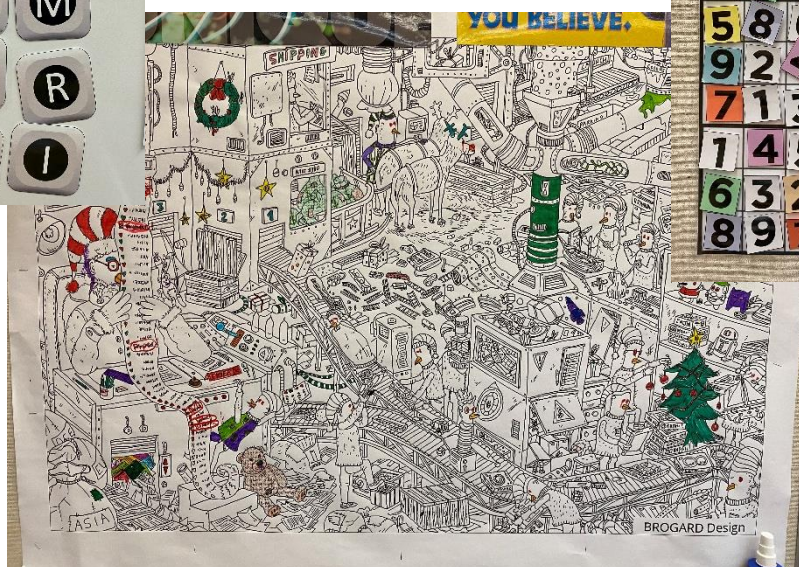
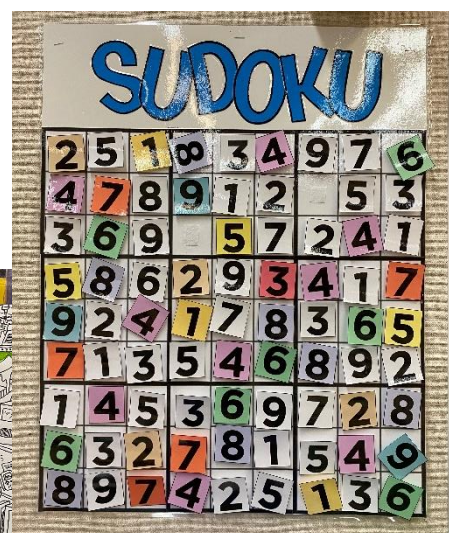
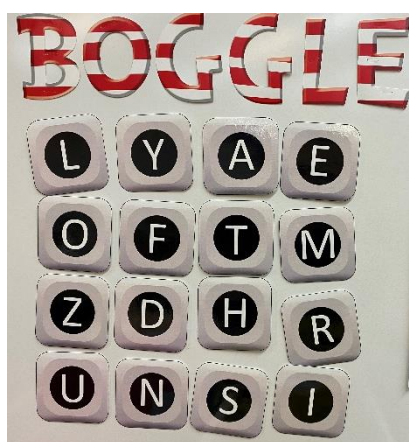


In the

MIDDLE

Volume 39, Number 2

December 2020



Grade 7/8 Brain Break Bulletin Boards
Boggle, Interactive Sudoku & Colouring Poster
École Centennial - Regina





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 EDITOR: Crystal Boire

In the Middle is published three times yearly. It accepts articles that are practical, accessible and of interest to teachers of Grades 5 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.

MIDDLE



Volume 39, Number 2

December 2020

Presidents' Message	Page 4
Editor's Corner	Page 5
SMYA Executive	Page 6

ARTICLES/FEATURES

Brain Breaks for Middle Years Students.....	Page 8
Looks Like You Need a Brain Break	Page 10
Top Three Talking Tasks for Learning	Page 21
Miscellaneous Brain & Movement Breaks	Page 27
December Activities	Page 28
Teacher Friendly Websites	Page 29

OTHER MATERIALS

Teaching from the Heart	Page 30
SMYA Application for Membership.....	Page 31
Harold Schultz Middle Years Development Fund	Page 32
SMYA President's Award	Page 33
SMYA Youth Grant Information	Page 34
SMYA Application for Financial Assistance for Youth Grant	Page 35
SMYA Privacy Policy	Page 36

Presidents' Message

By Rachelle Mievre & Angela Byrnes

Greetings SMYA!

We are not sure about the rest of you, but we sure miss connecting with our Sask Middle Years team! Without our conference, we have not been able to touch base in person for a while. We miss hearing about your experiences, laughing together, and learning and sharing with you. Hopefully, until we can all meet together again, there will be some opportunities to meet virtually, but for now, we know you have a lot on your plate.

We had a quick virtual meeting today to discuss this Co-president's message. Rachelle is on maternity leave with her little man, Arlo, and Angela's intern is in her block so it gave the two of us a few minutes to touch base. It was comforting to see each other and talk, even for that brief moment in time. Although we would have loved to come up with some sage advice for you or help to solve the many problems you are undoubtedly facing in your current professional world, Arlo needed his mom and Angela had noon supervision. So, like our virtual meeting, we are going to keep our address short and sweet.

Jody Carrington defines "brave" as doing something with your whole heart when you can't predict the outcome. Thank you for showing up, doing the best you can, and being brave when you don't know what tomorrow will bring. Thank you for everything you are doing to support the students in your classroom. Thank you for your flexibility and the extra time you are putting in to make sure that your students are ready to transition online if needed. Thank you for building connections with your students each and every day.

With all that being said, remember to take care of yourself! Keep those connections to your people, even if they are only virtual. You have a team of middle level educators who are only a text, phone call or video conference away. Use our Facebook page and Twitter (@skmiddleyears) to converse with each other and support each other.

Please reach out if we can support you in any way!

-Angela Byrnes and Rachelle Mievre



Editor's Corner

Strange times indeed!

By Crystal Boire

You are all rock stars!

That's enough said, I think. You are giving it your all every day, at school and in your personal life. You are trying to keep sane during this crazy time in education and in the world. You are killing it every time you show up for those kids, whether that be in person or online. And you deserve some recognition.

So, thank you! Thank you for all your extra time, energy, and brain power that you have put into making these first few school months work for you and for your students. Thank you for going that extra mile to make sure your students are safe, all while trying to get through the curriculum.

This edition of the journal is dedicated to making these COVID days a little easier in the classroom. We have shared with you some of our favourite brain and movement breaks for the Middle Years class. Hopefully, these will add a little fun to your day and also give those kids the down time they need to push through their 5.5 hours of sitting still.

You've got this! Enjoy your well-deserved Christmas break!!

Crystal ☺

www.smya.ca

On Facebook at <http://www.facebook.com/SKMiddleYears> On Twitter [@SKmiddleyears](https://twitter.com/SKmiddleyears)

We are looking for student artwork to showcase in the journal. Please take a picture and send to:

*Crystal Boire
crystal.boire@rbe.sk.ca*

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

Meet the SMYA Executive

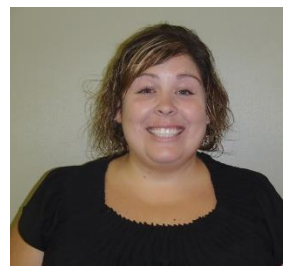


Brett Reis - Past President

Brett Reis is the principal at Colonsay School. Brett is passionate about teaching “In the Middle” and enjoys the energy and excitement middle years students bring to the classroom each day. Brett’s professional interests include technology, experiential learning and professional development. In his spare time he enjoys spending time with his family, reading as well as playing and coaching various sports.

Angela Byrnes – Co-President

Angela Byrnes is a grade 8 teacher at Ecole Lumsden Elementary School in Lumsden. She received both her undergraduate and graduate degrees from the University of Regina and is a strong believer in life-long learning, both from formal education and informally in the classroom and from colleagues. Her career in education has led her through many steps from teacher to vice principal to principal and then back to classroom teacher. Middle year’s classrooms are where her heart is and she loves that no two days in middle are ever the same.



Rachelle Mievre – Co-President

Rachelle Mievre is a grade 8 teacher in Pilot Butte, SK who is passionate about teaching ELA, Arts Ed, and Genius Hour. Follow her classroom's learning journey on Twitter & Instagram: @MrsMievresClass. Rachelle enjoys directing plays and musicals, traveling with her husband, and attending concerts with friends.

Crystal Boire – Editor

Crystal has been teaching in the middle for 15 years. She loves the relationships that are built with Middle Years students; their sense of humour and personality are so unique from one pre-teen to the next! Crystal is at Centennial School in Regina, teaching Grade 7/8 French Immersion.



Ian Trail - Treasurer

Ian has taught Middle Years Education with Regina Public Schools for the past 13 years, and is currently teaching grade 6/7 at Ruth M. Buck School. The positive relationships Ian has with his students, in the classroom and through coaching, creates a successful collaborative learning environment, where all students belong by feeling valued, safe, and inspired. Ian has been an Executive Member with the SMYA for the past 5 years and is entering his 4th as Treasurer. In his spare time he plays hockey, baseball, and golf.



Tina Blake – Member at Large

Tina has been teaching with the Regina Public School Board for 22 years. Tina now teaches Grade 7/8 at W. H. Ford 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. When she can fit it in, she also loves selling Thirty-One, scrapbooking and watching movies!

Melissa Sullivan – Member at Large

Melissa Sullivan is in her second term with SMYA. She currently is teaching Grade 6 at ERES in White City. Melissa is currently in her 15th year of teaching. When she isn't busy planning for her class, she is spending time with her husband and three small kids.



Kelli White – Member at Large

Kelli has been teaching "in the middle" for seventeen years and is passionate about inquiry-based learning and authentic assessment practices. She is currently teaching at Aberdeen Composite School fulfilling the roles of a grade 7 homeroom and Learning Facilitator. One of her favorite parts about being a teacher is working with students through extra-curricular activities. From social justice and travel clubs to leading the MaraFUN team, Kelli enjoys building positive relationships and memories with students both inside and outside of the classroom.

Pat Telfer – Member at Large

Pat Telfer is a teacher at the Sun West Distance Learning Centre. Currently, he is helping to redevelop several ELA courses and am also serving as Ed Tech support for both staff and students. Pat has taught almost everything from K-12, but the majority of his experience has been with in the middle years, mainly because he thinks just like them! In his spare time, you can usually find him playing/watching/officiating all kinds of sports, but his main ones are basketball and track and field. Pat also loves technology – some people (including himself) even call him a nerd!



Harmony McMillan – Member at Large

Harmony spends her days teaching and learning alongside the Grade 6 students at Mother Teresa Middle School in Regina. She has been teaching and coaching "in the middle" for the last 14 years, in Regina as well as in Hong Kong. She is passionate about developing creative, meaningful and fun ways to engage students in their learning. Outside of teaching, her favorites include: singing, sports, party-planning, travel adventures, and most especially, her nieces and nephews! She is happy to be back on the SMYA team this year!

Brain Breaks for Middle Years Students

Rachelle Mievre

Brain Break	Explanation	Resource
Do the Wave	Beginning at one end of the room, kids stand up and throw their arms overhead, bringing them back down as they return to their seat. Each row follows until you reach the other end of the room. Amp it up by encouraging your kids to tap their feet or tap their hands on their legs so that they are in constant motion!	https://www.weareteachers.com/brain-breaks-for-kids/
Rain Storm	Using only snaps, claps, and pats slowly build to create the sound of a rainstorm. Add jumps to simulate thunder!	https://www.youtube.com/watch?v=X5qpFXaYePA
Sign Language	Teach your kids the alphabet in Sign Language. Use brain breaks to practice by speaking/singing the ABCs while signing the letters. Then practice names, places, or vocabulary words by spelling them out loud while signing the letters.	https://www.youtube.com/watch?v=e7qXmWzqkw https://www.startasl.com/american-sign-language-alphabet/
Cha-Cha Slide, Macarena, Uptown Funk...	Teach your students the steps to popular dances. Play the song/video randomly during work time and have students stop what they're doing and dance! (DJ Raphi has LOTS of tutorial videos on YouTube!)	https://www.youtube.com/watch?v=Rx87a6cx0Ao https://www.youtube.com/watch?v=I1gMUbEAUFw&list=RDI1gMUbEAUFw&start_radio=1&t=9 https://www.youtube.com/watch?v=6LlkX0U6f5k https://www.youtube.com/watch?v=U9Zj1BaH01c&list=RDI1gMUbEAUFw&index=2
"Take a Break" Bulletin Board: Colour, Dot-To-Dots, Sudoku u...	Middle Years students still love to colour! Give them a break and have them do some mindful colouring to improve focus. You could even put a few up on a bulletin board and when students are needing a break they go to the bulletin board to take a quick break during work time. Add complex dot-to-dots or Sudoku puzzles to your bulletin board for students who prefer those activities. Students work independently, but together, to complete the activities as they self-regulate.	http://www.supercoloring.com/coloring-pages/arts-culture/mandala https://coloringhome.com/hard-dot-to-dots https://www.puzzles.ca/sudoku/

	<div data-bbox="306 92 712 491"> </div> <div data-bbox="323 501 485 554"> </div> <div data-bbox="323 560 404 585"> <p>32 likes</p> </div> <div data-bbox="323 590 712 638"> <p>mrsmievrclass Ty's taking a break from his assessment. #takeabreak</p> </div>	<div data-bbox="842 92 1386 690"> </div> <div data-bbox="859 701 1019 753"> </div> <div data-bbox="859 760 940 785"> <p>25 likes</p> </div> <div data-bbox="859 789 1370 816"> <p>mrsmievrclass New reminders on our #TakeABreak board!</p> </div>
<p>Misc. Brain Breaks</p>	<p>More brain break ideas can be found here: https://www.classcraft.com/blog/features/brain-break-ideas/</p>	



BRAIN BREAKS HELP YOU TO

**RE-ENERGIZE
RE-CHARGE
& RE-FOCUS**

**BY CHANGING YOUR ACTIVITY WITH A SHORT,
DIFFERENT, AND SOMETIMES UNPREDICTABLE TASK.**



HOW ABOUT A **DRUMROLL?**

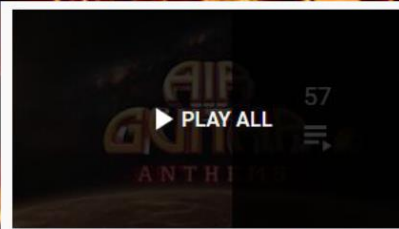
**IF YOU WANT TO CREATE SOME
ADDED EXCITEMENT AND SUSPENSE,
TRY USING A RANDOMIZER WHEEL!**

(Wheel pictured is made using wheelofnames.com)



AIR GUITAR

TURN IT UP TO 11! PLAYING 30-60 SECONDS OF A CLASSIC ROCK SONG WILL ALLOW YOUR STUDENTS TO SHOWCASE THEIR INNER GUITAR HERO!



Air Guitar Anthems CD 2016.

Kieran Lloyd

Air Guitar Anthems - Compiled by Brian May - The Album (TV AD) • 0:31

Queen – Bohemian Rhapsody (Official Video Remastered) • 6:00

[VIEW FULL PLAYLIST](#)

GoNoodle IS A SITE FULL OF SILLY VIDEOS TO GET YOUR STUDENTS MOVING AND BOOST ENERGY LEVELS!



GoNoodle

**HAVE ALL OF
YOUR STUDENTS
STAND UP. ASK A
QUESTION FROM
THE LIST BELOW
(OR ONE OF YOUR
OWN) AND IF IT IS
SOMETHING
THAT THEY HAVE
DONE, THEY SIT
DOWN.**



(Clean, classroom friendly questions can be found here: <https://hobbylark.com/party-games/Never-Have-I-Ever-Questions>)



PAIR UP THE STUDENTS WITH THEIR NEIGHBOUR. ONE STUDENT IS THE SCULPTOR, THE OTHER IS THE MARBLE. GIVE THE STUDENTS A TITLE TO WORK WITH (COULD BE SERIOUS OR RIDICULOUS) AND GIVE THEM A FEW MOMENTS TO MAKE THEIR STATUES.

HIDDEN TREASURE

SELECT AN OBJECT ANYWHERE IN THE ROOM, BUT DO NOT INDICATE WHAT OR WHERE IT IS. PICK A STUDENT TO GUESS WHAT THE HIDDEN TREASURE IS AND (ASSUMING THEY ARE WRONG) GIVE THE CLASS DIRECTIONAL CLUES TO NARROW DOWN THEIR SEARCH.



"You went too far. Go back"



Backstroke motion

"Look lower"



Digging motion

"Look higher"



Raise the roof

"Keep going"



Running in place

STARE DOWN RPS!

EVERYBODY UP! CHALLENGE YOUR CLASSMATES TO A BEST OF THREE RPS BATTLE BY MAKING EYE CONTACT. ONCE DEFEATED, PLAYERS SIT DOWN. THE LAST ONE STANDING IS THE CHAMP!

PLACES & SPACES



Students pretend to tour a particular place in the world and do movements that relate to those places. For example...

We are now touring the United States! Pretend to...

Surf the beaches of California,

Stomp through the swamps of Mississippi,

Climb the stairs of the Statue of Liberty in New York Harbor,

Ride a horse through the deserts of New Mexico.



Search YouTube for any song title and include the phrase "with lyrics". This can be a little tricky with masks, so it's extra important that students capture the emotion with their gestures as well!



LIP SYNC BATTLE

Town Game

Town Game is a deduction game designed by Classcraft in which the students start with a simple 4x4 square grid and, as they are given clues from their teacher, they begin to add some of the features to the town map.

This is a great game for the development of critical thinking and also for language development, as it makes use of many positional cues like “above”, “beside”, and so on.

Market	Town Hall		Guard Tower
	Street	Bridge	
Farm		River	Garden
			Statue

(Town Game can be found here:

https://drive.google.com/file/d/1aJgW3ma_PnXzQgWcqv19XkDmWTAYmKFI/view?usp=sharing)



Latest from Just Dance



SCATTERGORIES

Roll that dice and let hilarity ensue!

Students always have a great time thinking creatively to provide answers to a range of categories.



(Digital Scattergories game can be found here:

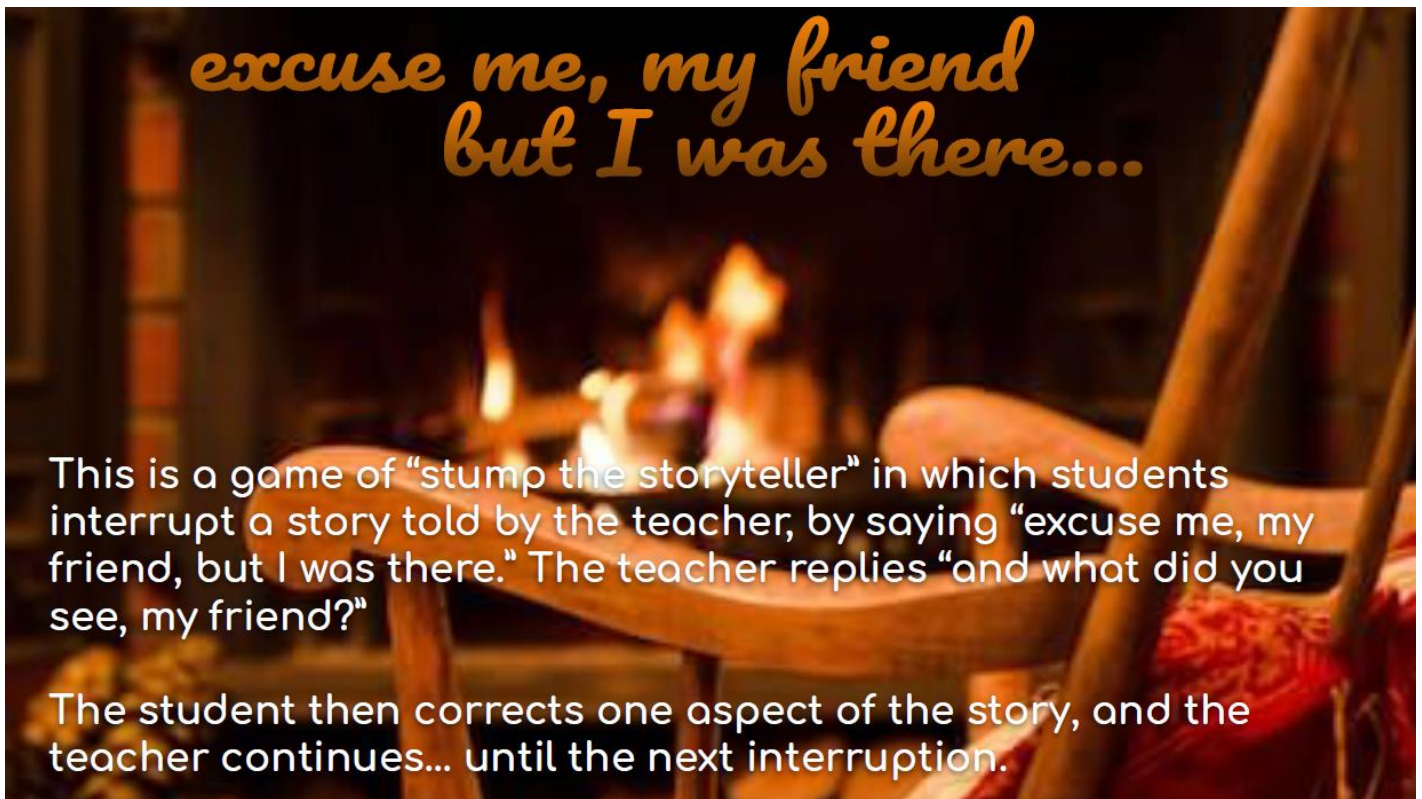
https://docs.google.com/presentation/d/1BrfNjYyqXB33OIWX0FBIsBCtF8xJec_PqEBtaK9X7YA/copy?usp=s_haring

Special thanks to @alysengerman for creating this template!)





(Real or Fake? Is a game show made by National Geographic Kids. Follow [this link](#) and pause the video each time three possible answers are revealed. Kids will make their guesses and then you can resume the video to see who is correct.)

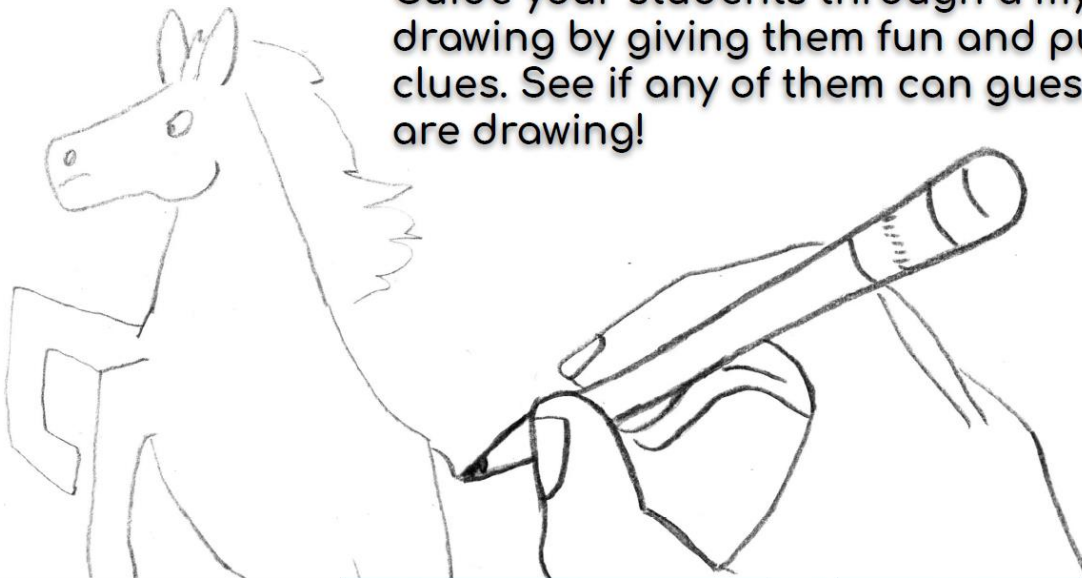


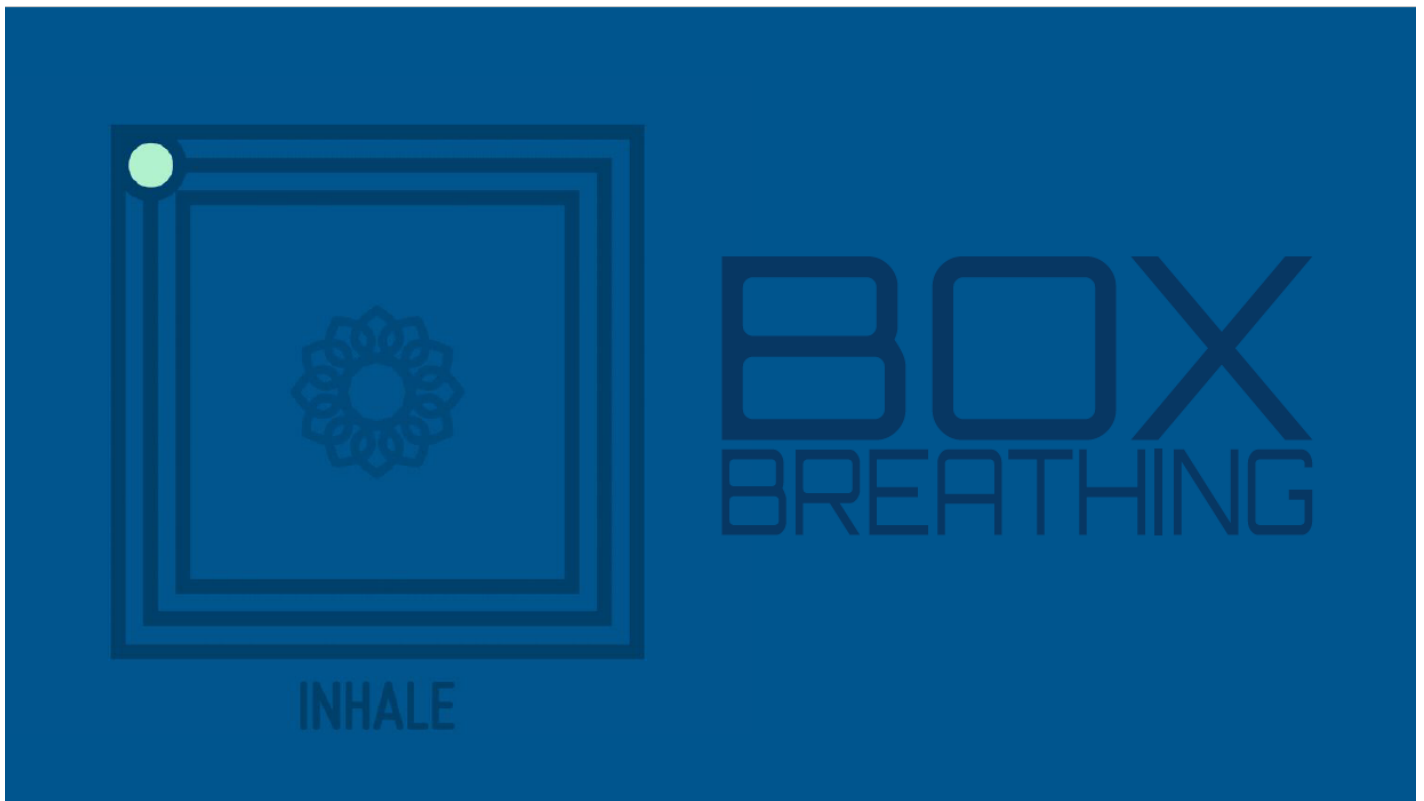


(<https://kids.nationalgeographic.com/games/quizzes/gross-out-quiz-whiz/>)

Guided Drawing

Guide your students through a mystery drawing by giving them fun and puzzling clues. See if any of them can guess what they are drawing!





https://www.youtube.com/watch?v=FJJazKtH_9I
<https://www.youtube.com/watch?v=AOL3isokmY4>
<https://www.youtube.com/watch?v=j5BbZfjhTHo>

Top Three Talking Tasks for Learning

White Noise



Kelli White is middle years teacher in Saskatchewan, Canada interested in exploring best practices to put students in the driver's seat of their learning.

Learning is loud. To anyone walking past our classroom at different points in the day, they may wonder just how “on task” students are with their assignment at hand. Upon further investigation of the sounds that make up the volume in the room, such a passerby will soon realize that when students are engaged, and perhaps excited about they are doing, they will be talking and debating and getting a little loud from time to time.

Learning involves talking. And yes, that talking can get a little spirited at times. I happen to work for a school division that values collaboration and has us strive to maintain an 80/20 student to teacher “talk” ratio as much as we can. As a middle years teacher the past 17 years, I know that setting up the structure of my lessons using talking tasks not only increases engagement, it also builds confidence and deepens understanding as students build skills to talk, listen and reflect on the different perspectives and knowledge shared within our classroom.

The following three “talking tasks” are strategies you can take and do tomorrow in your classroom. They are my top three staple tasks as they not only inspire cooperation, collaboration and empathy, they are designed to put students in the driver’s seat of their learning.

1. **Walk and Talk** — a go-to strategy for any subject! When students get a chance to talk before they are asked to write or create, [research](#) suggests the walk and talk strategy is a great way to support students in generating ideas and boosting creativity. Whether it’s thinking about plot

ideas for a story, pondering questions to begin a research project, or preparing to solve a multi-step math problem, taking a few minutes to provide a chance for students to walk and talk out ideas with a partner will only help them get their gears going! I have even seen teachers employ the walk and talk as an alternative to an exam to review content with their students.



Teachers pair up to “walk and talk” next steps with their professional goal at a staff meeting.

To get started, I like to share the benefits of walking and talking. Then, review ideas for what will make them a good listener for their partner when walking together. They may share ideas such as walking beside their partner, not interrupting, and asking questions to keep them talking. We do our best as listeners to avoid defaulting to our own stories/ideas as we listen to our partner.

We also make a plan for where the walk and talk will take place. Determine a course students can take that will avoid interrupting learning in other classrooms. In our classroom, one partner will begin with talking about their ideas for a lap or two as their partner listens and is also encouraged to

ask questions to keep them thinking for the entire lap. Then, they switch roles with the listener now becoming the talker and the talker becoming the listener and questioner.

The walk and talk is also a great strategy to employ as a soft landing to welcome and build relationships amongst your students first thing in the morning. It's a great pre-writing activity if you do journals or quick writes. The walk and talk has been an effective strategy to engage teachers in sharing ideas or discussing professional goals within a staff meeting.

2. 4 Corners — We like to call this talking task “Agree to Disagree” in our classroom. It's a great strategy for discussing current events or for building respectful conversation skills within your classroom.

Here's how it might go. First, dedicate 4 corners or spaces in a room that represent the following reactions: agree, somewhat agree, somewhat disagree, and disagree. Then, share a statement, such as, “All students in public schools should wear uniforms.” Students then move to one of the 4 spaces that best represents their opinion. Once in the space, they engage in a conversation with other people in their same space. After a minute or so, share a signal to call attention to the whole group. Invite students to share out their opinion. (I like to use popsicle sticks to call on students and allow them to pass if they are not comfortable sharing out.) As students share, you may notice students want to move as their thinking may change after hearing different perspectives shared.

Before we begin, I also like to go over and post sentence starters to help students build their skills to agree and disagree with their peers respectfully.

Stating an opinion:	Agreeing:	Disagreeing:
<ul style="list-style-type: none"> • In my opinion... • I believe that... • From my perspective... • From my point of view... 	<ul style="list-style-type: none"> • I agree with... • I share your point of view • My perspective is similar 	<ul style="list-style-type: none"> • I don't quite agree with... • I disagree with... • I see it differently... • I understand your points, but I wonder about...

Sentence starters for supporting students in "Agree to Disagree"

4 corners is a powerful way to include all students in the sharing of their opinions. Even those that are not comfortable talking out to the whole group participate in expressing their opinion through their movement. I find students who do not feel comfortable sharing out their thinking to the whole group further participate in 4 corners by listening to their peers thinking, and perhaps even sharing their own thinking or questions within the small group discussion time before the whole group share.

3. Two Minute Talk — also called A/B partners or inside/outside circle, this simple yet highly effective strategy is a go-to for supporting students in reviewing content or activating background knowledge. In an effort to fully engage the mind and body, I like to have students stand, facing their partner. We determine who will talk first (inner circle, oldest, smaller foot size, highest sum when they add up the digits in their phone number, etc.) and call them the A partner. Set a timer for one minute and invite partner A to begin sharing all they can recall about the topic at hand. Partner B stands listening. That's it, they just listen (a huge skill in itself). Then, after one minute, partner B gets to talk for one minute adding all they can recall about the topic. Sometimes we have one more round with 30 seconds on the clock to allow each partner A and then B to add on. If we are carrying it out as an inside/outside circle, we may shift partners over one spot to set up a new pairing. This is a great strategy for recalling big ideas within a unit, specific details in reviewing content of a lesson or activating background knowledge prior to discussing a topic.



As a talker myself, I could go on and on about the need and effectiveness to provide opportunities for students to talk. Talking tasks inspire opportunities to build our listening skills. Both talking and listening is how we process, build our understanding, and inspire new ideas and creativity. Embrace the talk. And teaching students how to talk (and listen) is only building essential skills needed in all parts of life. Yes, the learning may get loud at times. But, in my opinion, quiet is more deafening to learning.

Miscellaneous Brain & Movement Breaks for the Middle Years Classroom

- ✓ Play the song Thunderstruck by ACDC. The students do jumping jacks throughout the song; when they hear THUNDER they drop and do a burpee, then hop back up and resume jumping jacks.
- ✓ Rock, Paper, Scissors challenge - A.K.A. Rock, Paper, Scissors Ultimate Championship. Turn on some sweet jams, and for the duration of the song they walk around playing R/P/S. They all start at level zero and hold up a zero with their hands. If they win they get to move to one. If they lose, they stay at zero. They can only go against people at their “level”. You can also do this with an added “quiet challenge” where they have to be completely silent. At the end of the song, they go back to their desks and hold up their score. The best is when two students have the same high number: show down! The winner is declared for the getting the highest amount!
- ✓ For Core French practice, play a game called Dix! To play the game, students stand around the room in a circle. Pick one student to start; they can say “Un” or “Un, Deux” and the next can say one or two numbers. The person who must say “Dix” is out. If a student mixes up numbers, they are out.
- ✓ 7’s is a game where you set up the same as Dix. One person starts and says “One”, the next person says “2” and so on. Except you CAN NOT say a number with 7 in it or a multiple of 7. If you do, the group starts over. The goal is to get to 70! Once they catch on, try it with another number!
- ✓ Energize in 5, 4, 3, 2, 1 - Get hearts pumping with a quick sequence of exercises. Call out 5 actions for your students to do as quickly as they can. For instance, 5 jumping jacks, 4 pushups, 3 sit-ups, 2 squat jumps, and 1 tree pose.
- ✓ Set a timer for 3-5 minutes and let kids silently doodle with pencil and paper or a dry erase board and marker while soft, calming music plays in the background. You could also print free colouring pages and let them colour. You can use Google to find lots of free resources.
- ✓ Clap Happy - Try some call and response clapping. It’s simple to do and is often used in the classroom to get students’ attention. Simply clap out a pattern that your kids will repeat back to you.
- ✓ Name a subject. Snaking through the class based on their desk order, the students must call out a word that is associated with this topic. Example: words related to winter. They have 3 seconds to answer. If they repeat an answer already given or take too long for a response, the game stops. Keep a record of how many words they were able to get and try and beat it next time. *To make this a movement break, add in a short exercise every time the game stops.
- ✓ Have the whole class bend into a squat (90 degree angle in the legs). They must hold this pose the entire time except when they are speaking. The goal is to count to 20. Any student can stand up and say “1”, then another will say “2”, etc. If 2 or more students stand at the same time to speak, the whole class does 5 jumping jacks and you start again.


December Activities

Submitted by Tina Blake

Contract Time				
Russell	Kyla	Emerson	Rachel	Meet with Teacher ↓
Hannah	Tanner	Mason	Kate	
Riley	Serenity	Addisyn	Ethan	
David	Gracie	Shawn	Amaya	
Jen	Rylan	Rushe	MaKayla	Laptops ↓
Taylor	Brodie	Emma	Neela	

In order to deal with “December”, get some projects wrapped up, plus manage the many needs in my room, I made up a December Contract for my class. We will use this board for check-ins and to keep students on track. They will tell me each work period what they are working on and if they need technology. I will also have a list of students I will be checking in with and working with. I am hoping this visual will keep all of us focused and on track!

Here’s a fun way to discuss Christmas in the classroom: have individual students or teams of 3 complete activities to make a Bingo!



Draw a Venn Diagram to compare and contrast the Christmas traditions of two different countries.	Make a list of 5 Christmas traditions and where they originated.	Choose a Christmas tradition from another country that you would like to adopt. Prepare a two minute speech persuading your friends and family to adopt that tradition.
Design a Christmas card based on a traditional Christmas carol.	Choose 1 country and make a display of Christmas traditions for that country.	Learn a Christmas Carol from a different country and sing it for the class.
Choose 1 food often served at Christmas in another country. Hand write the recipe on recipe cards for every student in class.	Create a board game that is based on the Christmas traditions of at least 2 different countries. Include directions for play and how to win.	Choose a different country. Imagine you live in that country. Write a letter to a friend telling them about how your family celebrates the Christmas holiday.

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Heather M. Kaiser

COVID-Friendly Brain Break Websites!

The following websites are packed with great ideas for your classroom.
This edition: Brain and Movement Breaks!

- **Virtual Calming Room**

<https://calmingroom.scusd.edu/home>

Such a great resource to share with your students when they need some down time.
Works great for adults too!

- **Classcraft Blog**

<https://www.classcraft.com/blog/features/brain-break-ideas/>

9 activities to get your students to focus.

- **UUU Videos**

<https://www.youtube.com/watch?v=KjaJ8yFccvA>

<https://www.youtube.com/watch?v=y8KWhfq3q2I>

This whole YouTube channel is great, but here are a couple favourites.

- **Rusnak Creative Power Point Games**

<https://www.rusnakcreative.com/gameshows>

All your favourite games shows in editable Power Points – includes the theme music!!

- **Chair Yoga**

<https://yogawithadriene.com/chair-yoga/>

Yoga with Adrienne.

- **Kids' Games for Social Distancing**

<https://www.asphaltgreen.org/blog/rep-it-out-games-for-social-distancing>

This site breaks the games into grade levels.



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 email the information to crystal.boire@rbe.sk.ca.

Teacher's name: _____

School: _____

Teaching Assignment: _____

Three words describing the teacher's personality:

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

- a) Students:

- b) Colleagues:

- c) Community:

Anything else you would like mentioned?

Application for Membership

What can the SMYA do for you?

Members receive:

- Three issues of 'In the Middle' – The only professional middle years journal published in Canada
- Three issues of 'President's News' – Keeping you up-to-date on middle years news
- In-service updates 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.
Membership for one year is \$25.00.

Name: _____

Mailing Address: _____

Employed by: _____

Present Position: _____

Are you an STF member? ☐ Yes ☐ No Teacher's 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: Crystal Boire 6903 Dalglish Dr, Regina, SK, S4X 3A1

Email: crystal.boire@rbe.sk.ca

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 honor 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 percent when the project is approved by the SMYA Selection Committee and 50 percent 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 2020 award can be made any time prior to Oct. 1, 2021.
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:

Crystal Boire

Email:

crystal.boire@rbe.sk.ca



President's Award

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

Members of the 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. Nominations must be made by a current member of SMYA.

Timeline

Applications for the 2020 award must be submitted to the President by October 1, 2021.



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 statement supporting your nomination (Maximum 1,000 words)

Email all submissions to: Angela Byrnes angela.byrnes@pvsd.ca



SMYA 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 percent of the grant will be paid up front while the remaining fifty percent 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 following 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 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



c/o Angela Byrnes
email : angela.byrnes@pvsd.ca

Deadlines for applications are June 30, December 30, and 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	Source 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? Have you received SMYA funding before? Are you willing to: a) Provide a report suitable for publication in the SMYA journal? b) Make a presentation at our Annual Conference? Please provide any additional information that will assist us in processing your request and attach it to the form.	

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 the 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

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
 - vi. Email Address
- 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 inquiries 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.



ISSN 2291-0522