent to the office. Time Out occurs after inappropriate behaviour happens.

Time Away is different. Used as a preventative measure to support self-regulation, Time Away is an agreement between a student and a teacher that the student can decide that a particular activity or learning task is too difficult or that he or she cannot complete it at that time. Rather than engaging in disruptive behaviour, the student has the option to leave the task or activity and move to a spot in the classroom which has been set up for such times. The student stays in that spot until they feel they are ready to start on the task, at which time they move back to their desk.

Time Away can also be called cooling off, calming down, or taking a break. The specific place in your classroom can also have a name such as the peace place, calm zone, or cool down corner.

Using the Time Away strategy should be discussed and taught in the same way as other classroom routines.

1. During a class meeting or large group instruction time, explain that sometimes, even after they have asked for and received help, some students feel too upset, worried, or angry to do the work. It could be because of a problem with the work, at home, or with a friend.
2. Ask your class for the physical signs that they might feel in their body such as heart beating faster, stomach feeling weird, or their face turning red.
3. Discuss possible actions that could happen when they feel this way, such as not being able to think clearly, yelling, throwing something on the floor, etc.
4. Brainstorm different ways to help change the way they are feeling. List them on the board. Have students identify which ideas they could use in the classroom. You might have students draw themselves using one of the strategies.
5. Tell the class that you are going to have a spot in the classroom that they can quietly go to when they are feeling upset before they do something that might get them in trouble or disrupt another student's learning. You can either have the group choose a name or have one ready.
6. You might want to show a basket or box of Time Away items that require movement, which can often be settling as they use up stress energy. Try simple 48 piece puzzles, Sudoku, a physical wooden puzzle, paper and felt pens or crayons, a mirror, etc. Explain to the class that Time Away is to be done by themselves, using a tool to help themselves feel better and ready to work with you to find a solution to their problem.

Time Away



7. Emphasize that when they decide they are feeling better they can come back to their desk and you will come over to check in with them and make a plan.
8. Role-play quietly going to the Time Away spot and coming back to join the class. Talk about potential problems such as what to do if it is already being used, or the bell goes. Be clear that the work needs to be finished and have students come up with some options as well as your own. This could be finishing at recess or lunch, during free time, or sent home as homework.

Once you have all the pieces in place, practise your own words. According to Diana Browning Wright (2008), teacher, psychologist, and behaviour analyst, the conversation that you have with a student who needs some “Time Away” could sound like this,

“Sarah, I am really pleased that you came in from recess on time and sat down at your desk. However, I have noticed that you seem very upset and unable to get started on your math work, even though we talked about the problem at recess and I have helped you with a few questions. You know that when you aren’t feeling like you can do school work you can always move to the chill zone. Take a minute and think about your two choices: one, start your work, or two, chill out for a while. I’ll be back in a minute to see what you have decided.”

It is important to call the student by name and mention positive behaviours they have already displayed. Point out the problem behaviour and remind the student that you have already tried to work together. Give the student the power to pick between two acceptable choices and allow time to think. If the student chooses Time Away, be sure to provide a positive acknowledgement and assistance if required when they return to their desk.

You could have a sign in sheet for students who use the Time Away space or just keep track yourself. If a student is spending a lot of time at the Time Away Space, a call home to discuss the behaviour is definitely in order. Review of the academic demands and the support in place for the student may be necessary as well.

The Time Away strategy works best in a classroom with effective classroom management and a positive, respectful and trusting relationship between students and adults. There are many examples of Time Away on the Internet which provide pictures and resources. Time Away can provide a safe and appropriate option for students who struggle with self-regulation without disrupting the learning taking place in your classroom.

Reference

Wright, Diana Browning. “Time-Away: A Procedure To Keep Task-Avoiding Students Under Instructional Control.” Pent Forum (2008): 29-33. Positive Environment Network of Trainers (PENT). California Department of Education Diagnostic Centre, Southern California, 2008. Web. 17 Mar. 2016. <<http://www.pent.ca.gov/beh/rst/timeaway.pdf>>.



Jan Palmer is a Behaviour/Intervention Teacher Specialist with the New Westminster School District.

Jan will be presenting at the myPITA Fall Conference:
C09 Energizing and calming: The power of self-regulation

Structuring the Thinking Classroom

Dr. Peter Liljedahl, education professor at SFU, recommends these tips to promote thinking:

- Assign students to work in groups of 3 for maximum engagement
- Make groups visibly random – it promotes the most cooperation and risk-taking
- Require students to stand, rather than sit, as much as possible to keep them alert
- Have groups share 1 pen to do their thinking on an erasable surface

You can buy 4' x 8' whiteboard sheets at building supply stores and ask them to cut it into the size sheets you want. Check first to make sure the kind they are selling will work with your dry-erase markers. You can make a vertical two-sided whiteboard easel to stand on top of a desk by attaching two pieces together with a duct tape hinge. Check out Peter’s website www.peterliljedahl.com for engaging math challenges.

Peter will be presenting workshops on fostering and assessing thinking classrooms at myPITA’s Whistler conference on Friday, May 12, 2017.

GAMING THE SYSTEM

What video games teach us about teaching

If you had a summary of millions of dollars of research into what engages students, would you want to access the results?

The video game industry has been doing this research over the last three decades. By taking a look into how game design can be applied to a classroom you and your students can take advantage of researchers’ discoveries. Despite what you may think about how video games have changed our society, it’s hard to deny the truths they have discovered about engagement and human psychology! Below we summarize the four ‘pillars’ we have found to have a deep impact on the learning of students in a classroom. Note that some of these principles have been found in good classroom structure in some way for a very long time. It’s when we creatively craft them together into the fabric of a game, however, that they build synergy and effect. This is called Gamification of Education.

The first target area is **Agency**, or student choice. If you think about the moments in which a student is playing Minecraft, of what are they in control? Everything! In fact, by comparison, a student has quite the opposite experience in an average classroom. Following instructions is often an important part of a lesson. The more moments where you can supply (even a simple) choice to your students, the more you will find a deeper sense of engagement. It’s little wonder a childhood reading favourite is a ‘choose your own adventure’ novel.

The second pillar of gamification is **Progress**. This could be as simple as a checklist of learning outcomes that students can work through. In order for it to be most effective, however, the progress should take some form of story, fun, or other sense of completion. You can really get creative with how your students progress through their classes. For example, students might start the first day as ‘Squires’ in the class, and by completing the required assignments over a month they might progress toward becoming a ‘Knight’ and then on to gain another title that perhaps they could choose from. Using levels or titles like this also allows grading to be a more positive thing as students NEED their assignments graded in order to progress forward, as opposed to being punished by “only an 80%.” Gaining ‘points’ that culminate in a final grade or ‘rank’ is much more motivating than a typical classroom where you begin with 100% on day one and typically lose ‘rank’ by the time the course or unit is completed.

The third pillar stands closely with the second: **Reward**.

Rewards take many forms, but seldom are they physical in a video game, and so yours don’t need to be either. In the example about Squires and Knights, for instance, the titles students earn have no value other than social, and yet they serve as both a reward and a marker of progress. We find that these social rewards have the most value for students.

The final pillar is perhaps the most difficult for us to really contend with: **Iteration**. This means that students have the ability to fail without worrying too much about it, and then pick up where they left off and keep making progress toward their goal. The fear of failure is a difficult culture to undo as for the most part we condition our students from a young age that creative solutions and risk-taking are not as valuable as compliance to a simple pattern to solve problems. We as teachers frequently use grades as a tool to motivate students, and in our opinion this needs to change, fast! Think for a moment about watching kids play a video game. They are surely disappointed when they fail, but more often they demonstrate a high degree of resilience against failure when they have control, time, a goal to progress toward, and a low fear of failure. If their failure in the game had a high stakes consequence, the game would most likely be played by only the ones who are high achievers. Sound familiar?

You might include “competition” as another target area that games use to motivate students. While this is certainly true in many situations, we find it really motivates only certain types of people and can work against others.

When we lead people through gamification workshops we really enjoy seeing professionals knit together structures that incorporate these four pillars in a creative way. It’s work, but it’s more like play! With gamification, students see the relevance in the tasks they are being asked to do, and can track their progress in a meaningful and entertaining way. It has worked for us and we’re inspired to share the ways it did.



Justin deVries is a Vice Principal at Westsyde Secondary School, Kelowna. Mike Koppes teaches Social Studies at Sa-Hali Secondary School, Kelowna.

They will be presenting A13 and C18 Introduction to gamification in education. C18 is a repeat workshop.

A Session

				Friday 9:30–11:00	
ID	Presenter	Workshop	Subject(s)	Grades	
A01	Adrienne Gear	Weaving Reading Power strategies into literature circles	Cross Curricular	4-9	
A02	Liliana Pesce	A ready-to-go Core French unit: Just add students!	French	All	
A03	Carole Fullerton	Mastering the multiplication facts	Math	4-6	
A04	Diana Cruchley	Guys write	Language Arts	4-9	
A05	Jill Doyle	Flower and form: Painting in soft pastels	Art	4-9	
A06	Janice Wilson	Adapting Art curriculum for intermediate students	Art	4-9	
A07	Kevin Flesher	Integrating drama in the classroom - <i>repeated in C23</i>	Cross Curricular	All	
A08	Delta Gymnastics/K. Hindmarch	Integrating Physical Literacy into classes through gymnastics	Physical/Outdoor Ed	4-9	
A09	Christine Carmichael	Yoga and meditation tools in the classroom	Yoga/Meditation	4-9	
A10	Deborah MacNamara	Discipline that doesn't divide in the classroom	Socio-Emotional	4-9	
A11	Paula Neuman	Animal welfare: A key component of Social Justice.	Socio-Emotional	4-9	
A13	Justin deVries/Mike Koppes	Introduction to gamification in education - <i>repeated in C18</i>	Technology	All	
A14	Nadine Keyworth	Essential questions: Framing inquiry and critical thinking	Social Studies, Inquiry	4-8	
A15	Scott Hodges	Student inquiry: Reframing our classrooms - <i>repeated in C14</i>	Inquiry	4-9	
A16	Lori Villeneuve	Novel works	Language Arts	Middle	
A17	Bryan Gidinski	Surfacing stories: Transforming the ordinary into extraordinary	Language Arts	4-9	
A18 ^s	Kerry Lockwood	Earth Sciences for Grades 7 and 8: Part 1 of 2, <i>continued in B18</i>	Science	7-8	
A19 ^s	Sheila Stenzel/Andrea Eisler	Grade 5 Mining in BC: Part 1 of 2, <i>continued in B19</i>	Social Studies	5	
A20	Natasha Morley	Walking a mile in their moccasins	Social Studies	4-9	
A21	Wild BC	Get outdoors bootcamp	Physical/Outdoor Ed	4-9	
A22	Peter Hopkinson	The 50 best Science demos to do before you die - <i>repeated in B24</i>	Science	Middle	
A23	Nimi Sidhu	A beginners guide to infusing your classroom with STEAM!	Science	Middle	
A24	Michael Carlyle/Tammy Farrer	Flipping a Math classroom: Two different ways	Math	Middle	
A25	Kids Code Jeunesse/Wendy Hoy	Hands-on coding with Scratch	Technology	4-9	
A26	Paul Kerlake	ADHD and executive function	Socio-Emotional	4-9	
A27	Marketplace				

^sAdditional \$25 kit fee, see full brochure for details

B Session

				Friday 12:00–1:30	
B01	Adrienne Gear	Mini lessons for intermediate writing	Cross Curricular	4-9	
B02	Liliana Pesce	Mon école: A core French foundation unit	French	All	
B03	Carole Fullerton	Multiplication of bigger numbers	Math	4-6	
B04	Diana Cruchley	The power of extreme writing! Creating eager fluent writers	Language Arts	4-9	
B05	Jill Doyle	Pencil and paper: Easy techniques for blended pencil drawing	Cross Curricular	4-9	
B06	Jason Proulx	Woodworking in your classroom	Multidisciplinary	4-9	
B07	Graham Myers	Improv: A way to break out of the day to day!	Improv	Middle	
B08	Jane Graham	Fun soccer activities for all levels of PE	Physical Ed	4-9	
B09	Alison Murray/Carl Payne	PE for life, not PE for marks	Physical/Outdoor Ed	4-9	
B10	Deborah MacNamara	Bullying: A new look at an old problem	Socio-Emotional	4-9	
B11	Science World Karen Lee	Today's students, tomorrow's scientists- <i>repeated in C11</i>	Science/Inquiry	4-9	
B12	Tom Morton	History pictures: Exploiting the power of visual sources	Social Studies	Middle	
B14	Ann-Marie Hunter	Slam dunk Math: Score on Math skills with games galore	Math	4-9	
B15	Lori Villeneuve	Crashing into inquiry	Inquiry	Middle	
B16	Nadine Keyworth	New novels, new ideas!	Language Arts	Middle	

B Session

				Friday 12:00–1:30	
ID	Presenter	Workshop	Subject(s)	Grades	
B17	Bryan Gidinski	DIY character kit	Language Arts	4-9	
B18	Kerry Lockwood	Earth Sciences for Grades 7 and 8: Part 2 of 2, <i>continued from A18</i>	Science	7-8	
B19	Sheila Stenzel/Andrea Eisler	Grade 5 Mining in BC: Part 2 of 2, <i>continued from A19</i>	Social Studies	5	
B21	Wade Repta	Get fit for work: Voice care and ergonomics in the classroom	Voice Care & Ergonomics	All	
B22	Lisa Rogers	Make it count: Financial literacy... - <i>repeated in C21</i>	Socio-Emotional	All	
B23	WildBC Facilitator	Where the wild things are in the new curriculum	Physical/Outdoor Ed	4-9	
B24	Peter Hopkinson	The 50 best Science demos to do... - <i>repeated in A22</i>	Science	Middle	
B25	Michael Carlyle/Tammy Farrer	Hands on Math: Using manipulatives to teach any student	Math	Middle	
B26	Marketplace				

C Session

				Friday 1:45–3:15	
C01	Adrienne Gear	Inferring: The maybes of reading	Cross Curricular	4-9	
C02	Liliana Pesce	À la mode: A fun unit to take down the runway	French	All	
C03	Carole Fullerton	Teaching division	Math	4-7	
C04	Diana Cruchley	From dragons to kites: A folktales of China unit	Language Arts	4-8	
C05	Jill Doyle	Picasso-style still life: Oil pastel painting	Art	4-9	
C06	Charlene Janzen	Designing with differentiated instruction	Art and Technology	6-12	
C07	Jeff Hacker	Saddled with the concert? Basic stagecraft	Language Arts	4-9	
C08	Matthew McKay	Basketball skills and drills	Physical/Outdoor Education	4-9	
C09	Jan Palmer	Energizing and calming: The power of self-regulation	Socio-Emotional	4-9	
C10	Alexander Magnussen	Bridging the gap: Living with Autism	Socio-Emotional	All	
C11	Science World Karen Lee	Today's students, tomorrow's scientists - <i>repeated in B11</i>	Science	4-9	
C12	Tom Morton	Teaching inquiry in the new Social Studies curriculum	Social Studies/Inquiry	4-9	
C13	Nadine Keyworth	From dynasties to communism	Social Studies	Middle	
C14	Scott Hodges	Student inquiry: Reframing our classrooms - <i>repeated in A15</i>	Inquiry	4-9	
C15	Maureen Jack-LaCroix	21st C. empowerment with student leadership in sustainability	Cross Curricular	4-9	
C16	Elaine Jaltema	Literature circles: Engaging and easy to manage	Language Arts	4-7	
C17	Bryan Gidinski	Practically perfect poetry: From brainstorm to form	Language Arts	4-9	
C18	Justin deVries/Mike Koppes	Introduction to gamification in education - <i>repeated in A13</i>	Technology	All	
C19	Sean Smith	Practical tech tools for the classroom: Integration ideas	Technology	4-9	
C20	Ray Myrtle	Start UP! your class successfully	New Teachers	4-9	
C21	Lisa Rogers	Make it count: Financial literacy... - <i>repeated in B22</i>	Socio-Emotional	4-9	
C22	Vickie Jensen	Exploring Northwest Coast aboriginal culture	First Nations culture	4-9	
C23	Kevin Flesher	Integrating drama in the classroom - <i>repeated in A07</i>	Cross Curricular	All	
C24	Wendy Lorch	BC Hydro Energy Connections program	Science	7	

D Session

				Saturday 9:30–12:00	
D01	Diana Cruchley	Quick inquiry: Harnessing your class' brainpower	Inquiry	All	
D02	Liliana Pesce	J'adore le Français! Opening activities, songs, and more	French	All	
D03	Bryan Gidinski	Show! Don't tell: A writing workshop	Language Arts	4-9	
D04	Nadine Keyworth	New novels, new ideas!	Language Arts	Middle	
D05	Sheldon Franken	Adventures in social-emotional learning	Socio-Emotional	4-9	

2016 Fall Conference

October 21–22

Register at mypita.ca



my **pita**.ca
provincial intermediate and
middle years teachers' association

fall conference

October 21–22 at North Delta Secondary

Conference Details

- Two fabulous days featuring over 80 workshops in every subject area
- Morning coffee, tea, fruit, and pastries
- Catered lunch of gourmet sandwiches
- Afternoon snacks
- A welcome bag of teacher goodies including items from DavidsTEA and Staples
- myPITA membership including newsletters and password access to our continually-expanding online teaching resources

Conference Cost

- Discount fee available until September 30/ higher price begins October 1
- BCTF members \$155/\$190
 - Non-BCTF Members \$205/\$240
 - TTOCs, student teachers, and SEAs \$70
 - Saturday only \$30 for everyone, students and TTOCs \$15
 - Payment in advance by credit card only
 - Register as a group of 3 or more to receive 10% off
 - Registration closes at noon on October 16
 - Register early to get your first choice of workshops. myPITA is managed by a small committee of volunteers working after they get home from their teaching jobs, and with 1000 expected registrations we cannot offer a waitlist.
 - Refunds are available up to two weeks before the conference - less the cost of a myPITA membership. Cancellations within two weeks of the conference will be refunded less membership and \$40 administration fee. Refund requests will be processed by our volunteer registrar as soon as possible following the conference.

Location and Transit

North Delta Secondary School
11447 82 Avenue, Delta

Driving

20 minutes from Richmond or Surrey
30 minutes from Burnaby or Coquitlam
40 minutes from downtown Vancouver or Langley

Public transit

Take the 312 bus from Scott Road Station and walk for approximately seven minutes along a road with a flat side walk.

Billet Hosting/Matching

A homestay registry for the Fall conference, to save hotel costs for out-of-town teachers and provide an honorarium for hosts is available. If you would like to request or offer accommodation, email president@pita.ca for details.

**Registration closes
at noon, October 16**

Register at mypita.ca

Accommodations

Taxes extra.

Rates valid until September 19, 2016.

Rate code: mypita

Best Western King George Inn & Suites

8033 King George Boulevard, Surrey
604.502.9000
www.bestwesternsurrey.com
Includes: continental breakfast, fridge, microwave, free parking, and WiFi
Prices are based on 2 adults, extra adults \$10 each/night
2 queens: \$87/night
Queen suite: \$100/night, queen bed and pullout

Days Inn Surrey

13373 King George Boulevard, Surrey
604.585.2300
www.daysinn.com
Includes: continental breakfast
1 queen: \$79.20/night, 2 queens: \$83/night
Suite: \$129/night, fridge and stove

Inn at the Quay

900 Quayside Drive, New Westminster
604.520.1776
www.innatwestminsterquay.com
1 queen: \$126/night, 2 queen: \$146/night

More Middle Years Novel Ideas

Continued from page 7. Nadine Keyworth's bio on page 7.

One of the most consistent and dominating problems in our world today is hunger. Thousands of people are dying due to malnutrition, while massive amounts of food are wasted by some nations each year. Imagine a world where the world's hunger problems have been solved, could it really be possible? H.A. Swain has done just that in her novel *Hungry*.

Thalia Apple has lived in the Inner Loop her whole life and as a result of a war, food no longer exists in the Loops. Her parents both work for a company that developed a drug that suppresses hunger and has eliminated the need for humans to eat food. Each person's medication is carefully adjusted to their metabolism to ensure that they do not experience hunger. However, Thalia begins to feel hungry and even as she takes more medication her urge to eat continues to grow. One day she meets a boy, Basil, from the poorer, less advantaged Outer Loop who is part of an underground movement to bring food back. She soon learns that there are many people outside of her privileged Inner Loop that are also hungry. One reason is that people in the Inner Loop, also known as 'privies', have unlimited access to the medication, but some in the Outer Loop do not. After learning the truth, Thalia and Basil soon find themselves the most wanted people in the Loops, and they eventually end up in a place where food is still growing. While living among this entirely different society, Thalia quickly learns that different is not the same as better.

This book is a fast-paced easy read. Swain's word choice makes it easy for the reader to imagine living there. This book leads well into great conversations about world hunger and the food we currently waste. It's a great book to recommend to students who are looking for something in the dystopian genre.



Hungry

H. A. Swain
Feiwel & Friends, 2014
978-1250028297, 384 pages
Recommended for Grade 6 and up.

fall conference speaker profiles



Adrienne Gear is an internationally-acclaimed speaker and author who keeps herself rooted in the classroom by teaching part-time in Vancouver. She is passionate about literacy, learning, and inspiring teachers to reflect and refine their practice in order to best support their students. Her practical *power* approach to reading and writing instruction has been implemented in many school districts across the country. She has presented internationally and her books have been translated into multiple languages.

A01 Weaving Reading Power strategies into literature circles
B01 Mini lessons for intermediate writing
C01 Inferring: The maybes of reading



Carole Fullerton is a private consultant working with teachers around British Columbia and beyond in the area of numeracy. She works with districts, whole school staffs, with school-based learning teams, in classrooms and with parents in an effort to promote mathematical thinking.

A03 Mastering the multiplication facts
B03 Multiplication of bigger numbers
C03 Teaching division



Friday and Saturday
October 21–22, 2016
Provincial Pro-D Day
North Delta Secondary

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Justice Education Society's Resources and Mock Trials

Last Spring, myPITA began a partnership with the Justice Education Society of BC (JES). Teams of myPITA members began reviewing the JES resources to revise and repackage them so that teachers can use them easily to address the big ideas, competencies, and content of the redesigned curriculum. Watch for updates about this project on the myPITA website.

The JES provides an excellent free orientation to the court system for classes. For a small fee, classes may also conduct a mock trial in a courtroom. The JES offers a selection of scripted and non-scripted trials to choose from. This year before beginning our own unscripted trials, we conducted two trials scripted by the JES. Madame Evilyn was tried for the exploitation and unlawful confinement of Cinderella and Dorothy was tried for theft of the ruby slippers and the second degree murder of the Witch of the West. Both of those scripts are highly entertaining and well-crafted with many surprises. I have shortened and revised the scripts slightly to make it a little easier for my young students to keep track of all the evidence. They are posted in the drama section of the myPITA website, under resources.

Every year, my students conduct several mock trials as a way of learning about the legal system and developing critical thinking and oral language skills. I especially like to have the kids wrestle with moral dilemmas and to question bias. For example, we commonly regard Jack as a hero but shouldn't we question his theft from the Giant? With each trial, we tackle the issue of using better strategies to solve problems in peaceful ways. Some of the trials we have conducted are:

- The Pied Piper is charged with kidnapping.
- Jack is charged with theft from the Giant.
- The Third Billy Goat is charged with assault and attempted murder of the Troll.
- The three pigs are charged with squatting on land they don't own and building without a permit.
- The monkey is on trial for manslaughter from *Why Mosquitoes Buzz in People's Ears*.

Two students serve as counsel for each side and witnesses offer highly creative and entertaining evidence. They carefully listen to each other's evidence and find ways to challenge or corroborate it. With no prompting from me they produce exhibits such as hand-drawn "photographs" and contracts. With each trial, they become more adept at questioning evidence and arguing their positions.

Marvin Miller has written two excellent paperback books called *You Be The Jury I* and *II*. Each book gives a three page case along with pictures of three exhibits. Students have to pay careful attention to the testimony and the evidence to figure out who is telling the truth.

As part of the process of understanding the importance of keeping our minds open to new evidence and new perspectives, I read two hilarious and surprising picture books to the class, *That is Not a Good Idea* by Mo Willems

and *My Lucky Day* by Keiko Kasza. We also watched the you tube clip: *The Selective Attention Test* by Simons and Chabris. Try it and you will be amazed! As an adult you might even go on to read the fascinating book called *The Invisible Gorilla and Other Ways Our Intuition Deceives Us*.

Here is the version of a familiar tale that I wrote in order to introduce a moral question and to illustrate some of the roles of government:

When the mother pig grew tired of feeding and cleaning up after her three grown sons, she told them to go out and find their own place to live. The first pig went to farm land owned by Mr. Dinglehopper. He had recently sold all his grain but there was still some straw left on the field. Knowing that Farmer Dinglehopper had gone to Florida for the winter and that he would not need the land again for six months, the first pig decided to secretly pile the straw up to make himself a house. Neighbours of the farm noticed this activity and called the City's engineering department. The City sent its inspector, Justin Wolf, out to investigate. When he was knocking on the door, he was overcome by hay fever and he let out an enormous sneeze which blew down the house. The pig was charged with trespassing on Mr. Dinglehopper's land and building without proper permits, creating a house that was not safe to live in.

The second pig went to land that had been cleared by a forest company. The land was owned by the Province and was part of the agricultural land reserve. The government was advertising the land for sale for farming. Knowing that nobody had bought the land yet, the second pig figured there would be no harm in his living on the vacant land. He gathered the branches left behind by the logging company and built himself a simple house. When the building inspector noticed smoke, he went to investigate and found the little house with smoke coming from the chimney. Afraid that the house would start a fire, he banged forcefully on the door which caused the house to fall apart. The pig was charged with trespassing (or squatting) and building without permits.

Both pigs claim that they have no other place to live and that there are not enough homeless shelters in the City. They also claim that they cannot afford to buy or rent a home because they can't get a good job since they don't have enough education. Their family couldn't afford college. They think the government should give universities and trade schools more money so that it becomes cheaper to get a good education.

The third pig got a loan from the bank and bought property from a farmer who was tired of farming. However, the pig didn't want to farm. Instead, he built a strong brick house with plans to build an apartment complex on the property to help with the city's problem of homelessness. The government has ordered him to tear down his house because the land is only supposed to be used for farming. The pig refuses, saying that there will be enough food in the city as soon as the government finds a farmer for the cleared forest. Instead, he says that the City needs more homes for people.

One of my grade 5 students turned this story into two trials with surprising testimony that makes both sides quite evenly balanced, giving the jury a real challenge to decide on a verdict. The scripts for the trials that she wrote are posted under drama in the resources section of the myPITA website.



Elaine Jaltema, grade 5/6 teacher in Burnaby and President of myPITA

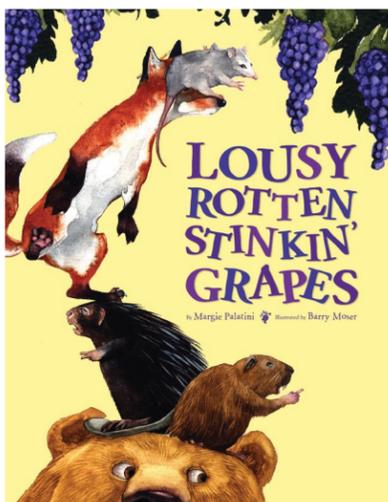
Elaine will be presenting at the myPITA Fall Conference:

C16 Literature circles:

Engaging and easy to manage



Cruchley's collection



Lousy Rotten Stinkin' Grapes
 Margie Palatini—Author
 Barry Moser—Illustrator
 Simon & Schuster Books for Young Readers, 2009
 978-0689802461, 32 pages
 ISBN 978-0-689-80246-1

In this twist on Aesop, the fox progressively involves a series of animals in an elaborate plan to help him get the grapes. He refuses to listen to their advice, and when his plan fails, he leaves saying the grapes are probably not ripe. After he leaves, the other animals get the grapes.

Constructing a Chart

Ask students to construct a chart with a list of each of the animals in the story in one column, and their method of solving the grape problem in the second column. Read the story a second time, as they complete the chart.

Discuss the times when making a chart like this might be valuable: when you need to see a problem clearly, when you are outlining a story you are going to write, when you are observing in science, etc.

Create Your Own Take on Aesop

Students will enjoy using this as a model to create their own version of any Aesop fable. They can add more characters, dialogue, a twist, additional descriptions, and a setting. This story is about 1,000 words, but students can write a terrific Aesop fable in about 500 words if you wish.

The Moral of the Story

Fables always have a moral. The original moral of this story is something like, “People who can’t do something, make up reasons why they didn’t want it in the first place.” The expression “sour grapes” is used for someone behaving that way.

Ask students for other potential morals which could include:

- Don’t underestimate the help others can provide.
- Don’t overestimate your own intelligence.
- A simple plan is often better than an elaborate plan.

Repetition

This book presents an opportunity for students to understand the power of a repeated line – in this case “After all, I’m the fox. Sly. Clever. Smart.” Also repeated are: “Voila! Grapes!” and “If you say so.”

As a listening skill, ask each third of the class to listen for their particular phrase and note the total number of times it occurs, as well as when each of them happens. Ask them to write a story, or rewrite an existing one, to add humorous repeated phrases.

Insults

Because the fox believes he is so clever, he insults the other animals he recruits to help him:

Bear, “Your job is brawn. Not brain.”
 Beaver, “My dentally challenged chum.”
 Porcupine, “Let us not get all prickly.”
 Possum, “Don’t worry those few little hairs on your extremely unattractive head.”

These are very kind friends. They don’t even seem to have hurt feelings. Ask students what the insults are after they have listened to the story. It might be interesting to write a staged story where characters are insulted by the main character as they go along – but the insults must be clever.

Extreme Writing/Personal Writing

A springboard from a picture book to personal writing should include three topics if possible. Here are some ideas:

- A time I wanted something really badly.
- A time I made a plan to accomplish something that did or did not happen.
- A time that my friends and I built something together such as a fort, a snow man, a movie, or a neighbourhood show.

The Original Aesop Story

Give students a copy of an original version of this fable. Ask students to compare the two in a Venn diagram. They could write a quick comparison by following the steps below:

1. Write an introductory question your comparison will answer. “How is *Lousy Rotten Stinkin’ Grapes* really a clever version of an Aesop fable?”
2. Write 2–3 sentences explaining how they are similar.
3. Write 2–3 sentences explaining how they are different.
4. Write a conclusion as to whether they are more similar or more different.
5. Rewrite the opening and concluding sentences to be more clever and interesting.

Author Margie Palatini

Margie Palatini has written many popular picture books including: *The Three Silly Billies*, *Earthquack*—like *The Sky is Falling* the farm animals think they are having an earthquake, *Bad Boys*—a series about bad wolves, and the delightful *Gone With the Wand*—about a fairy godmother who has lost her skill with the wand and is looking for other work.

A Rube Goldberg Plan

Our fox makes somewhat of a Rube Goldberg plan, each part of which is more elaborate than the last, and requiring ever more complicated diagrams. The original model of a plan that is too elaborate is named after Rube Goldberg. Visit www.rubegoldberg.com for images of his inventive illustrations. Ask students to create a Rube Goldberg plan to do something simple like wash a car or sharpen a pencil.

Rube Goldberg was a cartoonist who was most famous for creating cartoons to solve simple problems in an elaborate way. The boardgame *Mouse Trap* is based on a Rube Goldberg machine. Today there are Rube Goldberg contests for inventors to create overly elaborate solutions to problems. Google Rube Goldberg Contest Youtube, to see some great inventions. I liked the music video by OK Go for their song *This Too Shall Pass* which features a Rube Goldberg machine and incorporates the machine’s sounds into the song.



Diana will be presenting at the myPITA Fall Conference:

- A04 Guys write
- B04 The power of *Extreme Writing!* Creating eager and fluent writers
- C04 From dragons to kites: A folktales of China unit
- D01 Quick inquiry: Harnessing your class’ brainpower



Diana Cruchley is an award-winning educator and author, who has taught at elementary and secondary levels.

Her workshops are practical, include detailed handouts, and are always enthusiastically received. H. Diana Cruchley©2016, dianacruchley.com

Basketball Basics

While our classroom teaching practice has evolved from rigid rows and rote activities; often our PE and basketball practice instruction strategies have not. Long lines, minimal participation and engagement, and single purpose activities are too often still the norm. Below is a great skill development activity that you can use both in your PE class and at your team practices to get all students/athletes moving and engaged.

High Five Dribbling

A great drill to teach your students to move with the basketball is 'High Five Dribbling'. Students not only work on their dribbling skills while on the move but the activity also incorporates spatial awareness and decision making.

Equipment: Basketballs – one per student

Skills Incorporated: Moving and running with the basketball, spatial awareness, decision-making, listening

Instructions:

- Every student has a ball.
- Teacher can select which hand the students dribble with or allow them to decide.
- The basic idea is challenge students to high five as many classmates as possible in a given amount of time without picking up their ball.
- Students cannot high five the same classmate two times in a row.
- The high five cannot be across the body – same side only, left hand to left hand etc.

This activity automatically gets students dribbling with their heads up and looking where they are going, adding spatial awareness development to their ball handling. As well it incorporates a decision-making component that you can make increasingly difficult as they progress e.g., only high five people wearing the same color shirt as you. This quick and fun activity can engage your entire group simultaneously and get your whole class moving, as opposed to just a few – which is also a great management tool in the gym.

Don't be afraid to adjust the game in any way you think will make it more challenging or fun for your students. The only limit is your own imagination.



Matthew McKay teaches Grade 8-10 Social Studies and senior Business, and coaches varsity boys basketball at Sands Secondary, Delta. He has coached athletes ages three through to the NCAA level. Currently he is completing his M.Ed in school counselling psychology with an emphasis on positive coaching.

Matthew will be presenting at the myPITA Fall Conference:
C08 Basketball skills and drills



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