



Promising Practices

**Ideas that work in
northern secondary
classrooms**





Introduction

Our schools are the home to some excellent teaching strategies - and here's the proof! *Promising Practices: Ideas that Work in Northern Secondary Classrooms* is a collection of strategies that have been tested and proven successful by teachers in northern schools. This book is, in many ways, a demonstration of the staggering wealth of knowledge and skill of northern educators.

Sharing experiences has always been a hallmark of northern education. The contributors to this project have once again shown their deep commitment to continuing to strengthen and improve our education system through innovation and dedication to excellence.

While circulating this resource to all schools, it is important to recognize that we must continue to exchange information on an ongoing basis if we are to defeat the barriers which are presented by the vast distances between communities in the Northwest Territories. As well as using this resource, remember that the departmental electronic bulletin board has a folder for best practices which is a useful location to share ideas and strategies.

All of those involved in this project have found it to be exciting. The sharing of promising practices and the enthusiasm of teachers and administrators is a springboard for student success in the future.

A sincere thank you to all of those who have contributed to this project. This resource will be one which benefits teachers and students for many years to come.

Mark Cleveland
Deputy Minister
Department of Education, Culture and Employment

Promising Practices

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Teaching and Learning Strategies

Language



Teaching and Learning Strategies

Language

**Title:**

Book "Look and Hook"

Submitted by:

Belina Carter, Qitiqliq School, Arviat, Kivalliq Divisional Education Council

Benefits to Students:

- students develop skills in a presentation that focuses on persuasion
- encourage student interest in reading

You Will Need:

- book order forms (Scholastic, Troll, ...)
- one class session once a month

How it Works:

When the book order forms arrive set aside a class for this activity. Give students time to read the Troll and Scholastic book order sheets. As they read the book descriptions, students choose a favourite and think about how to convince the class that it should be in the classroom library. Students take a turn making a "sales pitch" for a book choice. As each title is "pitched", a running list of titles is kept on the board. When all students have had a turn trying to make "a sell" a vote is held, and the teacher arranges to buy the top two selections.

When the books arrive the teacher reads the back summaries to the class. A particular book might be selected for the teacher to read with the class. Books may also be placed in an attractively labelled pocket envelope ("This Month's Classroom Picks") so that students can easily see when they are available and read the selections in groups or enjoy them independently. A discussion eventually follows as to whether the book is what they thought it would be. Books are placed in the classroom library for all to enjoy.

Keep in Mind:

Teacher support of student choices is very important. Many students are intimidated by books and this process of giving over book selection power to students must be genuine. Initially, student choices may be fairly "light reading", but with time the selections will grow into a broad range of choices.

Try to arrange to have many grade levels of the forms available. If using with a grade 7 classroom, for example, you could have order forms for grades 2 to 9.

To help the shy students organize their "sales pitch" the teacher can circulate in the room during the selection time engaging these students in conversation about the books they are interested in, asking questions and making comments that will help the students formulate their book "pitch".

This activity could lead to or be preceded by a discussion on the elements of successful "persuasion". Information about advertising techniques could also be included here. Keep a list of persuasive techniques demonstrated by students delivering their "pitch", and pull it out the next time that this skill is called upon.

"Having all the student selected books makes a big difference at Sustained Silent Reading (SSR) time and has helped foster a love of books and reading in my students. Some students have even purchased books with their own money and given them to the class library."

Teaching and Learning Strategies

Language



Title:

"I Spy Kids Learning to Write and Enjoy Poetry"

Submitted by:

Belina Carter, Qitiqliq School, Arviat, Kivalliq Divisional Education Council

Benefits to Students:

- students develop skills in poetry meter and rhyme
- a high interest introduction to a poetry unit

You Will Need:

- samples of "I Spy" books
- magazines and catalogues for cutting pictures
- paper, glue

How it Works:

Collect a number of "I Spy" books to bring into the classroom and share with the students. Allow the students some free time to enjoy finding the images referred to in the text at the bottom of each page. Ask them to look at the text on several pages and see if they notice similarities in terms of how each piece is written. (They are all written as a "poem" with a specific rhythm and rhyme scheme.) Have students practice tapping out the rhythm with their feet or hands as the text is read. After they are comfortable with tapping out the rhythm pattern of the "I Spy" text, challenge them to make their own word patterns, for example,

I Spy...

"Two fish, a globe, a table and chair,
a bottle, three coins, and a grizzly bear."

When the students feel comfortable creating the rhymes, they can then be challenged to create an "I Spy" poem that will correspond with a collage of pictures from magazine cutouts and/or drawings. Students create the collages on paper (a pre-agreed upon size; either "letter" or "legal" sized pages) leaving the bottom two inches or so for the poem. Completed collages are bound into a volume of "I Spy" for the whole class to enjoy.

Keep in Mind:

This selection could be added to the student generated class books in the classroom library. Laminate the pages.

The "I Spy" book series has 11 titles to date and is published by Scholastic.

"My junior high class enjoyed the "I Spy" book they made so much that it was completely tattered by the end of the school year."

Teaching and Learning Strategies

Language

**Title:**

Magazine Poetry

Submitted by:

Jasmine Gabelle, Takijualuk School, Pond Inlet, Baffin Divisional Education Council

Benefits to Students:

- students manipulate cut out words and phrases to create a message and observe how changing word order affects meaning
- a good introduction to a poetry unit

You Will Need:

- copies of a variety of magazines
- paper, glue

How it Works:

Students are asked to look through magazines and cut out words or phrases around a specific theme of their choice. After they have a sizeable collection they begin to experiment with arranging the words in various ways to create a poem. When a poem begins to take shape they may wish to look for and cut out additional words. The poem that eventually is produced is glued to paper to create the “finished piece”.

Keep in Mind:

Show students some sample poems as this project is introduced.

“I found this very effective with reluctant writers. It guarantees success for all students.”

Teaching and Learning Strategies

Language

**Title:**

Free Stuff

Submitted by:

Rob Strutz, Takijualuk School, Pond Inlet, Baffin Divisional Education Council

Benefits to Students:

- students practise letter writing skills and are tangibly “rewarded” for their efforts

You Will Need:

- sample letters
- list of organizations/businesses that give away free items (information for one resource offered below)
- paper, envelopes, stamps

How it Works:

Create a letter writing centre where students can write to various agencies asking for a variety of free items. Have sample letters at the centre for students to use as a model for their own writing. Teachers keep a record of items for which students have ‘sent away’. The list could be posted in the centre with ‘check offs’ for the items that classroom members had received to date.

Keep in Mind:

There is an annually updated resource that lists a variety of agencies/organizations that give away “freebies” for the asking. The ISBN for the 1998 edition of *Free Stuff for Kids*: 0-7737-5982-4.

“This works well because students will get concrete items for their effort. Students who were initially reluctant to write were excited when an item arrived.”

Teaching and Learning Strategies

Language

**Title:**

Buddy Publishing Project

Submitted by:

Brenda Tudjan, Quqshuun Ilihakvik, Gjoa Haven, Kitikmeot Divisional Education Council

Benefits to Students:

- an opportunity for older students to consolidate and share skills while teaching younger ones
- foster relationships between older and younger students
- opportunity for teachers of different grades to “team” on a project

You Will Need:

- two classes of students; one class a few grade levels higher than the other
- 4 to 6 class sessions
- computers

How it Works:

Older students are buddied up with younger ones to write a story together. Prewriting activities are explored first so that the younger student, in particular, can focus on the ‘generation of ideas’ phase of the writing process before the computer is introduced. Activities in the prewriting process may include:

- collecting, browsing and/or reading picture books on a particular topic or theme
- looking at pictures or a video
- listening to a song
- talking and brainstorming about story ideas, setting and characters
- sketching, drawing, or making models of characters, the setting or story ideas
- drawing a mind map to shape the plot
- free writing

When the two students are ready to start writing the story they go to an available computer and work together on the writing. Older buddies coach their younger buddies through the writing of the story by referring to the pre-writing activities and asking questions, such as, “how should we describe this character so that readers will be able to see her clearly in their minds?” Once the first draft of the story is completed, two pairs can join to share stories and offer editing feedback. The pair returns to the keyboard for editing, printing and publishing.

Keep in Mind:

Prior to the initial session the teacher of the older group might review:

- basic writing process (prewriting and editing “trigger” sheets could be provided for quick reference);
- characteristics of children in the younger age group;
- ideas for teaching/coaching as not all students learn the same way, for example, finding more than one way to describe something, asking questions about how the younger buddy would like to approach a task,...

It is important to realize that this process requires time and to avoid rushing the early stages of the process.

Teachers of the two groups need to be confident that they can work well together. It is an added benefit if teachers can also exchange ideas, skills during these working sessions. For example, one teacher may have a successful approach to writing and the other teacher, specific computer skills.

Computer buddies also works well in Math. Students can work together on computer programs such as “Millie’s Math House” (available through Edmark Corporation, website: <http://www.edmark.com>) and others.

“It’s so valuable to have older students working with younger ones. With a little coaching they can serve as excellent mentors and the younger students benefit from the individualized support.”

Teaching and Learning Strategies

Language



Title:

"Big Words" Chart: An Approach to Building Vocabulary

Submitted by:

Cheryl Seaman, Tusarvik School, Repulse Bay, Kivalliq Divisional Education Council

Benefits to Students:

- students develop the confidence to work through "big words" and unfamiliar vocabulary
- students gain experience in using 'word resources' (dictionary, thesaurus) and context strategies for determining word meanings

You Will Need:

A resource area with:

- dictionary
- thesaurus
- poster of "tips" for using context clues
- wall chart pronunciation guides

How it Works:

Keep a list of "big" and unfamiliar words in the classroom. Each time members of the class (individually or as a group) come across an unfamiliar word in a text, story, song, or discussion, it is added to the chart.

Keep in Mind:

It is not only long words that may prove difficult for students. This idea can be adapted to include any unfamiliar vocabulary that students encounter. A resource area can be created in one area of the room where students can further develop their vocabulary independently. Students can post the new words and meanings in a specially designated area and share their discoveries with others.

This strategy may also lend itself to subject specific vocabulary such as scientific terminology.

"Students got really interested in this activity. They started looking for unfamiliar words at home, and bringing them to school. It generated a lot of fun and interest in language. These students are no longer intimidated when they have to approach an unfamiliar word."

Teaching and Learning Strategies

Language

**Title:**

Reading to a Peer Audience

Submitted by:

David Beevor, Tusarvik School, Repulse Bay, Kivalliq Divisional Education Council

Benefits to Students:

- building confidence in students who like to read but have difficulty with grade level material

You Will Need:

- a variety of reading material, for example, picture books, publications such as OWL, Readers' Digest, newspapers, airline magazines, Canadian Geographic.

How it Works:

Students and teacher look through print materials and select a story/article that matches student interests and is not too far above the student's reading level. Student and teacher work together to identify both words that are difficult or unfamiliar and complicated structures, such as long, compound sentences. A revised article is created (through a combination of teacher guidance and student work with resources) that the student can now practise reading. The student might be encouraged to practise independently at first, then with others: younger siblings/parents/classroom teacher, another teacher in the school, or in front of one or two classroom members. When the student is ready, he or she presents the story to the class.

Keep in Mind:

If students are shy about speaking aloud in the class, activities such as group chanting and choral reading may help. Work initially with larger groups of students and then gradually reduce the size of the group until students are comfortable hearing their voice and speaking individually.

The activity can also be a time for the audience to work on attentive listening skills.

Vocabulary that may be unfamiliar to the audience can be introduced by the teacher or the student before the reading. If the vocabulary is listed on wall charts in advance and used in vocabulary building exercises and definition "quizzes", the audience will be well prepared to listen to and understand the selection prepared by the student.

"This strategy has been successful because students enjoy doing something well."

Teaching and Learning Strategies

Language

**Title:**

Spelling Pictionary

Submitted by:

Derek Brait, Qitiqliq High School, Arviat, Kivalliq Divisional Education Council

You Will Need:

- 15 to 20 minutes of class time
- chalkboard, chalk

Benefits to Students:

- reinforcing word meanings by having students associate a visual image with a word

How it Works:

A new list of spelling words (related to vocabulary in a novel study, a science unit, or current theme) is posted on the chalkboard. Teacher and students discuss the meaning(s) of words and how they are used.

Some time later in the week "Spelling Pictionary" is announced. A student (selected randomly or in recognition for something that day) is asked to choose a word but not reveal in any way which word has been chosen. The student goes to chalkboard and starts to draw a picture that in some way shows the meaning of the word selected. The other students try to guess which word is being represented by the drawing. The first student to correctly guess the word from the list on the board wins and takes over at the chalkboard to create a visual image for another word.

Keep in Mind:

During the game, after each word has been correctly guessed, students could each write an original sentence containing the word and share their sentences before the next round.

"The picture helps with the students' comprehension and aids them in remembering the word. Be prepared to have a lot of fun!"

Teaching and Learning Strategies

Language

**Title:**

The Newspaper: "Real Reading"

Submitted by:

Nora Dixon, Samuel Hearne Secondary School, Inuvik, Beaufort-Delta Divisional Education Council

Benefits to Students:

- creative use of the newspaper to develop reading, writing, and categorization skills in English and Social Studies

You Will Need:

- newspapers
- samples of word puzzles

How it Works:

News/North is an excellent and free* reading resource for Northern classrooms. It can be used in a variety of ways to reinforce reading for details and recall, categorization, and writing.

- Students read the newspaper and make up questions, which go into a question box. The class is then divided into teams, questions drawn at random, and points awarded for correct answers.
- Students who finish assignments early make up "scavenger hunts" for other students. Clues and answers are found in the newspaper.
- Students seem to enjoy entering the writing contests in News/North, and get a great deal of satisfaction when someone in the class wins.
- Students clip articles dealing with levels of government, social issues, or other themes and categorize them on a bulletin board, in their notebooks, or in folders.
- Students may also analyze newspaper article structure, and write their own articles to cover local events.

* News North provides newspapers at no cost to classes to northern classrooms. The publications available by region include News North, Yellowknifer, Kivalliq News, Deh Cho Drum, and Inuvik Drum. Inquiries can be made at 1-867-4031 ext 265.

"Students really enjoyed these activities - especially anything that involved competition, or setting questions for others to answer. And some of their questions were quite 'gruelling'!"

Teaching and Learning Strategies

Language

**Title:**

Literary Response Journal

Submitted by:

Sharon Kirby, Angik School, Paulatuk, Beaufort-Delta Divisional Education Council

Benefits to Students:

- an opportunity for students to respond critically to literature
- the opportunity for all students to be engaged in the same novel as part of a theme or common unit

You Will Need:

- one journal per student
- a copy of the novel for each student

How it Works:

A novel is selected for the entire class. It is read chapter by chapter in a variety of ways: a chapter read aloud by the teacher, silent reading, taped chapter, ... Questions/observations/insights for the first chapter are given by the teacher and written into journals and responded to by students. Students' responses are often brief initially, but generally expand as they become more involved in the book.

Short class discussions are held at the beginning of each chapter. The opening questions for these discussions can be teacher initiated or student initiated. Students may want an opportunity to compare their responses to certain questions with others or they may wish to explore a new aspect of the book. As questions "develop" students have the opportunity to pose their own questions for their journals, substituting these for the teacher questions. The teacher can also help students formulate questions to lead them to a higher level of thinking, for example, moving from recall (list, describe...) to application (illustrate, diary...) to analysis (compare, summarize) and so on. (See Bloom's Taxonomy, Appendix A).

Keep in Mind:

Journals are turned in regularly for teacher reading and, in cases where students are inappropriately challenged (questions are either too difficult or too easy), a discussion between teacher and student follows. In the case where questions appear to be too difficult, the teacher and student can discuss the "bridges" that can be pursued to bring the student's responses to a higher level. For example, if compare and contrast question are difficult, the student can initially diagram the responses by creating two lists with the titles: "How are these two people/situations alike?" "How are they different?" Responses to the diagram can then be shaped into a "compare and contrast" format.

If ability levels indicate it, different books can be offered to groups of students in the class. As students become comfortable with the process of questioning, they may be able to work through a novel "independently".

"In time you can adapt this approach so that it matches the abilities of each student. It's a little bit more work for you but well worth it!"

Teaching and Learning Strategies

Language

**Title:**

Multi-Level Novel Studies

Submitted by:

C. Guterbaugh, Charles Yohin School, Nahanni Butte, Dehcho Divisional Education Council

Benefits to Students:

- students of mixed reading abilities are involved in a common novel study
- students have a choice of activities which develops their sense of responsibility for their own learning
- varying levels of activities both encourages students and allows them to challenge themselves

You Will Need:

- laminated word cards
- class copies of high interest novel

How it Works:

In a classroom with multi-grade levels in one classroom, the teacher can choose a high-interest novel for several levels to work on together. The teacher goes through the novel ahead of time and picks out unfamiliar words which are typed out on the computer in a large size font, printed and laminated to create cards with one word per card. Word cards can be posted on the wall for reference, and used for novel activities. The cards are also used periodically for vocabulary review; the teacher passes out cards to students who then define and use them in an original sentence. Students may also select the words for the cards.

The teacher then creates a list of possible activities requiring varying levels of thought and analysis. Bloom's Taxonomy (Appendix A) is helpful for creating these activities. Activities will allow students to demonstrate their learning in a variety of ways including creating a visual, writing an essay, building a model and making an oral presentation.

Chapters are read orally together so that all readers follow along with the plot. Following each chapter students select among the choices on the activity list. Because a variety of activities is represented on the activity list, all students can choose challenging work.

"Students seem pleased to be offered a choice of activities. This approach helps me in combining levels for planning and preparation. I can also 'stack the deck' when I pass out word cards so that I can match the vocabulary to the students' functioning level."

Teaching and Learning Strategies

Language

**Title:**

Writing Outlines from Paragraphs and Paragraphs from Outlines

Submitted by:

Cheryl Baytaluke, Samuel Hearne Secondary School, Inuvik, Beaufort-Delta Divisional Education Council

Benefits to Students:

- students learn to create outlines using a structured format
- students learn to use outlines to write paragraphs

You Will Need:

- 3 to 5 classes

How it Works:

The teacher shows the class an “outline skeleton” (sample follows) emphasizing that students’ outlines follow the same format. The class is then shown a short reading passage, usually three to four paragraphs long. The teacher leads the class through the passage sentence by sentence picking out the main point (using three words or less) of each sentence. The main points are inserted into the outline skeleton. After each paragraph a couple of students are chosen to verbally paraphrase the paragraph. After all the paragraphs have been completed, the students write their own 2 - 3 paragraph essay using only their outline.

Keep in Mind:

Original source of this adapted strategy: *Blended Structure and Style in Composition*, by James B. Webster, ISBN 0-7915-1117-0. The author highly recommends using New Practice Readers for the initial teaching of the format due to their easy reading levels, but high interest topics.

“This really works! I have seen students improve in their writing organization immediately after their involvement with this strategy.”

Outline Skeleton Sample:

(Title) _____

outlined by (student's name) _____

Use the first line (roman numeral) to write the main idea of the whole paragraph. The lines below (arabic numerals) are where you will write the key words for the ideas within the paragraph.

Remember to keep paragraph details down to 2-3 words (5 maximum!)

I. _____

1. _____

2. _____

3. _____

(4.) _____

II. _____

1. _____

2. _____

3. _____

(4.) _____

III. _____

1. _____

2. _____

3. _____

(4.) _____

Teaching and Learning Strategies

Language



Title:

Character Study

Submitted by:

Marilyn Colbourne, Sir John Franklin High School, Yellowknife Education District #1

Benefits to Students:

- enhanced understanding of character
- meaningful activity that involves reading, writing, oral presentation and visual representation

How it Works:

Prior to reading a novel or play, students are each assigned a character. The students are given the responsibility of finding out all they can about this character as they read the text. They make note of all pertinent information. Upon completion of the reading, students do some or all of the following:

- write a report of their character in first person, for example, "My name is Hamlet, Prince of Denmark"... documenting his/her role in the play, including personality traits, dilemmas, conflicts, responses, emotions, motives...
- orally present their character (in first person) to small group .
- in groups of 4-5, dramatize a Talk Show, with one student (or teacher) acting as host while the 'guests' play the roles of their characters.
- create a poster or collage representing the character.

Keep in Mind

If a student is assigned a minor character, it might be preferable to concentrate more on what is happening in this character's world. The student, from the character's point of view, presents the events, including his/her role, reactions and opinions. In the event of a character who dies, the student might choose to write/report either as a ghost or in the form of a journal written before the death occurs.

"These activities give students opportunities to interact with and gain in-depth awareness of character and plot in a meaningful and enjoyable way."

Teaching and Learning Strategies

Language



Title:

"All About ME"

Submitted by:

Jill Hockin, MacKenzie Mountain School, Norman Wells, Sahtu Divisional Education Council

Benefits to Students:

- students use a variety of writing and presentation skills to present 'themselves' to their peers
- students learn a great deal about their classmates through this project

How it Works:

The following handout describes the project:

ME REPORT - "Me Fair"

The final report for English this term will include a written component and a presentation. The presentation will be given to a class or classes we choose to invite. The written part will be handed in after the presentation on the same day. You will have some time in class, but will be expected to work on this project at home or after school. The report must include:

1. COVER PAGE - A drawing or illustration of yourself, and/or symbols or things that have to do with you and your life.
2. TABLE OF CONTENTS - Number all pages of your final copy and after your cover page have a table of contents that tells what part of your project is on what page.
3. MY BACKGROUND - Describe your family, your heritage (areas where your ancestors were from, or interesting anecdotes about your family history) - * a diagram or illustration is to be included here.
4. MY INTERESTS - Describe what you are involved in outside of school (hobbies, sports, hunting, fishing, camping, clubs, groups, babysitting etc.) Pick at least one of the activities you mention and explain in detail how you participate in this activity (what you do, rules, uniforms, things you need, etc.) - *a diagram or illustration is to be included here.

***NOTE, for 3 & 4 you only have to go into detail, explanations and drawings **for one**; you pick. Both must be included, **but only concentrate on one of the two.**

5. MY NATURAL TALENTS - What do you think you are good at, what you like about yourself DON'T BE SHY!
6. MY FUTURE - What would you like to do or be in the future? Think not only of your career, but your interests as well. Where do you see yourself in 10 years? You may wish to divide this section into: "realistically" and "idealistically". DON'T HESITATE TO DREAM!

Presentation:

You will get a piece of bristle board or background board and some table space to present yourself and your project. You only need to present one area of the project. Some examples: hockey equipment and position you play; a display of your favourite books and something about them; ingredients to bake your favourite food and how you do it; a diagram of your family background and something interesting about an ancestor.

A class will be invited to circulate around the projects and ask questions. I will also be circulating around the room and marking on how you present.

Time line:

(Dates) - time in class to work on project - keep in mind that you will be assessed on effective use of class time.

(Date) - Everything must be complete and ready for presentation.

(Date) - "Me Fair"/ hand in booklets for marking.

Marks

Cover Page	10	
Table of Contents	5	
Background	10/15	} - depending on which one you pick to concentrate on
Interests	10/15	
Talents	1	
Future	10	
Neatness	10	- overall neatness and organization of booklet
Oral Presentation	20	- how you interact and present to class invited
Prep and class time	10	- how you prepare and use class time
.	100%	

"This project was a great success. Even students that were initially reluctant to focus on themselves developed enthusiasm for the idea and created positive projects that communicated a real sense of their uniqueness."

Teaching and Learning Strategies

Language

**Title:**

“Theatre Sports” Games and Exercises

Submitted by:

Jacqueline B eland, Helen Kalvak Elihakvik, Holman, Kitikmeot Divisional Education Council

Benefits to Students:

- used as “energizer” introductions to long blocks of time or as a “transition” activity mid-way through a class
- these activities can be used to establish an atmosphere of trust and risk-taking
- many of the activities have benefits related to specific learning areas and these are outlined within the following descriptions

How it Works:

The following are a few of the theatre sports that have been successfully used in the English 10/13 level. The original versions of the following games can be found in *More Improvisation Games*: Keith Johnstone, published by Faber and Faber.

Chunk-at-a-time Challenge

Team members are organized in a circle or line and each team member contributes a ‘chunk’ of information, a clause at a time to create a story. This develops a narrative, listening, speaking, and sequencing skills. A team is awarded one point for each chunk of the story that is contributed by a team member. For example:

First player:

Once upon a time, a long time ago, there was a happy little lemming living on the tundra, who spent all of its time ...(turns to next player as a cue for them to start)

Second player:

... collecting little stones and pebbles, because the lemming had decided that it would build a...

Third player:

.... great big statue of itself, so that it would frighten the gyrfalcon that was always trying to hunt it. The building of the statue was going well except for one problem...

Points stop being awarded when the story ceases to make sense. The opposing team is then given an opportunity to make a story in ‘chunks’. Three variations of this game follow:

Word at a time story

To make the above game more interesting and difficult, each member of a team contributes one word at a time to create a story. The story must make sense or the opposing team takes over!

Delete "said" Challenge

If students use "said" a great deal in their stories, a round of the following game should give them a number of ideas for more descriptive options.

This game is played similarly to the two above; however, instead of creating a story, a team creates a dialogue by telling an audience about it. That is, each member adds a full utterance to the creation and who said it, BUT the word "said" cannot be used. Example:

player #1: She pleaded, "May I have some more?"

player #2: "Not on your life," shouted her neighbour.

Player #3: "But you have so many berries in these bushes," explained Eileen.

If the team telling the story makes an error so that the story does not make sense, or uses the word "said", the team loses its turn to the opposition.

"Fortunately/Unfortunately" Challenge:

A similar game where players take turns adding full sentences to the created story; however, after the first sentence of the round the next sentence must begin with either "fortunately" or "unfortunately", and must alternate to the other term each time. Example:

"Jack and Jill needed some water so that they could do a load of laundry."

"Fortunately, they would not need much water because there was only one load of laundry to do."

"Unfortunately, the water tank was empty so they would have to get the water from the lake."

"Fortunately, they would not have to go far because the lake was a few minutes from their front door."

"Unfortunately, the lake was covered with ice and they would have to ..."

Scene without "the"

One person from each team is chosen to play an improvised "scene" in which the first person to say "the" loses, and two new players try.

Best Improvised Song

The team impersonates some musical group, or musical style such as "Country and Western", and does a song. Usually the title is obtained from the audience. This is also great after a novel study, or short stories where the story titles are suggested as the song titles.

Experts

A game to help students practise question and answer skills

One player interviews another player who is an expert on something determined by the audience. Extra points are awarded every time a player elaborates logically. (This helps kids prepare for paragraph answers vs. one-word answers on tests.) Points are lost every time the questioner asks a yes/no question AND every time the questioner repeats a question asked previously.

Emotions (or Mood) Switch

This game helps students examine how mood can and is developed in a text.

The players are given two emotions, such as "disgust" and "joy" (this stage of the game is good for vocabulary building!) from the audience along with an idea ("you are opening gifts at your birthday party") on which to improvise a scene. Two or more players can take part. All begin by portraying one of the emotions in a scene. Periodically during the scene, at a signal from the referee, the players switch to the other emotion. The referee awards points for the "authenticity" of the mood switch and can award extra points for facial expressions and gestures.

Typewriter/Author/Keyboard scene

One player obtains the title of a novel, then begins to "write" it (out loud) on "stage". Other players from the team come on in response to how the novel is progressing to provide dialogue, action and further input to the course of the novel.

Writer: "It was a dark and stormy night. Anna was pacing anxiously in her room, muttering to herself about the conversation that had taken place earlier in the day. Why had she agreed to have a party at her house while her parents were away? She was afraid that it would get out of hand, as the party at George's had."

"Anna" comes on to the stage and begins to pace and talk to herself. "What am I going to do? If I have a party here my parents will never leave me home on my own again. And if I cancel the party, all my friends will be mad at me!"

Writer: "Suddenly Anna's mother calls from the hallway."

Mother: "Anna! I just got a call from Susie's mother asking about a party that is supposed to be here next weekend. I didn't say you could have a party while we were gone..."

Challenge - Poet

Similar to the previous activity but the player is "writing" a poem to which members make additions.

Challenge - Business letter

Similar again, but here the writing is in a different 'voice' and for a 'business' purpose.

This is Business

One player from each team is on stage. The referee or the audience provides the purpose for communication. The first of the two players to respond speaks to the topic in either 'business' vocabulary or the vernacular (regular speech). In order for the opposition to take their points from them, the player must reiterate the same message using the opposite level of English.

Example:

Topic - Complaint: product broke right away.

First player:

"This wagon is a cheap piece of garbage; take it back. I want my money."

Second player:

"I purchased a defective Little Tykes wagon from your company yesterday. My desire is that you return it to your inventory and provide me with a full refund."

He says/She says

A game to teach 'point of view'

Opposing players retell the same story from two points of view, for example, telling the story of the "Three Little Pigs", one player tells the perspective of the third pig and other player tells the perspective of the wolf. Studying comical versions of fairy tales helps. A good resource to illustrate this is *The True Story of 3 Little Pigs* by John Scieszka, ISBN 0670-827-592.

Scene in Reverse (this game reinforces the concept of 'plot line' and related vocabulary)

Players play a scene starting with the last line first. Story is told in reverse, but lines are not said in reverse! These scenes are short as this is difficult, but with practice they get funnier and better; for example, someone could say "Ouch!", then burn him/herself with a match.

Lists:

A game that focuses on 'purpose'

Write down a purpose, for example, to convince people that you need money, to be thought intelligent, to get sympathy, ...Students then take turns verbally listing the things one would do to try to achieve that objective.

Example: to be thought intelligent one could...

- whistle Mozart
- name drop
- quote statistics
- know everything
- interrupt
- contradict
- quote in foreign languages
- steer the conversation to your area of expertise
- write a novel
- use long words
- strike a thoughtful pose or expressions
- memorize encyclopedia or dictionary
- and so on

Keep in Mind:

Useful Vocabulary to Enhance Games:

Certain responses from students will work against the development of a game. Teachers and referees may want to use the following terms to alert students to these kinds of unhelpful responses. The idea would be to NOT do the following:

BLOCKING	killing someone's idea, for example, "That your dog?" "No."
WIMPING	accepting an idea but not developing it, for example, "My God, look over there!" "What is it?" (not looking)
WAFFLING	responding but not interacting, for example, "Nice weather." "Lovely." "Shall I rub some suntan lotion on you?" "Sure."
ADVANCING	the goal is to not move or "advance" into a new action until you have fully developed/exhausted the present one
IDEA REJECTION	disregarding a topic or answer provided by audience once it has been requested

"At first most people are reluctant to let loose and dramatize; however by starting small and by laughing a lot, most students begin to take risks and become involved. It's great to see how their language skills are reinforced without having a book or pen in hand!"

Teaching and Learning Strategies

Language

**Title:**

Novel Conferences

Submitted by:

Jacqueline Béland, Helen Kalvak Elihakvik, Holman, Kitikmeot Divisional Education Council

Benefits to Students:

- to understand vocabulary
- to question
- to share/dialogue
- to explore further thoughts
- to go beyond the text

How it Works:

For all Sustained Silent Reading (SSR) novel studies and/or group novel studies, involve the students in small group conferences at various times during their reading, for example, at the beginning, middle, and end of the book. To ensure that the elements of the curriculum are being covered, use a guide to structure conferences. (Sample follows) At the beginning of the year, provide each student with a copy of that guide and refer to it also during whole class novel studies, or short story studies. The students also use that same guide to help them focus during their own discussions, with or without the teacher. Many items are used as jumping off points to help students 'escape' or go beyond the text.

Examples:

When asked if they have learned new vocabulary, ask students to use some new words or look at a new word in context and try to use reading strategies to figure it out.

When discussing characters, try to ask questions about the students themselves – similarities and or differences between them and the character(s) in the book or ask them how they would have solved the situation in the story.

When discussing setting, go to the encyclopedia and look for the type of landscape described in the book.

Sample Conference Guide (for Junior High)

1. Log
 - complete or incomplete
 - type of reading response chosen
2. Significance of the title
3. Main character and minor characters
4. Character sketch - infer age and describe the main character
5. Setting
 - time
 - place
6. Retell events (sequence and detail)
7. Plot breakdown/identification
 - problem
 - climax
 - solution/resolution/denouement
8. Type of material
 - fact vs. fiction
 - autobiography
 - biographical
 - mystery
 - adventure
 - romance
 - historical
 - horror
 - fantasy
9. Point of view/voice/perspective
10. Type of conflict - man vs. man/elements/environment/self
11. Make predictions, find connections, draw conclusions, suggest alternative solutions to the problem
12. Predominant mood - find proof/quotes in text
13. Author's style, in comparison to another book read recently
14. Lesson learned by the main character and lesson learned by the reader which is applicable to his or her life

Additional information:

- on going vs. final conference
- number of pages read vs. number remaining

Reading Conference Guide (for English 13/10)

1. Log
2. Significance of title
3. Main character:
 - personality and appearance
 - explain the development of change undergone by the main character, AND judge the plausibility of the character's change
 - lesson learned by the main character
 - lesson learned by the reader
4. Minor character(s): how they influenced the main character
5. Setting: time and place
6. Retell events (sequence and detail)
7. Plot breakdown: initial incident, rising action, climax, resolution
8. Type of conflict: man vs. ...man/self/environment/elements
9. Point of view/voice/perspective (omniscient, limited omniscient, objective narrator, first person)
10. Type of material:
 - fact vs. fiction
 - romance
 - biographical
 - historical
 - autobiographical
 - horror
 - mystery
 - fantasy
 - adventure
 - poetry
 - narrative
11. Make predictions and make inferences (infer motive)
12. Make connections to self and to other texts
13. Draw conclusions
14. Suggest alternative solutions to the problem
15. Predominant mood - words, examples, how did the author attain that effect?
16. Subject and author's purpose - intended audience
17. Recognize allusions – impact on the understanding of the story?
18. Recognize symbols
19. Identify the theme
20. Give examples of imagery

“It is challenging to find time within any program to meet with students individually. However, when time is set aside for individual novel conferences, they begin to speak the language of novel study and to lead these conferences themselves.”

Teaching and Learning Strategies

Language

**Title:**

Small Group Novel Studies

Submitted by:

Jacqueline B eland, Helen Kalvak Elihakvik, Kitikmeot Divisional Education Council

Benefits to Students:

- to encourage teachers and students to go beyond 'knowledge' type questions and encourage higher levels of thinking

You Will Need:

- student response journals
- wall charts:
- verb list from Bloom's taxonomy,
- Multiple Intelligence information, "7 Kinds of Smart" (these resources are available in Appendix A)

How it Works:

Advance preparation: Teacher posts wall charts with Bloom's Taxonomy verb/product lists (see Appendix A.)

Pre-teaching Activities: Before this method can be used students need to experience the procedure regularly over a period of weeks, or even months. Some activities that rehearse the method include:

1. whole class novel study led by the teacher.
2. science experiments
3. picture book/ children's book study using novel study procedure
4. orally shaping student responses as a whole group with the teacher restating the groups' consensus as a closure (to demonstrate how all the ideas come together in one response, like the paragraph answers that will be expected later). Once comfort is established, the students are invited to restate the group's answer.
5. When reaching the stage where students will generate responses on paper, the teacher can still simultaneously respond on board, chart paper or overhead in order to support the students who would benefit from this. While modelling this step, it is often necessary to "think out loud" while creating the response, an ideal way to subtly teach how to write/revise a paragraph or to model clarity of thought.

Divide class into small (4 - 5 members) groups, each with a long sheet of flipchart paper. Have students brainstorm questions for one level of Bloom's Taxonomy that could be used with novels. After a specified time period, all groups rotate and brainstorm more questions for another category of Bloom's. When all groups have had the chance to participate at each level of Bloom's, the teacher gathers their questions (and may edit) to create a set of questions for each student to use in Novel Study. An unedited sample of student (grade 5 level) questions is provided.

For Novel Study, divide class into study groups of 3 or 4 students. Let groups choose the text they wish to read together - each will need a copy of the novel. Every day, provide a solid 30 - 45 minutes of novel study time. Each student needs a personal response journal.

Novel time:

1. Students review previous day's reading in their groups (this helps students who were absent and those whose "memories" were busy!)
2. In their groups, individuals take turns reading aloud.
3. Choose, as a group, one question to focus on every day. Groups are encouraged to change category or level of thought every day. If on Monday a group chooses a "knowledge" question, on Tuesday they are expected to tackle a "comprehension" question, and on Wednesday, an "application" question, and so on.
4. Once their question is chosen, have students discuss it - sometimes the teacher has to be more involved at this point as some students want to go straight to pen and paper work, but they miss out on the exploratory talk that is so beneficial.
5. After a good discussion, each student responds independently to their group's choice of question in his/her own response journal. If there are four novel study groups, there will be four questions for the teacher to read that evening, but a journal from each student.
6. The teacher reads/responds nightly to each student's journal entry and can quickly note the area of thought with which a particular student needs help. This can be easily charted in a binder, and information can be used to create mini lessons about novel studies and or levels of thought.
7. Although the teacher records student progress, the students love creating their own progress chart (at back of response journal or elsewhere such as in their portfolio). On these record keeping sheets, they can monitor their success with questions at each level of thought and quickly see where they need to challenge themselves. Example:

Name: _____

Levels of Thought Development					
	Date	Date	Date	Date	Date
knowledge	successful				
comprehension		difficulty			
application			successful		
analysis					
synthesis					
evaluation					

Keep in Mind:

When creating tests (in any subject area) it is easy to use the actual verbs or project vocabulary from Bloom's list to ensure that as teachers we target all levels of thought. Similar record keeping methods can then be used by both teacher and student tracking successes or areas requiring more work.

This strategy is easily adapted to social studies group activities, such as research projects, and so on. It is also useful for math problem solving exercises/activities.

Unedited sample of Grade 5 students' questions follow:

EXPLORATORY TALK AND NOVEL STUDIES

Questioning Through Bloom's Taxonomy or Levels of Thought

Bloom's Level 1: Knowledge

- knowing and remembering facts
- (who, what, when, where, list, describe, define, re-read)

Acquire	Match	Record
Count	Name	Repeat
Define	Outline	Reproduce
Distinguish	Point	Select
Draw	Quote	State
Identify	Read	Tabulate
Indicate	Recall	Trace
Label	Recite	Write
List	Recognize	

Classroom Products:

(report, map, work sheet, chart)

Sample Student Generated Questions:

1. List other books by the same author.
2. Name the main character(s).
3. Write a letter to the main character.
4. Describe the main character.
5. Identify the main problem in the book.
6. Count and list all the characters that play a role in the story.
7. Define the main action of the book.
8. Describe the setting of the book (the time and place)
9. Draw your favourite part of the book.
10. From whose perspective is the story written?
11. Reproduce a good description found in the book.
12. Reread the exciting part and record the climax of the story.
13. Show what you saw as you read one part of the book.
14. Record what you heard as you read one part of the story.
15. Make a project about the book (puppet, sewing, poster...).
16. Write a paragraph about the main character.
17. Identify the book as fiction, fact, fantasy, mystery, history, autobiography, biography, humour...
18. Write a letter to the author.
19. Draw a cartoon about the book.
20. Trace a story mountain about the main events of the story.
21. Paint your favourite part of the book.
22. Do an art project that is related to your book.
23. Draw a picture of the characters.
24. How old is the main character? How do you know this?
25. Who is the author? Who is the illustrator?

Bloom's Level 2: Comprehension:

- Understanding
- (explain how and why, predict, summarize, give example to show)

Associate	Explain	Predict
Change	Extend	Prepare
Conclude	Interpolate	Read
Compare	Extrapolate	Rearrange
Contrast	Fill in	Reorder
Describe	Give in own words	Rewrite
Determine	Give in others' words	Restate
Differentiate	Give examples	Summarize
Discuss	Infer	Transform
Distinguish	Illustrate	Translate
Draw	Interpret	
Estimate	Paraphrase	

Products:

(diagram, model, game, picture, teach a lesson, diorama, time line)

More Sample Student Generated Questions:

1. Draw a model of your favourite part of the book.
2. Compare and contrast the feelings of the main character at the beginning and at the end of the book.
3. Explain how the main character looked.
4. Explain how the main character got his or her problem.
5. Predict what will happen at the end.
6. Estimate how many people are in a book before reading it.
7. Conclude what you learned from the book.
8. Give, in your own words, the character's personality.
9. Name at least five people in the book.
10. Change the looks of the main character.
11. Rewrite your favourite paragraph from the book, in your own words.
12. Explain why you liked the book.
13. Prepare a project for the book.
14. Discuss what the main events were.
15. Compare and contrast the personalities of the two main characters.
16. Describe the setting, where the events took place.
17. Explain, in your own words, how the character felt when something important happened to him or her.
18. Discuss the differences between the main character and his or her best friend.
19. Summarize the main ideas of the story.
20. Predict what you think will happen.
21. Paraphrase one of the main character's important quotes.
22. Rewrite another outcome for the story.
23. Explain how the main character got into the situation that he or she is in.

Bloom's Level 3: Application

- doing, making use of what is known
- (prepare, describe, draw, paint, write, make, dramatize)

Apply	Examine	Produce
Calculate	Generalize	Relate
Choose	Illustrate	Restructure
Classify	Manipulate	Show
Complete	Modify	Solve
Compute	Operate	Transfer
Demonstrate	Organize	Use
Develop	Practice	Utilize
Discover	Predict	
Employ	Prepare	

Products:

(survey, diary, mobile, cartoon, scrapbook, photographs, stitchery, model, illustration, sculpture, learning centre, construction)

More Sample Student Generated Questions:

1. Chose another book by the same author.
2. Draw a cartoon of the story.
3. Write a poem about the story.
4. Predict what could happen in the end.
5. Use the information from the book to make a mobile of the major characters.
6. Prepare and organize a project for the book.
7. Discover what you know about the book.
8. Discover one neat fact about the setting of the story.
9. Solve the main problem of the book, in your own way.
10. Examine the climax. Explain why it was so exiting.
11. Make a play about the book and practice it.
12. Produce a puppet for your play about the story.
13. Transfer a letter to the author.
14. Relate how the problem was solved.
15. Show the class what you learned in reading the book.
16. Modify the ending.
17. Read a book by the same author or read a book that was illustrated by the same illustrator.
18. Have a conference and explain the book to a partner.
19. Demonstrate a project you made that is connected to the story.
20. Draw a comic or cartoon where the main character has the same problem as the main character in the book.
21. Design a poster, or a commercial, or an advertisement, to sell your novel.
22. Write a recipe for success for the main character.
23. Draw and write a possible lunch or dinner for the main character.
24. Prepare an interview with the one character in the book.
25. Map out the route to the main character's home in the novel.
26. Write a poem expressing what you imagined as you read the book.
27. Predict what will happen to the main character, or predict how his problem will be solved.
28. Describe two more possible solutions to the main characters problem.
29. Make a board game for the book.
30. Build a diorama of your favourite scene or of the climax.
31. Draw what you learned from the book.

Bloom's Level 4: Analysis

- taking apart/explaining what is known
- (what led to, what resulted from, compare feature, group for similarity, what steps were taken, advantages, disadvantages)

Analyze	Differentiate	Outline
Break Down	Discriminate	Point Out
Categorize	Distinguish	Recognize
Classify	Group	Relate
Compare	Identify	Select
Contrast	Illustrate	Separate
Deduce	Infer	Subdivide
Detect	Order	Transform

Products:

(graph, chart, diagram, summary, report, time line, family tree, questionnaire, fact file)

More Sample Student Generated Questions:

1. Write down on a plot diagram (story mountain) the main events in order.
2. Identify the main characters.
3. Compare and contrast two characters in the story.
4. Compare and contrast the main character to yourself.
5. Compare and contrast the main character to your best friend.
6. Draw a diagram of your favourite part of the book.
7. Compare and contrast the book with a movie.
8. Compare and contrast the book with another novel you read.
9. Relate the main character's problem to one you are dealing with in your life.
10. Compare the personalities of the two main characters.
11. Classify each character as a good guy/bad guy, or as a friend/enemy, or as a protagonist/antagonist.
12. Point out the most distinguishing characteristic of one of the minor characters.
13. Outline the plot of the story.
14. Select your favourite character and state why (explain) you chose that character.
15. Detect the source of conflict between the main characters.
16. Detect the source of attraction between the main characters.
17. Classify the type of novel as man vs. man, man vs. himself, man vs. machine, man vs. nature.
18. Categorize this novel as fiction, fictionalized, or non-fiction.
19. What was the exciting part of the book?
20. Was there enough description? Why do you think so?
21. Write what you learned about the author.

Bloom's Level 5: Synthesis

- putting together the known into something new
- (develop a plan to/for, invent several ways that, imagine what would happen if, think of several problems, think of several solutions)

Arrange	Document	Propose
Categorize	Explain	Rearrange
Combine	Formulate	Reconstruct
Compile	Generalize	Relate
Compose	Generate	Reorganize
Constitute	Integrate	Revise
Construct	Modify	Rewrite
Create	Originate	Specify
Deduce	Organize	Summarize
Derive	Plan	Tell
Design	Prepare	Transmit
Devise	Prescribe	Write
Develop	Produce	

Product:

(story, play, news article, invention, advertisement, new game, pantomime, radio show, dance, mural, comic strip, song, poem)

More Sample Student Generated Questions:

1. Write a song before the ending.
2. Think of several problems that the main character has to solve.
3. Create a plan to help the main character solve the most important problem of the book.
4. Tell the class what you learned about people through the main character.
5. Model the book into your own similar book.
6. Plan a play about the book.
7. Discover or formulate a reason why the author wrote this book (a purpose).
8. Think of different solutions for the main character.
9. Construct a new home for the main character.
10. Write the newspaper article that might have appeared in the journal if this were a true story.
11. Design a radio interview for the author.
12. Figure out a dance that would tell this story and practice it.
13. Relate the experiences of the main character to your own.
14. Design a new ending for the story.
15. Design and place the story in a different era (time).
16. Rearrange the main characters – major roles to minor, minor to major. How would this change the story?
17. Imagine the last page/chapter of the book.
18. Imagine that one of the characters is your friend. What would you do together?

Bloom's Level 6: Evaluation

- judging the outcome
- (decide whether/which, should, choose, tell, debate, recommend, dramatize, conduct a trial)

Appraise	Describe	Rate
Argue	Determine	Recommend
Assess	Discriminate	Relate
Conclude	Evaluate	Standardize
Consider	Grade	Support
Criticize	Interpret	Test
Critique	Measure	Validate
Decide	Rank	Verify

Products:

(editorial, survey, panel, evaluation, letter, conclusion, recommendation, court trial, investigation, opinion)

More Sample Student Generated Questions:

1. Compare and contrast the main character to the main character in another book.
2. Judge the attitude of two characters in the book.
3. Write a script with drama in it.
4. Make up a trial and have a court hearing in class about a decision that led to prosecution.
5. Predict and verify your prediction.
6. Recommend a solution for the main character.
7. Evaluate the main character's decisions.
8. Should the main character have asked for help to solve the problem? Explain your answer.
9. Role play the climax of the story.
10. Create a mock trial between the antagonist and the protagonist. Argue the character's actions.
11. Write a report card for the main character. Do this at the beginning and at the end of the story. Compare the growth of the character.
12. In your opinion, did the character do the right thing? Why?
13. What lesson did you learn from the main character?
14. Judge what happened. Do you agree or disagree with the outcome?

" This method encourages students to think at various levels, share those thoughts, and reshape them by inviting and allowing others' ideas to influence them."

Teaching and Learning Strategies

Language



Title:

Plot Line Diagram

Submitted by:

Jacqueline Béland, Helen Kalvak Elihakvik, Kitikmeot Divisional Educational Council

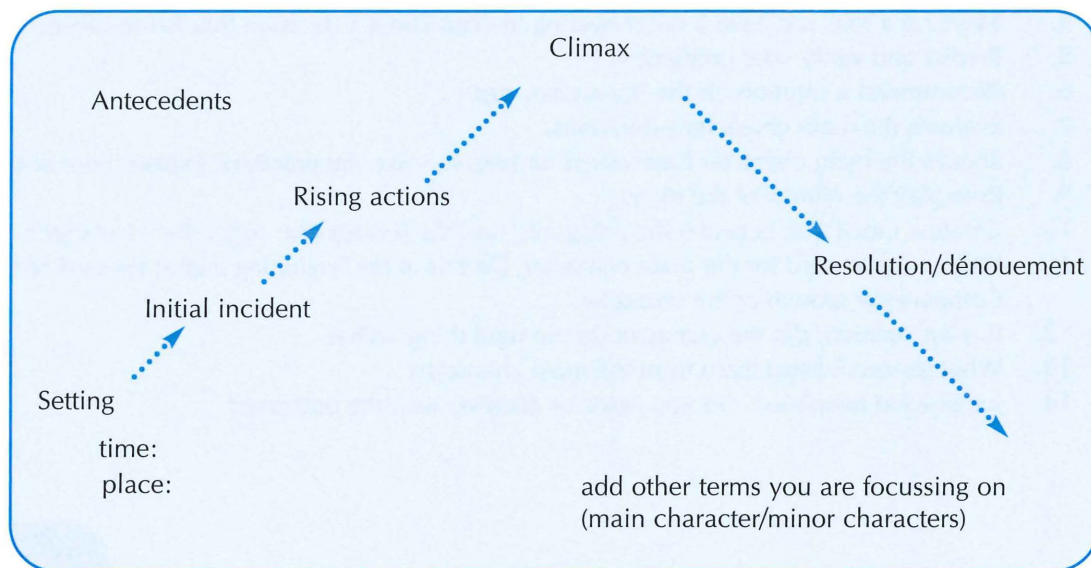
Benefits to Students:

- to teach vocabulary (antecedent action, initial incident, rising actions, climax)
- to sequence a narrative

How it Works:

Introduce or review vocabulary by using it repeatedly throughout lessons, over the course of the year. Involve students in a variety of plotting exercises; that is, introduce a new twist to a plot diagram with every story. Variety will keep students interested:

1. Draw a huge plot diagram along an entire wall of the class. After every chapter/section, record major events, on wall chart, in point form. For students who have a difficult time with "major/minor", put minor characters/events in smaller print and black ink and record major ones in BOLD print using red ink markers. Remember to use headings on your chart and to discuss why information is placed where it is placed. Have students decide major vs. minor events.



2. Have students plot on a personal record keeping sheet after every reading session.
3. Have groups plot on posters as they read sections. Some will use labels, others, illustrations.
4. For another story, work the plot line backward - this often helps students identify the climax more easily. (Entire text has to be read first).
5. For some texts, have students (individuals or groups) draw story maps instead of writing the events.
6. Assign groups a presentation time of 3 minutes for a short story and 10 minutes or so for a novel. Each group's task is then to show (either through mime or improvisation) the story to the rest of the class. This activity helps in identifying the major events and students love the activity involved. It is a great place to introduce body language, audience, focus... any drama terms!

7. Make a mural, as a class, of the major events of the text - decide as a group how best to represent the climax in an obvious way in the mural.
8. For students who are musical or who love poetry, share ballads with them and identify similarities between ballads and short stories or novels. Then invite them to write a ballad for a text; a super place to teach "embellishment" and allow students to make the story better! This works especially well with longer pieces, for example, plays such as Shakespeare's Romeo and Juliet.
9. Teach students what a tableau is; then assign one section of a text to a group of students and have them create a still life tableau representing one section only. Lastly, all groups take their positions at the same time and "see" the entire story as a group and at a glance.
10. For really crazy fun, listen to either Blues music or Country and Western music and then classical music. In groups, have students improvise a text in a particular style. This is like "writing" a song while focussing on only the major events or the mood of a previously read text.
11. Have students rewrite a children's book with their plot lines. Here only major events are highlighted as the text is shortened.
12. Write puppet plays or plays (2 - 3 minutes) of a text.
13. Write dialogues of the climax only. This activity also teaches punctuation of spoken words.
14. Create book jackets. Students must understand not to give away the whole plot (especially the climax!) or they will lose the audience!
15. Write newspaper article re-telling the story as a news item. Students will need to know the "5 W's" and how to focus on what is "interesting" as opposed to minor details.
16. Have students write or draw the major events of the plot on separate cards. Shuffle the cards and reorganize the events in the proper sequence.

Keep in Mind:

It is important to note that these activities vary from one text to another and one student to another. The entire class need not be expected to do one particular exercise. As long as they understand plot lines, they have succeeded.

"By alternating teaching methods, there is a much better chance of reaching learners and ensuring that the study of plot is not tedious."

Teaching and Learning Strategies

Language

Title:

The "TP-CASTT" Approach To Poetry Analysis

Submitted by:

Marilyn Colbourne, Sir John Franklin High School, Yellowknife, Yellowknife Education District #1

Benefits To Students:

- a strategy for understanding how technique enhances meaning
- helping students to explore, appreciate and enjoy poetry

How It Works:

TP-CASTT is an acronym for *title*, *paraphrase*, *connotation*, *attitude*, *shift*, *title* (again) and *theme*. It is not necessary to use this approach in the order listed, but rather students are encouraged to move back and forth among the various concepts. For example, while examining the connotation of a line, a student may become aware of a distinct tone which in turn may give insight into theme.

Here is a summary of TP-CASTT analysis:

Title:

Examine the title before reading the poem.

Paraphrase:

Translate the poem into your own words. Resist the urge to interpret at this stage. Look for complete sentences rather than working line by line.

Connotation:

Examine the poem for meaning beyond the literal. Consider imagery (especially simile, metaphor, personification), symbolism, point of view, and sound devices (alliteration, onomatopoeia, rhythm and rhyme).

Attitude (tone):

Examination of diction (selection of words and phrases), images and details will contribute to understanding the poet's or the speaker's attitude to the subject.

Shifts:

Note the progression or changing of feelings of the speaker from the beginning to the end, paying particular attention to the conclusion. Look for occasion of the poem (time and place), key words (for example, "but", "yet"), punctuation (dashes, periods, colons), stanza divisions, changes in line or stanza length, and irony.

Title:

Examine the title again, this time on an interpretive level.

Theme:

In identifying theme, the student recognizes the human experience, motivation, or condition suggested by the poem. First list what the poem is about (subjects); then determine what the poet is saying about each of those subjects (theme). Theme should be expressed as a complete sentence.

Keep In Mind:

This technique can also be used in interpreting other literary works, particularly short stories.

"Students have gained a lot of confidence in their thinking skills using this method of approach to poetry and short stories. The process allows them to work from the easily accessible aspects right into the heart of a piece of literature without feeling threatened."

Teaching and Learning Strategies

Language



Title:

Developing Inuktitut Language Skills Through Journalling

Submitted by:

Eva Noah, Jonah Amitnaaq High School, Baker Lake, Kivalliq Divisional Education Council

Benefits to Students:

- students work at spelling skills and upon achieving a specific level of proficiency are “graduated” to journalling activities
- opportunity for teachers to have an ongoing “conversation in writing” with their students

You Will Need:

- journals
- spelling books
- blackboard, chalk
- 5 to 20 minutes at the beginning of class

How it Works:

At the beginning of the year all students are part of the spelling group. Word lists for dictation are generated by teacher and students. Words that will enhance students’ self expression abilities are the focus. When individual students achieve at least 50% correctly spelled words for 4 weeks, they are graduated to journalling activities.

For journalling, “triggers” are offered on the board such as, “When I was younger...”, or “Today I feel...”. The trigger phrases are changed from day to day. Students may choose one of these introductory phrases or may select an introduction of their own. After 15 minutes of free writing students hand in their journals to the instructor who will read the entries, correct spelling if necessary, and make personal responses in Inuktitut below the student’s entry. Journals are returned to the students at the beginning of the next class and another entry is made.

Keep in Mind:

Students have a choice as to whether they want to write in syllabics or roman orthography for both spelling and journalling.

A discussion of “Who will have access to the journals?” and “Who might learn of the journal contents?” should take place prior to the sessions.

Journal spelling correction need not necessarily take place; an alternative to this might be for the teacher to ask the student occasionally, “which words do you think you are having trouble remembering how to spell?”, and working for corrections to the words identified. If the student has difficulty generating such a list, the teacher could assist.

This strategy could be applied to any second language instruction.

“The teacher’s response to the writing is an important element of motivation for some of the students; for these students the journalling often becomes a conversation between the student and the teacher.”

Teaching and Learning Strategies

Language



Title:

Hamlet: Teaching the Issues

Submitted by:

Ian Robins, Chief Jimmy Bruneau High School, Edzo, Dogrib Divisional Education Council

Benefits to Students:

- students 'connect' with a play by exploring issues within the play that affect their own lives

You Will Need:

- video copies of "Hamlet" - two productions are relatively recent; Warner Brothers version with actor Mel Gibson, and Columbia TRISTAR's version with Kenneth Branagh

How it Works:

Making Shakespeare relevant to today's youth is a challenge, but taught from an issues point of view, it can be done and appreciated.

1. Introduce the issues in the play, for example,
 - loyalty
 - moral dilemma,
 - honour,
 - sense of responsibility
2. Discuss the relationships including those between
 - children and their parents
 - lovers
 - friends

Below are some discussion activities that can be undertaken before reading or viewing the play.

A. "What would you do if..."

Working in groups of 3-5, students read situations related to the issues above and discuss how they would respond to them. An attempt must be made to reach a consensus. One student records the response and one reports back to the class.

Possible Scenarios:

- a. Your father, whom you loved dearly has recently passed away. Soon after, your mother marries a man whom you dislike and distrust. How do you feel? What will you do?
- b. Someone very dear to you informs you that he/she has been wronged by another and asks you to seek revenge. You are not sure if your loved one is telling the truth. What do you say? What will you do?
- c. You are away at college. A family friend visits and gives you a letter and money from your father. Later you discover that your father had really sent him to spy on you? How would you feel? What would you do?

"In studying a Shakespearean unit from an issues point of view, students work their way into a play from a non threatening viewpoint. They learn to appreciate the relevance and agelessness of good literature and further their language ability at the same time."

B. Further Group Discussion Topics – Discuss/Record/Report

- a. We have all procrastinated about something important that we had to do, sometimes disappointing other people and often disappointing ourselves. Share a personal example of procrastination. Why did you procrastinate? What were the consequences?
 - b. Isolation or loneliness are feelings common to most people at one time or another. Sometimes people deliberately withdraw from those around them. What can friends or relatives do when someone has purposely withdrawn and chosen to be alone with his/her problems? What can happen to this individual? What can you do?
 - c. Disillusionment is a common experience of growing up. We find that people in the adult world whom we once idealized are less than ideal. How do young people encountering the “real world” handle these discoveries?
3. View a video of Hamlet.
 4. Read the script – emphasize that Elizabethan English is not the issue. Work at getting the ‘gist’ of the meaning and stop frequently enough to discuss so that all students are following the plot.
 5. Examine the major speeches and soliloquies in light of the issues.
 6. Assignments explore students’ understanding of the issues in the play and offer opportunities for application of learning to students’ own context.

The following assignment gives students opportunities to interact with characters and major issues in the play while they are reading.

“Interactive Notes” - As you are reading the play, record your reactions and feelings. Comment on the characters; pose questions about their behaviour and their motives. How you feel about the story? Is it believable? What do you think may happen next? Comment on special parts, lines, characters that you liked. Talk to yourself on paper. You may change you feelings, ideas and opinions as the play goes on, and your notes can reflect such changed awareness. At times you will be asked to share your notes in small groups. The purpose of this is to help you share points of interest with others. It may also lead to reconsideration of your reactions.

7. View another treatment of “Hamlet” and compare it to the first video, particularly the characterizations.

Teaching and Learning Strategies

Language



Title:

"Event Cards" - Trigger Questions to Paragraphs to Stories

Benefits to Students:

- when it is difficult to get more than a few sentences from students, event cards help to lengthen the story and, hopefully, provide an example of what a story could be

You Will Need:

- prepared question cards for each story

How it Works:

Divide the class into groups; each group is presented with event card #1. On one side of the card a theme is written, for example, "A trip to Back River", and on the other side are questions such as,

- Who went on the trip?
- What time did they go?
- What was the weather like?
- How were people feeling about the trip?

The students answer the questions and create the first paragraph on the story. All groups' paragraphs are read to the class and discussed.

On the next day the students work on event card #2, "A storm comes". Questions are again posed as triggers for students to think about and create written responses:

- What were the signs of the impending storm?
- How did they feel?
- What did they do?

Eventually the group will have a complete story. Generally, there are as many paragraphs as there have been event cards.

Keep in Mind:

Students can begin to organize their own event cards for their own use or to be given to another group. In this way they will begin to internalize the process for organizing a story. Once the format is internalized students can write clearly on any topic.

Notes:

A series of horizontal dotted lines for writing notes, starting from the first line below the 'Notes:' label and extending to the bottom of the page.

Notes:

Dotted lines for writing notes.



Notes:

A series of horizontal dotted lines for writing notes, starting from the first line below the 'Notes:' header and extending to the bottom of the page.

Notes:

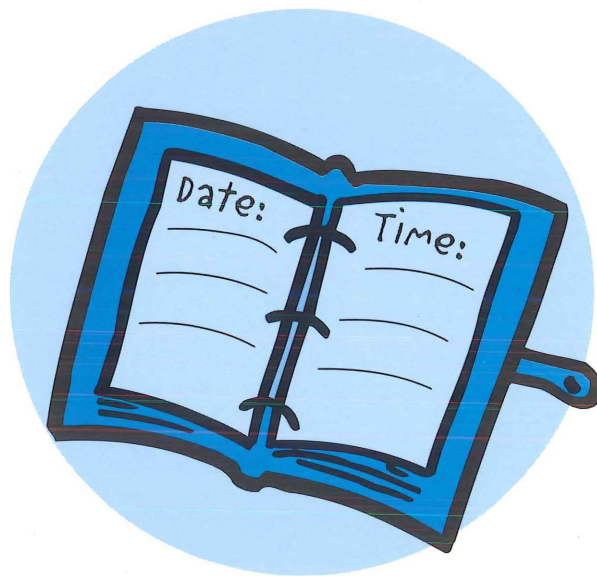
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Teaching and Learning Strategies

Science, Math, Social Studies,
Physical Education, Health, CTS



Samples of Art related strategies can be found in the section titled 'The School in the Community and the Community in the School'



Teaching and Learning Strategies

Science • Math • Social Studies • Physical Education •
Health • General Areas/Review



Title:

"Jig Saw" - A Cooperative Learning Strategy

Curriculum Fit:

This example is applied to Science 9 - Biological Diversity

Submitted by:

Ruth Cameron, Sir John Franklin High School, Yellowknife, Yellowknife Education District #1

Benefits to Students:

- developing research and presentation skills (visual and oral) within a supportive cooperative learning environment

You Will Need:

- 3 to 5 classes
- reference materials for animal theme (public or school library, Internet)
- presentation materials: poster paper, markers, ...

How it Works:

Mixed ability groups of 4 students are comprised of:

- one student from the top functioning level,
- two from the middle functioning level, and
- one from the lower functioning level.

Attention can also be given to grouping students so that a variety of artistic abilities and interests are also represented in the group.

Students choose an animal and carry out research on its adaptations to its particular environment. The information is presented visually and orally.

Keep in Mind:

Other cooperative strategies can be found in *TRIBES: A New way of Learning and Being Together*, ISBN 0-932762-09-03.

"The intentional grouping allows stronger students to assist those who are not so strong in Science. This activity also involves artistic and public speaking skills. Student should be able to find a task with which they are comfortable and in which they are interested."

Teaching and Learning Strategies

Science • Math • Social Studies • Physical Education •
Health • General Areas/Review



Title:

Endothermic Reaction Demonstration

Curriculum Fit:

Chemistry 20, Science 10 (chemistry section)

Submitted by:

Ruth Cameron, Sir John Franklin High School, Yellowknife, Yellowknife Education District #1

You Will Need:

50 ml Ba(OH) \cdot 8H $_2$ O (s)	2 lab scoops
50 ml NH $_4$ SCN (s)*	5 ml tap water
powder funnel	stopper to fit flask
Erlenmyer flask (250 ml)	1/2" plywood (15 cm x 15 cm or larger)

**If ammonium thiocyanate is not available, ammonium chloride or ammonium nitrate can be used instead.*

Benefits to Students:

- high interest activity to illustrate an endothermic reaction

How it Works:

1. Pour the water on the board in a 'puddle'.
2. Mix the solids in the flask and loosely insert the stopper.
3. Place the flask in the puddle.
4. Talk about something else for about 1 minute or longer.
5. Lift the flask.

Results:

The solid mixture turns slightly yellow, liquefies and the flask freezes to the board.

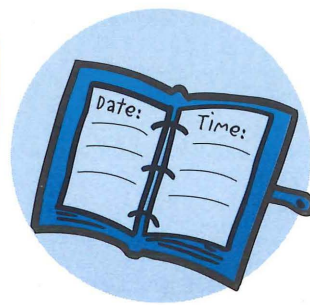
Keep in Mind:

Original source: York University Chemdems (Donovan Olds)

"This demonstration is a great example of an endothermic reaction. The energy absorbed by the reaction cools the water past its freezing point and causes the flask to freeze to the board. The board should rise with the flask as it is lifted. I have been told that under appropriate conditions you can lift a lab stool using the flask."

Teaching and Learning Strategies

Science • Math • Social Studies • Physical Education •
Health • General Areas/Review



Title:

Solution Properties Using Household Substances

Curriculum Fit:

Science 10 and Chemistry 20

Submitted by:

Ruth Cameron, Sir John Franklin High School, Yellowknife, Yellowknife Education District #1

Benefits to Students:

- determining the characteristics of acidic, basic, neutral ionic and neutral molecular solutions

You Will Need:

- one class session
 - 4 – 50 ml beakers or small jars
 - ammonia
 - vinegar
 - table salt
 - table sugar
 - 2 lab scoops or plastic spoons
 - litmus paper
 - conductivity apparatus
 - distilled water
 - stirring rods
 - 1 – 400 ml beaker

How it Works:

1. Test all four beakers with distilled water in each.
2. Add a different household substance to each.
3. Test before and after stirring.
4. Rinse the electrodes with distilled water after each solution into the 400 ml beaker.
5. Test each solution with red and blue litmus paper.
6. Students classify the solutions as acidic, basic, neutral ionic or neutral molecular.

Results:

The distilled water will not conduct. The vinegar, ammonia and table salt solutions will conduct and are therefore, ionic, but table sugar will not (molecular). Vinegar turns blue litmus red (acidic), ammonia turns red litmus paper blue (basic), and table salt and sugar have no effect on either colour of litmus paper (neutral).

"This lab can be extended to include many other household substances. Students can bring cleaners or foods from their home. They seem to be more enthusiastic about learning about these properties with familiar substances."

Teaching and Learning Strategies

Science • Math • Social Studies • Physical Education •
Health • General Areas/Review



Title:

Wildlife in the Classroom

Curriculum Fit:

- Science 7-9 Biodiversity,
- Science 10/20/30 Biodiversity, Ecosystems, Niche, and Environmental Studies

Submitted by:

Brenda Hans, Environmental Education Specialist, Department of Renewable Resources, Wildlife and Economic Development, Yellowknife

Benefits to Students:

- providing the opportunity for students to experience some aspect of their environment first hand, in context.
- using aquatic organisms as subjects, students practise observation skills and design research methods.

You Will Need:

- A "Pond Table" - construction time - 20 minutes
- field trip and classroom observation activities - variable timelines

How It Works:

It is not easy to arrange viewing of large mammals or huge flocks of birds in most communities. A nearby pond teeming with invertebrate life can be a more certain and equally fascinating destination for a field trip. The accessibility and diversity of aquatic organisms make them great subjects for a whole range of activities. Some pond life can be taken back to the classroom for closer observation in a "pond table".

A. Constructing the pond table:

The design described here was created by Dan Stoker, an Alberta environmental educator. It is easily built and stored for repeated use.

Materials:

- table or large desk top
- four pieces of 2"x4" (2 pieces the same length as the table and 2 pieces the width of the table)
- fibre tape
- white paper (enough to cover the surface of the table)
- polyplastic drop sheet or thicker clear plastic sheet (enough to cover the table surface 3+ times)
- staple gun and staples
- screws or bolts (optional)

Method:

1. Make a frame by standing the 2x4's on edge around the perimeter of the table. Screw, bolt or tape the 2x4's together and tape the frame securely to the table.
2. Cover the table with white paper to make it easier to see small dark pond creatures.
3. Place 2 layers of the plastic over the table, contouring the plastic to form a pool inside the frame. (The 2 layers are to prevent leaks.) Secure the plastic with tape and staples. The remaining plastic can be folded over the table as a cover.

B. Collecting and observing organisms:

On a field trip, collect pond water and organisms for the pond table. Collect some pond vegetation as well to provide cover. (A variety of organisms are still present in many ponds after the ice has formed in the fall.) Observe the pond table over a period of days or longer. Replenish the water periodically and return the organisms to their natural habitat.

Observations may be qualitative or quantitative. Some questions which may be addressed:

- How are the organisms moving? Breathing? Interacting?
- Where does each organism prefer to be?
- How is each organism adapted?
- How do prey species avoid predators?
- What is the average length of time a mosquito larva remains underwater?
- What is the density of Daphnia?

Students could be challenged to add their observations to a "Did you notice that...?" bulletin board. Or role play Darwin or another natural historian describing these pond organisms for the first time.

The composition of organisms will change as predators eat prey, eggs hatch and insects emerge. How can the populations be monitored? What is the impact of isolating some of the predators? Physical and chemical conditions within the pond table (for example, temperature, oxygen levels) can also be monitored.

How does the technique used in acquiring the sample from the pond affect the composition of organisms in the pond table? How might sampling techniques be designed to answer specific questions? What ethical questions arise?

Keep in Mind:

A good reference guide to pond plants and animals is *Golden Guide: Pond Life* by G.K. Reid, 1987.

ISBN 0-307-24017-7. However, many observation activities can be done without identifying species.

These are only a few examples of how to focus activities based on the pond table. There are many more possibilities for developing skills in science, language and art.

"Working with aquatic invertebrates helps students develop empathy for wildlife other than birds and mammals. Any initial squeamishness is usually quickly overcome."

Teaching and Learning Strategies

Science • Math • Social Studies • Physical Education •
Health • General Areas/Review



Title:

Biology Camp

Curriculum Fit:

Biology 20 and Science 20

Submitted by:

A. Hodgins, St. Patrick High School, Yellowknife, Yellowknife Catholic Schools

Benefits to Students:

- providing the opportunity for students to experience their environment first hand
- reinforcing and applying concepts taught in class

How it Works:

Grade 11 Biology students are taken on a spring/fall camp. Winter camps can be undertaken as well, but require more resources. The opportunity for students to be out on the land allows for the reinforcement of concepts taught in class. Special experiments, studies, and observations sessions can include:

- testing to determine the amount of oxygen in the lake
- water chemistry
- identifying different parts/areas of a lake
- identifying plants/animals in the lake environment
- observing food web relationships and symbiotic relationships

A field trip of this nature is also good way to help students develop and articulate environmental “values”. Activities to support this might be:

- outdoor games such as “Hug a Tree”: students are invited to find a partner and determine which partner will be blindfolded first. The “seeing” partner leads the blindfolded student to a specific tree (or other natural object) which the student then explores using all the senses available to him/her. Once the tree has been fully explored, the seeing student leads the partner back to the ‘starting point’ (perhaps after a bit of ‘wandering’ so that the blindfolded student will not so easily find the tree by having figured out the direction). The blindfold is then removed, and the student must now find the same tree or object that they came to know when blindfolded;
- ‘wide games’, such as “Survival” or “Lynx/Hare” which illustrate food chains;
- “Wetland Metaphor” game (bring out various objects, a sieve for example, and ask the group “What does this represent in the lake system?”);
- Inuit/ Dene outdoor games;
- “Still Hunt” - students are individually and silently “dropped off” in an area where they will not be able to see anyone else, and will quietly observe their immediate environment for about 10 minutes, after which they are silently “picked up” by the group leader. After all students are “collected” they take turns sharing what they saw, heard, smelled, touched ...) The ‘silence’ of the drop off and pick up time is important as it provides an atmosphere for the activity and encourages the students to focus on the entering of a space where they will be keen observers and respectful guests.

Keep in Mind:

In the planning stage, show a draft of your equipment list to a few experienced people (other trip leaders, nursing station personnel, elders) to ensure that it is complete.

Have resource people, such as Renewable Resource Officers and/or community elders join your group for part of the time to share conservation knowledge. Trappers could be invited to talk about relationship of people with the land from a trapping perspective.

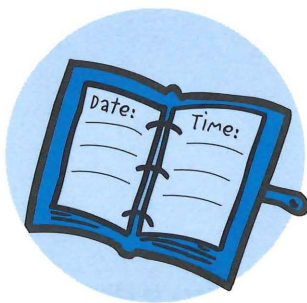
Sharing Nature With Children, ISBN 0-916124142, is an excellent resource for on the land activities. The WILD Times newsletter, available through the Department of Renewable Resources, Wildlife, and Economic Development (RWED), also contains excellent ideas.

'Wide games' and activities that explore ecological relationships can be found in the *Project WILD Activity Guide*, available through the Department of Renewable Resources, Wildlife and Economic Development (RWED). Teacher courses on Project WILD can be accessed by contacting RWED's Conservation Education Specialists at 1-867-873-7779.

"In a classroom students may learn facts about the environment, but if they have an opportunity to be smelling, feeling and breathing the outdoors, they will have a relationship with the land. This is also a great way to get to know your students!"

Teaching and Learning Strategies

Science • Math • Social Studies • Physical Education •
Health • General Areas/Review



Title:

"Pennies to Gold"

Curriculum Fit:

Chemistry 20 - "Alloys"

Submitted by:

Brian Yamamura, Kiilnik High School, Cambridge Bay, Kitikmeot Divisional Education Council

Benefits to Students:

- an intriguing way to stimulate interest in science

You Will Need:

- Sodium hydroxide (NaOH),
- Zinc dust (Zn),
- a bunsen burner, and
- penny

How it Works:

The first step is to make a concentrated NaOH solution and then include substantial zinc dust to this solution. Drop a penny in the beaker and wait a few minutes. Using tongs remove the penny, which is now coated in zinc and appears to have been changed to silver. Then heat the penny over a bunsen burner flame. The heat causes the zinc and copper to bond forming a brass alloy causing the penny to turn 'gold'.

Keep in Mind

This demonstration requires some fairly dangerous chemicals so that care and close supervision are necessary.

"This demonstration provides a good 'hook' for students of all ages especially those studying science."

Teaching and Learning Strategies

Science • Math • Social Studies • Physical Education •
Health • General Areas/Review



Title:

Chemiluminescence - The Firefly Reaction

Curriculum Fit:

Chemistry 20 and 30 - Chemical Changes

Submitted by:

Steven Daniel, Department of Education, Culture and Employment

Benefits to Students:

- an opportunity for students to observe the unusual but natural phenomenon of producing light through a chemical reaction
- makes a connection to 'glow sticks' used for camping

You Will Need:

- 1 litre flask
- luminol
- NaOH or bleach

How it Works:

In a 1 litre flask dissolve 0.23 g of luminol in 500 ml of 0.1 M NaOH (a substitute dilute could be a 1:10 bleach solution.)

The bleach oxidizes the luminal which causes the molecules to become 'excited'. As the molecules decay and return to their ground stability, light is emitted.

If this is done in a dark room the flask will glow for quite some time.

Keep in Mind:

The degree of the reaction (the amount of light produced) will depend on the age of the luminol. Using fresh luminol works best in a dark room. The darker the room the more dramatic the effect.

Students love this experiment. It allows them to think about the process of luminescence, molecular decay, and for younger students, the concept of bioluminescence. You get a lot of 'Wow's!'

Teaching and Learning Strategies

Science • Math • Social Studies • Physical Education •
Health • General Areas/Review



Title:

"Green Thumb" Contest

Curriculum Fit:

Science 9 and 15, 25

Submitted by:

Les Cameron, St. Patrick High School, Yellowknife, Yellowknife Catholic Schools

Benefits to Students:

- developing observation and documentation skills
- working with living specimens: plants

You Will Need:

- beans
- soil
- containers
- sunlight or full spectrum light
- several weeks to grow and observe the plants

How it Works:

Students, individually or in pairs, germinate 6 beans on wet paper towel. Once the sprouts appear (in 2 - 3 days) plant the beans in soil about 2 cm below surface. Paper cups work well as planters, as do coffee cans and pickle jars. Throughout the growing time students nurture their plants according to their own plan and document both the plan and their observations in a notebook. Prizes can be offered for the most beans, longest beans, tallest plants...

Keep in Mind:

Students can contrast germination and growth of beans, a dicotyledon, with a monocotyledon such as corn.

Students can plot bean growth on a chart and then graph the results. Or different types of seeds can be used to observe and record rates of growth given the same conditions.

"It's fun to watch students get into caring for living things. My kids have shown tremendous interest in this project!"

Teaching and Learning Strategies

Science • Math • Social Studies • Physical Education •
Health • General Areas/Review



Title:

Science Olympics

Submitted by:

Steven Daniel, Department of Education, Culture and Employment

Benefits to Students:

- fun, creative method of problem solving in groups
- inspires interest in scientific topics and methods

You Will Need:

- a small group of teachers to organize the event and assemble materials for stations
- Science Olympics Passports for each group of students

How It Works:

Students within the school are divided into teams of about 3 to 5 members. Teams are given a problem to solve within a limited time frame (usually 20 minutes) and a kit of materials that can be used to solve the problem. Each group is supervised by an adult 'judge' who plays a role in verifying measurements.

Several examples of problems that can be used for Science Olympics follow.

Egg Recovery System

Task: The team is to use the materials provided to design and construct a free standing 'recovery system' (landing site) that prevents the egg from becoming damaged when dropped from a height of at least .5 meters.

Team Materials:

- 1.5 m of masking tape
- 10 sheets of 8.5 x 11 scrap paper
- 8 plastic straws
- 2 sheets of 'Kleenex'
- 1 raw egg

Site Materials:

- tarp for floor
- 2 meter step ladder
- 1 metre stick (can be attached to wall)

Rules:

- Materials can be used in any way but tape cannot be put directly on the egg.
- The first drop of the egg must be from a height of at least 0.5 meters. If this drop is successful the height can be increased by increments until the egg breaks.
- The egg must be inspected by the judge for cracks before the next height is attempted.
- If the egg breaks, the last successful height will be considered the final result.
- The team members record the last successful height in their Science Olympics Passport and make a simple sketch of the team design with possible modifications to be made for the next attempt at building a recovery system.

Note: Record is 3.75 m set in the Keewatin 1987

Building the Tallest Tower

Task: The team is to use the materials provided to design and construct the tallest free standing tower.

Materials:

- 1.5 m of masking tape
- 10 sheets of newspaper
- 8 plastic straws

The team may use a metre stick for measuring but it can not be part of the structure.

Rules:

- Materials can be used in any way.
- The tower has to be inspected by the judge for height.
- Record the successful height in your Science Olympics Passport and make a simple sketch of the design with possible modifications to be made for the next attempt at building a tower.

Question:

Where do towers exist in your community and for what are they used?

Building A Boat

Task: The team is to use the materials provided to design and construct a boat that can displace the greatest weight of "cargo" (weights).

Team Materials:

- 6 paper clips
- 8 plastic straws
- 30 cm long piece of aluminum foil.

Note weights used to sink the boat have to be of uniform mass, for example, marbles, large bolts, ...

Site Materials:

- 2.5 kg of weight for each station (large nuts, from a heavy equipment shop work well). Weights must be of uniform mass.
- one tub of water per station
- tarp for floor
- paper towel and mops for clean up

Rules:

- Materials can be used in any way.
- Carefully place the weights in the "boat". Slowly continue adding weights until the boat sinks.
- The judge observes and records how many weights were successfully placed in the boat before it started to take in water and sink.
- Record the successful displacement weight in your Science Olympics Passport and make a simple sketch of your design with possible modifications to be made for the next attempt at building a boat.

(Determine the mass of each weight in grams using a scale and multiply it by the number of weights used to determine displacement weight.)

Eggstronaut

Task: The team is to use the materials provided to design and construct a 'landing recovery vehicle' (structure that will be built to contain the egg) that allows your 'eggstronaut' (a raw egg) to successfully land without cracking.

Team Materials:

- 1.0 m of masking tape
- 2 sheets of 8.5 x 11 scrap paper
- 4 plastic straws
- 2 sheets of 'Kleenex'
- 1 styrofoam cup
- 1 m of string
- 1 plastic grocery bag
- 1 raw egg

Site Materials:

- 1 gym extension ladder
- tarp to protect the floor
- sufficient raw eggs (at least 1 per team)
- paper towels for clean up

Rules:

- Materials can be used in any way except that tape may not be directly attached to the 'eggstronaut'.
- Once design and construction are completed one member of the team climbs the ladder and tests the 'eggstronaut' landing recovery vehicle by dropping it from a height of 8 meters.
- If the egg is undamaged the landing recovery vehicle is deemed successful, and the egg may be dropped from the next height. If the egg is cracked or broken, it is "back to the drawing board".
- The 'eggstronaut' must be inspected by the judge for cracks after each attempt.
- Record results in the Science Olympics Passport and make a simple sketch of the design with possible modifications to be made for the next attempt at building an 'eggstronaut' landing recovery vehicle.

Rocket Balloons

Task: The team is to use the materials provided to design and construct a rocket balloon to travel the greatest distance along the launch line (anchored fishing line suspended at a height of approximately 3').

Team Materials:

- 1 balloon (long or round)
- 2 straws
- 0.5 m of masking tape
- 2 pieces of 8.5 x 11 scrap paper

Site Materials:

- 10 m of fishing line per launch line
- wall anchors to which fishing lines are attached
- sufficient balloons

Rules:

- Materials can be used in any way.
- The rocket balloon must be attached to the launch line.
- Use the meter stick to measure the distance travelled.
- Record the greatest distance travelled in the Science Olympics Passport and make a simple sketch of the design with possible modifications to be made for the next attempt at building a rocket balloon.

Air Plane Design

Task: The team is to use the materials provided to design and construct a paper airplane to travel the greatest distance along the flight path (hallway).

Materials:

- 5 sheets 8.5 x 11 scrap paper
- 2 paper clips
- 0.25 m of masking tape

Site Materials:

- 1 tape measure

Rules:

- Materials can be used in any way.
- Design may be changed as many times as desired in the time allotted.
- Use the tape measure provided to measure the distance travelled.
- As many attempts as possible may be made in the time frame.
- Record the greatest distance travelled in the Science Olympics Passport and make a simple sketch of air plane design with possible modifications to be made for the next attempt at building a paper airplane.

Keep in Mind:

General Station Needs: Each station will need the sufficient materials listed for each team.

Teachers working with groups should be careful to avoid giving 'answers' and should assume a role of encouraging the students' thinking process with questions.

Groups of students can be organized such that there are several multi grade groups from, say, grade 1 - 3 working on one problem, and students from the next few grades working in multi grade groups on another problem.

"This strategy is about creating an appetite for learning through problem solving. Science Olympics infectiously generates enthusiasm for exploring the playground of science and it's also a great activity to encourage cooperative learning."

Teaching and Learning Strategies

Science • Math • Social Studies • Physical Education •
Health • General Areas/Review



Title:

Math Note Keeping

Submitted by:

Lenore de Jong, Sir John Franklin High School, Yellowknife, Yellowknife Education District #1

Benefits to Students:

- facilitating student organization of math course notes and assignments

You Will Need:

- loose leaf binder
- spiral notebook

How it Works:

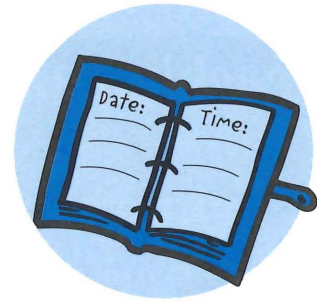
Math students are required to keep 2 books: one is a loose leaf binder in which they do all assignments and homework. Pages can be taken out and handed in to the teacher, returned to students,... Every month the teacher and students go through the binder together and throw out everything except Unit Tests (which cover all work done). This reduces the amount of clutter in the binders.

The second book is a large spiral notebook. In this book the students write all the notes that are given on the board. This book is kept all term as a study guide. No pages get removed or become lost. If students are absent they leave the required space to be filled in with the pertinent notes.

"I find this spiral book very effective as pages do not get lost. Several students have told me that they keep these books throughout high school for reference."

Teaching and Learning Strategies

Science • Math • Social Studies • Physical Education •
Health • General Areas/Review



Title:

Math Homework Connections

Submitted by:

Vance Nakonechny, Sir John Franklin High School, Yellowknife, Yellowknife Education District #1

Benefits to Students:

- relevant format for review of previous day's work
- opportunity for students to teach each other
- teacher becomes aware of specific areas of difficulty for students

How it Works:

At the start of a class, the teacher asks students if they have questions from the previous day's assignment. The questions that come forward are written on the board, and students who found the solutions are asked to go to the board and explain how they derived them. If no students can solve the question, the instructor will solve it, using the opportunity to teach the concept again.

Keep in Mind:

In circumstances where no students were able to solve the question, once the concept has been successfully taught, the teacher might ask the students, "What could I have done differently, so that it would have been clearer the first time?" and take note of the feedback.

If students are reluctant to voice their questions about the previous lesson, it may be helpful to pass around a "Questions and Comments" box. Once the box has made it around the classroom the teacher can address the students' submissions.

"This process helps 'explain' the question to students who had difficulty, enriches the understanding of the students who do the explaining, and connects the previous day's lesson to the lesson that will be given on that day."

Teaching and Learning Strategies

Science • Math • Social Studies • Physical Education •
Health • General Areas/Review



Title:

The "Daily Five" - Math

Submitted by:

Kelly Mills, Sir John Franklin High School, Yellowknife, Yellowknife Education District #1

Benefits to Students:

- review of previous day's work
- provides incentive for students to study previous lesson and to come to class on time
- familiarizes students with teacher's marking strategy

How it Works:

Every day the teacher writes 5 questions from the previous day's assignment on the board. The questions are erased after five minutes and the students' responses collected for marking.

Keep in Mind:

This serves as a reminder of the previous day's work, and encourages students to be on time.

Students who come late lose the opportunity to earn five marks. The "Daily Five" is worth 10% of their final mark.

Students who have a legitimate excuse for missing the "Daily Five" are allowed to do an extra small assignment to make up for lost marks.

"One of the biggest benefits comes in taking up the questions, either to recap events, or as a segue between yesterday's and today's material. Regardless of whether or not a student gained the five marks, the student still gets to see the solutions, pick up extra tips, or gain some insight as to what my expectations are for full marks or half marks."

Teaching and Learning Strategies

Science • Math • Social Studies • Physical Education •
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Title:

Math Communication: A Picture Should Not Require a Thousand Words!

Submitted by:

Pam Schlosser, Sir John Franklin High School, Yellowknife, Yellowknife Education District #1

Benefits to Students:

- practice in communicating with the use of specific geometry terminology
- practice in interpreting instructions where geometry terminology is used

You Will Need:

- prepared geometry pictures (samples below)

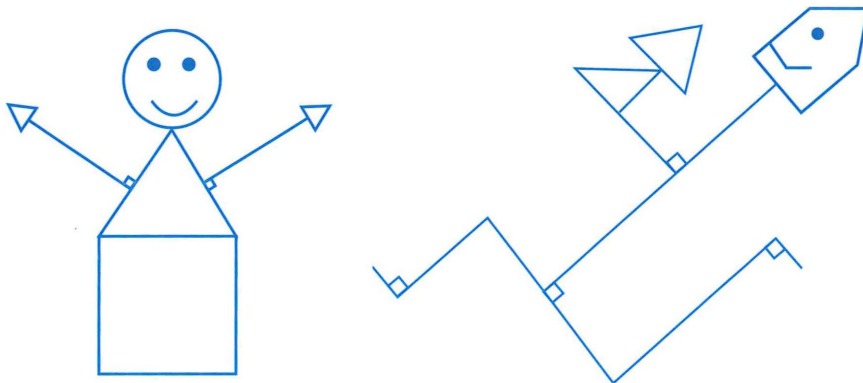
How it Works:

Students pair up and sit facing each other. The teacher draws or places a prepared geometrical picture on the board so that only one person can see it. The person facing the image then has to use their math communication skills to describe it to their partner so that he/she can draw it.

Keep in Mind:

The higher the grade level, the more difficult the picture and the more precise the students must be in their descriptions with respect to size (estimating), angles and terminology.

Use as needed for a fun exercise and more regularly (for 10 – 15 minutes per class) as students are learning geometry terminology.



Students can draw their own picture and then describe it to a partner. It is satisfying to be able to describe something with such precision that someone else can really "see it".

Teaching and Learning Strategies

Science • Math • Social Studies • Physical Education •
Health • General Areas/Review



Title:

Math Game: A Review that is FUN!

Submitted by:

Pam Schlosser, Sir John Franklin High School, Yellowknife, Yellowknife Education District #1

Benefits to Students:

- a form of review that is FUN!
- students in a team collaborate and support each other

You Will Need:

- construction paper for category headings
- question sheets (prepared in advance)

How it Works:

When it is time for a cumulative review the "Math Game" is played. The teacher writes category names on strips of construction paper which are taped to the board.

Categories might be "Fractions", "Equations", "Polynomials" ... and there is always an additional category labelled "Wild". Beneath each category are 5 squares, numbered 1 through 5.

The teacher organizes the students into groups and instructs one group to start the game by choosing a category and a number. The teacher removes the square that has been selected and reads the point value that has been written on the back. The point values may be random or may correspond with the difficulty level of the question. The teacher then reads/writes out the corresponding question from the question sheet.

Each person in the group must work out the problem and all members of the group must agree on an answer (within a set time limit). The teacher then chooses one person in the group to give the answer. If the response is correct, the group gets the points. If incorrect, they must subtract that number of points from their total, and the question is then posed to the next group.

The "Wild" category has nothing to do with math, but includes questions like: "name the seven dwarves" and "sing a song of your choice". The fun of the game is in the "Wild" category and taking time to develop questions that will be fun to answer.

Keep in Mind:

The preparation work is really only necessary the first time. After that, the questions can easily be altered and the game pieces can be used repeatedly.

Groups must "visit" each category at least once before returning to any category.

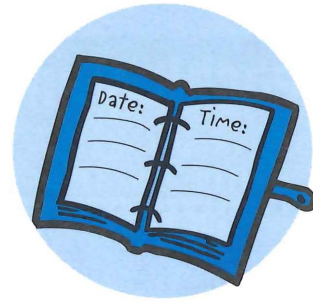
Mix the ability levels in groups and separate "buddies."

Each student attempts a calculation, and the group has opportunity to confer briefly before the teacher selects a student to respond.

"I find that ALL students in the class work on the questions that are given. In part this may be because the next group will be given the question if it is answered incorrectly, but the students are generally keen to test their skills in this fun, non threatening way."

Teaching and Learning Strategies

Science • Math • Social Studies • Physical Education •
Health • General Areas/Review

**Title:**

Math Integers

Submitted by:

Julaine Hamer, St. Patrick High School, Yellowknife, Yellowknife Catholic Schools

Benefits to Students:

- a questioning tool that helps students understand integers

How it Works:

When adding integers and the signs are different, a question that is helpful to ask is, “Which has more? The positives or the negatives? By how many?”

Keep in Mind:

Using a visual aid (coloured discs, number line) along with these questions can also help students to understand the concept.

“Using this simple approach has helped many of my students. It provides an easily remembered strategy for approaching the addition of integers.”

Teaching and Learning Strategies

Science • Math • Social Studies • Physical Education •
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Title:

Linear Relations Trick

Curriculum Fit:

Math 10/13/23

Submitted by:

Allyson Stroeder/Sister Nancy, St. Patrick High School, Yellowknife, Yellowknife Catholic Schools

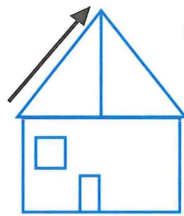
Benefits to Students:

- students have a visual and verbal method to determine whether a slope is positive or negative

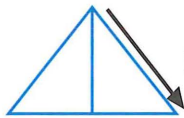
How it Works:

Here's a trick to remember slope:

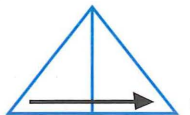
"Ed is a roofer and the amount of difficulty he has shingling the roof of a house is related to the slope."



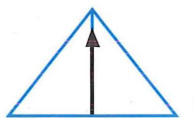
- a) Ed has to "put out" a positive amount of energy to overcome gravity and climb this roof. (The slope is positive - the steeper the slope, the more energy and the higher the number.)



- b) Ed does not have to "put out" any energy to walk this slope. In fact, he will be pulled down by gravity. (Negative energy - negative slope.)



- c) Ed does not have to overcome gravity to walk horizontally - slope is zero (0).



- d) It is impossible for Ed to climb that part of the roof - just as it is to calculate the slope of a vertical line - it is undefined.

"This approach makes sense for students because it relates the concept to something with which they are already familiar."

Teaching and Learning Strategies

Science • Math • Social Studies • Physical Education •
Health • General Areas/Review



Title:

Making Sense of the World "Out There"

Submitted by:

Wayne Ingerfield, Charles Yohin School, Nahanni Butte, Decho Divisional Education Council
Micheline Ricard, Sir John Franklin, Yellowknife, Yellowknife Education District #1

Benefits to Students:

- acquaint students with and help them make sense of the "outside world"

You Will Need:

video recorder, video tape, TV monitor, student journals

How it Works:

Tape the CBC morning news highlights. View the tape with the class the same day as part of the daily opening activities. Discuss relevant issues and make journal notes. Use quizzes to test for understanding from time to time.

This activity can provide a helpful focus for the beginning of the day. As issues in subject areas come up that are relevant to the news viewed in the morning, associations and applications can be encouraged.

As students become more familiar with issues, the discussions can take place in small groups so that there is more opportunity for speaking. Large group discussions can follow the small group discussions so that any outstanding questions can be addressed.

Keep in Mind:

This can be used as a multi-grade activity.

Occasionally, students could also be asked to reflect on their recent learning from these activities in a journal format, so that teachers can learn from students' individual writing.

Teachers could also invite personal written reflections to open ended questions, such as "the most significant thing I have learned from our news discussions is...", or "Because of our news discussions I find that I'm often thinking about ..."

From time to time other news resources can be used such as newspapers, video documentary.

"The questions that come from our conversations about 'how the world works' often lead to discussions about how things work right in our own community. When students can relate what they see on 'world news' to community relationships and 'vice-versa', valuable learning has taken place."

Teaching and Learning Strategies

Science • Math • Social Studies • Physical Education •
Health • General Areas/Review

**Title:**

Making Government "Come Alive"

Curriculum Fit:

Social Studies 16 - Levels of Government

Submitted by:

Nora Dixon, Samuel Hearne Secondary School, Inuvik, Beaufort-Delta Divisional Education Council

Benefits to Students:

- students are encouraged to gain first hand experience with levels of government by attending meetings

How it Works:

When studying levels of government, students are encouraged to attend local evening meetings representative of the various levels of government. The teacher can:

- 1) announce the meeting, time and place;
- 2) attend the meeting (though this is not entirely necessary);
- 3) have students who attended give a brief oral report to the rest of the class the next day;
- 4) offer those who attended (and reported) "time in lieu", at the teacher's discretion, (time on the computer, free time, library pass, or, with the approval of the administration and DEA, early dismissal from class.)

Keep in Mind:

An entire class may be able to attend a meeting and then have a visit from one of the local politicians the next day so that questions can be asked and answered and observations offered.

"Since the focus of the 16 - level program is school-to-work, it seemed quite legitimate to mirror a work situation."

Teaching and Learning Strategies

Science • Math • Social Studies • Physical Education •
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Title:

A Problem Solving Approach to Physical Education Skills

Submitted by:

Elaine Stewart, Department of Education, Culture and Employment

Benefits to Students:

- students problem solve their way to skill acquisition
- students with “active experimentation” learning styles will thrive with the use of this approach

How it Works:

‘New skill’ sessions in P.E. often begin with a demonstration of the focus skill (the volleyball overhead pass, for example) and students, with this picture of the performance in their minds, are sent off to practice with the goal of emulating the ‘correct way’.

With the problem solving strategy the idea is to pose a problem to all of the students and encourage the exploration of a variety of strategies. Sometimes it is best for the students to start this exploration NOT knowing what “outcome skill” the instructor has in mind. For example, with the outcome of learning the overhead pass in volleyball the teacher could begin by asking the students to work in pairs and “solve the problem” of how to catch a volleyball without making ANY sound. After some time to solve the challenge have the students share their findings in the large group.

Next the teacher adds the ‘challenge’ that the ball must be caught (still ‘noiselessly’) while it is still higher than the catcher’s own head. (Note: It is amazing that when beginners try this, they will assume the correct hand, arm and body position for the overhead pass!) The students in pairs toss the ball to each other in a high easy lob pass and the receiver tries to “solve” the problem. Large group sharing of strategies will likely reveal that the most successful pairs are those who are “catching” the ball just above their foreheads. The teacher can probe with questions that will help to focus on the factors that contribute to the successful solving of the problem (body stance, arm position, position of ball in relation to body, hand and finger position, ...)

These results can then be built upon by posing the next problem as “how can you now pass the ball to your partner from this position (the position of the ‘noiseless catch’) by moving only your wrists?” After some time with this experimentation, have students try to decrease the amount of time the ball is “held” between the catch and the “wrist flick”. Ask them how they can use their body to make the ball go farther or higher. Through this challenge the students will start to experiment with using their body as a ‘spring’. Continue to have students watch and analyze one another’s performance to “distil” the elements that appear to be contributing to the successful performance of the skill.

The problem solving technique can be helpful in teaching all sports skills. In basketball the class might be started with some exploration of how to put ‘spin’ on the ball. Ask the students to move to some wall space and see how many different kinds of spin they can place on the ball. After they have had opportunity to practice have them demonstrate what they have found. After all the solutions have been explored, ask them which kind of spin would be of particular help to a basketball player and why that would be so. Have them test out their theories with the backboard. Questions like, “Look at what the ball does when it hits the backboard with different kinds of spin. How can a player use spin to score baskets? Does using the backboard also help? Why does it help?” will be used to help students make the connections so that they can self correct their own performance.

Keep in Mind:

This process works because it requires the students' thoughtful analysis. Problem solving helps students to understand the 'why' of effective skill execution. Those students, particularly, who do not acquire physical skills quickly or easily, will benefit from this teaching as they develop a better understanding of why they are doing what they are doing.

There is significant 'overlap' in sport skills and problem solving can help students transfer existing skills. "How is spiking a volleyball the same as throwing a ball? If you were going to throw a ball really far, or spike a volleyball, what things would be the same?" (Look for: tracking with the non throwing/hitting arm, upper body rotation, follow through position...)

"This approach was helpful for everyone; it was non-threatening for the students who did not pick up physical skills easily and the 'natural' athletes enjoyed using their learnings to coach others."

Teaching and Learning Strategies

Science • Math • Social Studies • Physical Education •
Health • General Areas/Review



Title:

Coming to 'Terms' in Sexuality Education

Submitted by:

Elaine Stewart, Department of Education, Culture and Employment

Benefits to Students:

- students make decisions about the terms they feel comfortable using in sexuality education classes

How it Works:

The teacher introduces the exercise with some acknowledgement that talking about sexuality can be difficult for “all of us” because it is considered a ‘delicate topic’ in most cultures. However, especially since the advent of life-threatening sexually transmitted diseases, it is an important area to address in education. In order to be able to have open classroom discussions, however, it is helpful for the class to work together to determine what terms will be used. The ‘groundrules’ might be that terms will have to be:

- accurate
- “user friendly” (scientific terms can be hard to pronounce and may make the concepts seem “far” from student’s real lives), and
- respectful of all students

The teacher creates a large chart on the blackboard with three columns:

Scientific term	Classroom term	Street language
-----------------	----------------	-----------------

The teacher explains that these categories will be explored for the following reasons:

- pamphlets, magazines, and books may use scientific terms and students should, therefore, know what they mean when they come across them;
- exploring the street language category will help them to learn about some terms that they hear but don’t see in most books and magazines and about which they may have misconceptions or misinformation;
- the “classroom term” category will help the students determine what language they feel comfortable using in the class.

The teacher starts the exercise by printing a term in the “scientific term” category, for example, “mammary gland” or “testicles”. The teacher then moves to the third column and asks for examples of street language that are used for this term. There may be some chuckles from the group or a protracted silence, but patience and a manner that is serious, yet “open” may help. After several responses have been collected, the teacher moves to the centre category and asks the class what term they think should be used in the classroom that will fulfill the criteria of accurate, “user friendly” and respectful. In some cases, the class may prefer to use the scientific term or one of the street language terms. The exercise continues until the students have agreed to a list of terms that will be needed to communicate the content of the program being used in the class. The list can be transferred to a poster of overhead transparency for reference in subsequent classes.

Keep in Mind:

Once the agreed upon terms have been decided, the teacher might encourage the class to chant the list in unison a few times. If students have the opportunity to speak the words out loud it will increase their comfort with using the terms in the classroom discussion context.

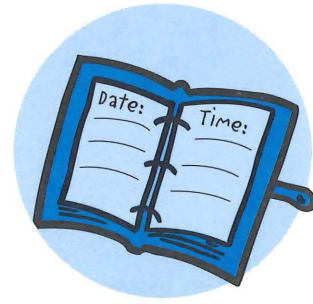
It may be helpful to have anatomical diagrams on hand for this exercise.

If teachers feel uncomfortable with an exercise such as this, or with sexuality education in general, public health personnel (Community Health Resource person, nurse,...) might be called upon to assist with the program instruction.

"After I led my students through this exercise, they demonstrated an increased level of maturity when discussing sexuality issues. They seemed to get the "giggles" out of their system and were ready to focus on learning activities."

Teaching and Learning Strategies

Science • Math • Social Studies • Physical Education •
Health • General Areas/Review



Title:

Career and Technology Studies (CTS) Portfolio

Submitted by:

Donna Dahm, Louis Norwegian School, Jean Marie River, Dehcho Divisional Education Council

Benefits to Students:

- a tool for tracking students' completed CTS modules

You Will Need:

- a portfolio

How it Works:

Students develop a CTS portfolio in which to make entries and to track and document the successful completion of modules. Unmarked elementary writing folders can be used, covered with attractive fabric and ties of hide or ribbon added. During a word processing class, each student designs a label including their name. Students enter data into the accompanying outline. The information comes directly from the course outline and curricula.

Pictures of student work are taken, either by students or the teacher, and included in the portfolios. After a project is completed, the forms are signed by the instructor/teacher, and a copy is made for the student's records and Career and Program Plan (CPP).

"This portfolio was an excellent introductory project which ensured that students had a record and sample portfolio for their CTS modules. All parts of these portfolios can be class/student projects. I did one sample for each of my CTS strands and then students modified and completed it to suit their needs as projects in class."

Summary of Completed Modules

Name of Module	School	Date

CTS Portfolio Entry

Name of Student: _____

Strand: _____ Module: _____

Term: _____ Project: _____

Teacher: _____ School: _____

Project Objectives:

- Tools/Equipment/Safety:
- Elements and Principles:
- Skills/ Techniques:

Equipment Used: _____

Related CTS Activities: _____

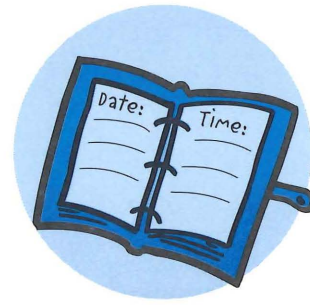
Signature of Instructor _____

Date: _____

Picture of Finished Project

Teaching and Learning Strategies

Science • Math • Social Studies • Physical Education •
Health • General Areas/Review



Title:

'Drawing' on the Carpet

Submitted by:

Dave Tudjan, Quqshuun Ilihakvik, Gjoa Haven, Kitikmeot Divisional Education Council

Benefits to Students:

- using the carpet creatively to serve as a visual aid teaching strategy
- a helpful strategy for kinesthetic learners

You Will Need:

- carpet (squares), chalk

How it Works:

Classroom carpet (squares) can become another visual aid resource. White chalk can be used on it to create diagrams or backdrops for "board" games, such as "human checkers", tic-tac-toe.

Keep in Mind:

White chalk vacuums up easily, while coloured chalk can stain. Make sure you try it out on a "test piece" first.

"My favourite is a large diagram of the cardiovascular system that the students can march through, visiting the lungs, right atrium, right ventricle... Students can carry pieces of red paper to represent oxygenated blood and deliver them to the "cells" (via the capillaries) where the red papers are exchanged for blue pieces of paper (de-oxygenated blood). The blue pieces are carried through the veins, right and left atria and then exchanged for red ones again in the lungs."

Teaching and Learning Strategies

Science • Math • Social Studies • Physical Education •
Health • General Areas/Review



Title:

Assignments and Tests Get A Second Life

Submitted by:

Lenore de Jong, Sir John Franklin High School, Yellowknife Education District #1

Benefits to Students:

- "saving" blank assignments and tests so that they can be used as study resources

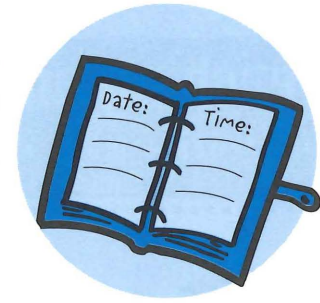
How it Works:

When handing out an assignment or test, students are requested not to write on the test paper. They are asked to write all computation work and answers on foolscap.

"The advantage of this method is that students then have a clean test paper or assignment paper from which to study for midterm or final exams."

Teaching and Learning Strategies

Science • Math • Social Studies • Physical Education •
Health • General Areas/Review



Title:

Cooperative Review for Final Exams

Submitted by:

Ruth Cameron, Sir John Franklin High School, Yellowknife, Yellowknife Education District#1

Benefits to Students:

- encourage students to study for their exams
- cooperative learning strategy

You Will Need:

- to begin a week before exams are administered

How it Works:

Groups of 4 students are formed within the class. Group members include one higher functioning student, two average functioning students, and one lower functioning student. Students are given review sheets and, once they are completed, a corresponding answer key. Students work during class time in their groups.

After the final exam, prizes (food certificates, "Pez" dispensers, pencils...) are awarded to each group based on the group's improvement between their class marks and exam marks.

Point System:

Points for your team	Class mark compared to exam mark
0	lower or no improvement
5	1 – 5% higher
10	5 – 10% higher
20	10 – 25 % higher
50	>25% higher or a perfect mark

Keep in Mind:

This strategy can be used in any subject area.

"I have found that it is difficult to motivate students in grade 9 and 10 to spend adequate time reviewing for exams. This strategy worked both to get students studying and working cooperatively as a team to improve their grades."

Teaching and Learning Strategies

Science • Math • Social Studies • Physical Education •
Health • General Areas/Review



Title:

"Baseball": A Review Game

Submitted by:

Sally Watters-Henley, Maani Ulujak Ilinniarvik, Rankin Inlet, Kivalliq Divisional Education Council

Benefits to Students:

- a fun way to review a previous lesson or unit

How it Works:

Using the premise of baseball (two teams, pitcher, 3 bases, outs, runs), the fielding team is responsible for generating questions to "pitch" to the batting team. Teams divide into different areas of the room and spend the first 10 minutes of the class generating questions. They must, of course, be quiet enough so as not to "tip off" the other team.

Questions can be assigned different levels of difficulty; a one base hit, two base hit, home run, "sacrifice bunt" (a very easy question where the batter will be out but will advance a base runner one base). If using the varied levels of difficulty, batters stepping up to the plate will ask the pitching team for the level of difficulty that they want. A less complicated way to play the game is to have all questions worth "a single" or to draw the bases advanced out of a hat either before the question is asked or after it is answered correctly. Once the questions have been prepared the game is ready to be played.

One at a time the batting team comes to the "plate" where they are asked a question by the fielding team. If the question is correctly answered, the batter proceeds to the correct base (a one base hit the batter goes to first base, a correctly answered "triple" would allow them to go to third base); if incorrectly answered, the batter is out. Each time a base runner gets to "home plate" a run is counted for the batting team. Three "outs" and the other team is up to bat.

Keep in Mind:

It might be easiest to play the first game or two with only "one base questions". As the players become more familiar with the game and more aware of how questions can be asked to increase level of difficulty, the "multi-base hits" can be introduced.

This concept can be applied to any subject area.

"This has helped my classes review for tests/exams. It is also used just for fun. This works because students can have success in the questions/answers situation without feeling threatened. The difference is shown in the enthusiasm for the learning while playing the game."

Teaching and Learning Strategies

Science • Math • Social Studies • Physical Education •
Health • General Areas/Review

**Title:**

Curriculum Correlation

Submitted by:

Sandy McAuley, Department of Education, Culture and Employment

Benefits to Students:

- curriculum will be better organized and delivered in multi-course classrooms, hence, will facilitate better learning

How it Works:

One of the challenges faced by teachers in very small high schools is dealing with multiple levels of courses in the same room at the same time. In the core subjects at the grade 10 level (for example, Science 10/15) about 80% of the course objectives is identical but laid out differently. By breaking down the courses of study, teachers are able to organize the material with common objectives aligned. Once this is complete a classroom teacher can use the same unit to address both levels of a subject area by differentiating in homework and assignments.

Keep in Mind:

This requires a lot of work at the front end, but once the curriculum correlation has been done, it is a useful tool for planning.

"This strategy can be a life-saver for the instructor of senior secondary multi course classes."

Teaching and Learning Strategies

Science • Math • Social Studies • Physical Education •
Health • General Areas/Review



Topic:

16/26 Things that Work

Submitted by:

A group of Nunavut educators participating in a the Nunavut High School Project

Benefits to Students:

These strategies have supported successful outcomes for 16/26 students in the Kitikmeot region and are offered here as “springboards” for ideas.

General Strategies:

Courses can be taught over two semesters or through the use of a modular approach. Courses that are divided in modules or units allow students to focus on areas of challenge and reduce the repetition of concepts already learned. Credits can correspond to what has been completed.

Develop a tool that allows students to visually track their progress through graduation requirements.

Read everything out loud and often.

Do not depend too much on homework. Create in-class time.

Use “hand-on” activities, concrete experiences and use game formats to develop an atmosphere of excitement.

Integrate everything for projects. For example, Career and Technology Studies on the land units can be integrated with Inuuqatigiit.

Become part of community events, such as winter carnivals and spring festivals, emphasizing the planning stage of the process so that students gain experience in planning and implementation skills. Students will develop responsibility and self esteem will be enhanced through participation.

Develop links with colleges for courses/seminars. Some topics/areas that could be explored are drug abuse, snowmobile maintenance...

Allow students and elders to develop relationships by working together. A data base of skills that individual elders would like to share could be developed supporting the involvement of elders in students' school/CTS projects. Students could organize free Bingo for elders (using donated prizes). Students could also organize an event to 'recognize' volunteers in the community.

Hold a mock trial, for example, 'cigarette on trial', to support health and lifestyle education.

Hold mock elections where students engage in all aspects of the electoral process including making speeches and holding an election. Elections Canada will provide ballot boxes and other materials.

Use northern newspapers that include aboriginal languages.

Have students become involved in peer selected awards. Special category awards could include pride, desire, respect, vision, initiative... Every Friday an award is given, and the previous week's winner selects the next winner.

Create an 'Attendance Thermometer' and have a pizza party at the end of the month when a new attendance goal is achieved. Encourage the use of positive peer pressure.

"Sunshine calls" - Once a month call each student on the phone to say POSITIVE things (1 minute maximum). Send letters to students who do not have telephones.

Peer phone call attendance checks.

Bi-monthly radio show to report (in English and aboriginal languages) positive news from the school such as awards, special events, and student run activities.

Students who are reluctant to participate in Physical Education can develop their own program for a small group. The program would be flexible and focus on increasing lifestyle wellness. Look to achieve small positive steps and creatively work around 'barriers' to participation.

Combine science and physical education concepts wherever possible. For example, students could learn about human muscular system in biology while doing a unit on weight training in physical education.

Work with students to set goals for their learning performance. Students respond well to high, yet achievable, expectations.

Have an "I Can't Funeral" where students write "I Can't" statements and have a funeral to bury them. Late in the year reflect on the activity using an "Anything is Possible" theme.

Use inspirational movies - "Stand By Me", "To Sir With Love", "Stand and Deliver", "Dead Poets Society".

School Wide Themes - monthly or weekly, for example, "Terry Fox Month", "Tobacco Tackle", "Safe Sex Week", "Literacy Week" ... All teachers work in their classes on these themes. Teachers are not required to organize a theme but look to support it in their classes.

Run a school store on a lockable trolley. Math 16 activities could be organized around this program.

When students are involved in a process that moves through the stages of "dream it, plan it, do it", self esteem is enhanced.

Careers and Technology (CTS)

Organize a one or two week block schedule for all students in the school to work on CTS modules at the same time. Students can be offered choices in a variety of activities including craft shop, mechanics, survival courses, cooking, on the land skills ... Use a system that will allow for the "blurring" of lines between grades and levels allowing all students to "rub elbows" and have an opportunity to excel at different activities.

CTS Fashion show featuring traditional clothing and braiding/ornamentation.

Offer CTS credits for students to do "real" things such as organize school trips and gain work experience.

Use CTS Enterprise and Innovation strand to offer meaningful services in the school and community.

Students can set up their own businesses: sewing, baking, pizza, aboriginal language dictionary, calendars, café, "Kid Community Bakery" (baking club to raise exchange trip funding), popcorn sales (proceeds for groceries to pay elders), green house for vegetables, ...

Explore CTS partnerships with community entrepreneurial businesses.

Career and Program Plans (CPP)

Take time to conduct thoughtful CPP reviews. Provide opportunity for students to review their CPP and recognize progress toward their goals. The teacher takes initiative to set up the time and in the discussion the students make a plan to move from present state to next phase. Students experience a listening adult who is taking their plans for the future seriously.

Work on CPP in Tutorial Assistance Group (TAG) or Teacher Advisory Program (TAP). If student group is multi grade, older students can discuss what they have learned in the CPP process with younger students.

For Career Week or Career Fair have community employers come in to describe work requirements and work 'realities'. Students can attend workshops held by teachers and resource persons.

Language

Make as much use of aboriginal languages as possible through language specialists, guest speakers, elders in the classroom, field trips... Language specialists could be included in 16 level planning, division meetings, and so on. It would be advisable to have the language specialist use the same writing process as the English teacher.

Have students interview elders and report orally to their classmates.

Teach English 16 and Reading 10 back to back so that students get a "double dose" of language.

Explore the use of community wellness funding to fund drama productions related to wellness themes.

Pen pal with southern classes so that students can practice reading and writing skills while developing a relationship with another young person. Pen pals could be formed over the internet (BBS) so that the process of sending "mail" could be simplified.

Include relevant literature as a part of the program. Read to students, have students read in groups, use taped readings,...

"Bringing Literature Alive" - dramatize the main characters of the novel and have the students write the scripts.

Use Literature Circles. Roles might include:

- Discussion Director - thinks of BIG questions to discuss, not 'yes'/'no' type of questions
- Literary Luminary - finds favourite part to share
- Illustrator - draws a visual of something related to the story
- Connector - answers the question: "What does the reading remind you of?"
- Summarizer - gives a brief summary of the reading
- Vocabulary Enricher - find 10 words that are new, special, interesting,...

Read text together, break into roles, regroup to share. TALK, TALK, TALK about books.

Use "Event Cards" for writing - See this strategy under Section I - 'Strategies for Teaching and Learning - Language'

Use drama to celebrate traditional culture :

- students write original scripts or script a well known story/legend
- make traditional props, such as harpoon, drum, qulliq...
- Incorporate drum dancing and traditional sports and games

Science

Science Fair - Assign groups of students to work on a project and encourage students to organize experiments rather than research projects. Focus on application of science concepts in a northern context.
Science Olympics - See this strategy under Section II - 'Strategies for Teaching and Learning'

Math

Let students know that Science 16 and Math 16 may take longer than one year to complete. Use modular approach.

Have students make and use their own flash cards.

Write word problems that are northern stories.

Organize a 'Math Olympics' where teams solve interesting and relevant problems.

Keep in Mind:

Underlying themes in all of these ideas are:

- making school work practical,
- selecting methods that cause concepts to "come alive",
- selecting activities that consolidate skills, and
- intentionally creating a positive and success focussed atmosphere.

Notes:

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Notes:

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Notes:

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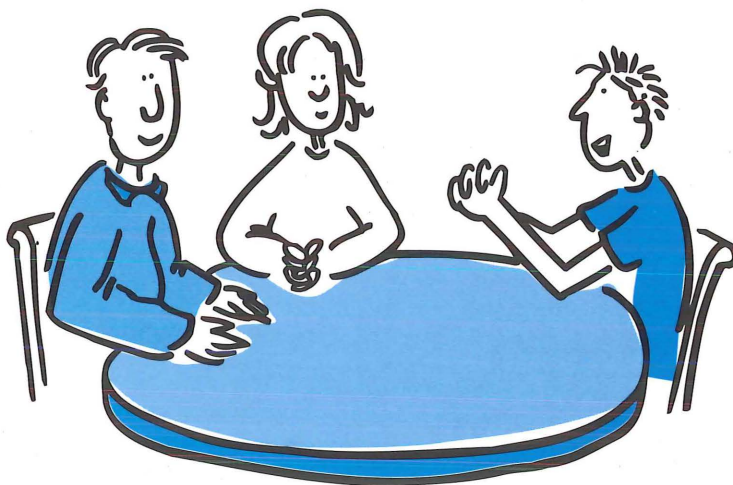


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Strategies for Program and Student Support

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Strategies for Program and Student Support



Title:

Creating an "Invitational Classroom"

Submitted by:

David Beevor, Tusarvik School, Repulse Bay, Kivalliq Divisional Education Council

Benefits to Students:

- welcoming students into the educational environment and enabling them to make that environment "their own"
- creating an environment that is "intentionally inviting"

How it Works:

Here are examples of how an "Invitational Classroom" can be created.

Students "setting" up their learning space in their own way:

Talk about the kinds of things that students have/would like to have in their bedrooms at home that identify to themselves and others that it is "their space".

Students are then encouraged to make the classroom "their space" by bringing in or raising money for:

- posters,
- plants,
- music for the class "boom box",
- a "refreshment" area (water pitcher, cups),
- large mirror,
- classroom pet (fish, hamster, lizard...)
- any other items that they might like to have.

Creating the classroom "ground rules":

Talk about what the purpose of the classroom is, i.e. "place for learning", and what kinds of things might "get in the way" of that learning, for example, being late or absent, behaviour that distracts others, and transform this list into agreed upon "ground rules" for classroom. Students should understand that the ground rules can be revisited anytime to change or add items as the need arises. (Note how this is a list of items generated and agreed upon by the group rather than a teacher dictated list of rules/expectations).

Actions that speak "I'm glad you're here!"

The teacher makes sure that he/she is at the doorway of the classroom at the beginning of the day - students are greeted and "welcomed".

Sharing the classroom responsibilities creates "ownership"

Classroom responsibilities are identified and a list of duties is rotated among the members of the class. These duties might include details such as:

- handing out/collecting student work,
- keeping homework spot on board up to date,
- cleaning chalk brushes,
- set up and take down of displays,
- feeding/cleanup for classroom pet,

- keeping water pitcher area clean,
- organizing resource area

What is important here is that every student has some kind of task every day. This supports the reality that the classroom is their space.

“Classroom meetings”

Once a week a classroom meeting is held. This is a time to discuss concerns or share “bouquets” - “what a great job you’re all doing of the classroom tasks - no one had to be reminded to do their job last week”, or “special thanks to the group of you that figured out a new way of organizing the... it makes it much easier to ...” It’s a good idea to have an area of the blackboard for agenda items (or see the “Gripe Line” promising practices). Students and the teacher can place items on the agenda, and each item is taken up during the classroom meeting. A process for the discussion might be that:

- the originator of the item introduces that discussion,
- there is time for questions/clarifications,
- a discussion about what to do follows with brainstorming for solutions,
- selection of the most workable option.

Classroom ground rules might be added to or altered depending on the outcome of these discussions.

Keep in Mind:

Establishing an inviting environment can begin to happen any time but it is best if this takes place right at the beginning of a new school year.

See also *Inviting School Success: A Self Concept Approach to Teaching and Learning 2nd edition*, by William Purkey and John Novak, ISBN 0-534-02891-8. The book contains many practical ideas, including a section with suggestions for, “What ‘x’ can do ...” to foster inviting schools, including:

- Elementary teachers
- Junior High Teachers
- Senior High Teachers
- Physical Education Teachers
- Administrators
- Counsellors
- Food Service Professionals
- Bus Drivers
- Secretaries

“Sincerity is key to this strategy - the teacher has to be genuinely committed to giving up control in favour of group ownership.”

Strategies for Program and Student Support

**Title:**

Class Grid - "Building Community by Finding Things in Common"

Submitted by:

Yasemin Heyck, Mildred Hall School, Yellowknife, Yellowknife Education District #1

Benefits to Students:

- helps to establish class unity
- encourages a sense of belonging for each member of the class

You Will Need:

- class list for each student
- a large (6' x 6') piece of paper with each students' name written down the side and in the same order across the top. Draw a line under each name and extend it across and down the paper forming a grid. Remember to include yourself. (Sample included below.)

How it Works:

Each student is given a class list with a space beside each name. Students are asked to engage in conversation with a classmate in order to find one thing that they have in common. Once the information is discovered, it is written down on their sheet beside that individual's name. Students move about the room until they have conversed with each of their classmates. After the list is completed, each student enters this information on the grid by lining up their name with the other student's name and filling in that space.

Sample

	Student 1	Student 2	Student 3
Student 1	X		Favorite Sport is Hockey
Student 2	Born in the same month	X	Born in Inuvik
Student 3	Both own a snowmobile		X



Keep in Mind:

Prior to engaging in this activity teachers might discuss expectations for how students will interact with one another while working together. Give examples of positive and encouraging responses and talk about the kinds of responses that will “shut others down”.

Some students will need support and encouragement to overcome shyness or to find an approach that helps them to discover what they have in common.

Be sure to include yourself on the grid. I have discovered many valuable similarities between myself and my students which helps establish a positive connection right away. Once the grid is complete, it provides an excellent visual image of a group to which each member has contributed.

“I have used this activity close to the beginning of the year with my classes. The students may require portions of several classes to finally complete the project and results are well worth the time and effort! Students who may not have anything to do with each other discover that they do indeed have things in common. It helps to break down barriers between groups of students and allows new students to quickly interact with their peers.”

Strategies for Program and Student Support



Title:

Tundra Rock Café

Submitted by:

Brenda Illaszewicz, Kiilnik High School, Cambridge Bay, Kitikmeot Divisional Board of Education

Benefits to Students:

- making a “warm” atmosphere and healthy breakfast food available to students before classes begin

You Will Need:

- breakfast food: muffins, fruit, cheese, coffee, and juice
- cash box

How it Works:

The Tundra Rock Café is open one hour before school each day. Students and staff are able to come into the Home Economics room (appropriately decorated) for specialty coffees, muffins, juice or fruit - \$1/piece. Students run the café and are baking more muffins at this time for the next morning.

Keep in Mind:

Check with the District Education Authority (DEA) before pursuing this idea to determine whether it is acceptable within existing policy.

Occasionally community members could be invited for special breakfasts, i.e. pancake breakfast fundraiser or traditional foods breakfast. The “community breakfast” could be an opportunity to celebrate an achievement of a community member or student who would be the breakfast guest of honour, permitted to wear the “apron of honour” and given the ‘privilege’ of offering coffee refills. Having the guest of honour serve during the breakfast would highlight the reality that those who are “celebrated” for achievement are those who have offered their gifts to others.

“The Tundra Rock Café encourages some students to come to school earlier and provides an alternative to chips and pop for breakfast. The warm and friendly atmosphere has drawn community members into the school to visit as well.”

Strategies for Program and Student Support

**Title:**

"A Chuckle a Day Keeps Lateness Away"

Submitted by:

John Stewart, Department of Education, Culture and Employment

Benefits to Students:

- start the session with some fun
- encourage students to arrive to class on time

You Will Need:

- cartoons
- overhead projector and transparencies
- copier

How it Works:

For all classes that follow a break, a cartoon (photocopied on a transparency) is placed on the overhead. It is removed at the bell that signals the beginning of the class.

Keep in Mind:

Students might be interested in bringing cartoons to school for the teacher to photocopy and use. Talented cartoonists may wish to launch their own series for the classroom as well.

For second language classes, cartoons can be translated into the language of study.

For Social Studies classes political cartooning can be used and can provide the basis for a discussion of issues during class time as well.

"This strategy encouraged students to arrive to class on time. Students tried to get to class early so that they wouldn't miss the cartoon."

Strategies for Program and Student Support

**Title:**

Translating Long Term Plans into Daily Plans

Submitted by:

Hélène Belsey, Leo Ussak Ilinniarvik, Rankin Inlet, Kivalliq Divisional Board of Education

Benefits to Students:

- a strategy that ensures that long range plans are more than an exercise to satisfy the administration; long range plans drive weekly and daily planning

You Will Need:

- long range plans, day book

How it Works:

Long term plans are kept at the end of the day book. Each Friday the plans are consulted to determine if the reality of weekly classroom activities is following the long term plans. Then on the left side of the day book for Monday the objective for that week is written and the plan created on the right side, based on the year plan objective. After the school day on Monday, the teacher looks over the objective and writes the objective for one day, Tuesday, on the next left hand side of the day book and Tuesday's lesson on the right. At the end of each school day the next day's objective is written, and the plans for the day 'fleshed out' as well. On Friday the process will begin again with the week's objectives for the next week being carried forward from the long range plans.

"This strategy really focuses me on my long term plans at the end of each week, and refocuses me on my weekly objective every night."

Strategies for Program and Student Support

**Title:**

Daily Class Handouts

Submitted by:

Decho Divisional Education Council

Benefits to Students:

- a resource to focus students' attention to a lesson

You Will Need:

- approximately a half hour each evening

How it Works:

Prior to the beginning of each class students are given a pre-punched handout outlining the concepts to be covered in that particular class:

- objectives,
- key vocabulary,
- important quotes,
- homework summary,
- any other relevant information.

The sheet is passed out to students at the beginning of the class. The handout helps students stay focussed and organized. Because the notes create a chronological study guide, the students have a resource to help them study for tests and Departmental Exams.

Keep in Mind:

Over the course of the year the students can be gradually weaned from being given the entire outline and taught to create the various sections on their own in point form. The last few minutes of the class can be used to allow students to "compare notes" with a teacher sample on overhead.

"It takes a few extra minutes each evening but it is one way to model organization. Feedback from students has been excellent."

Strategies for Program and Student Support

**Title:**

Collateral for Physical Education Equipment

Submitted by:

Barb Hall, Department of Education, Culture and Employment

Benefits to Students:

There will be more equipment available for all students if the equipment that is borrowed is returned!

You Will Need:

- clipboard and daily sign out sheet
- “secure area” (closet, strong box) to lock away items that have been collected

How it Works:

Students must offer a piece of collateral (favourite hat, driver’s licence, skidoo key,...) when equipment is borrowed. A record is kept by the supervisor as to what equipment has been borrowed and what item will be held safely until the equipment is returned.

Keep in Mind:

This also works for loans of pens, rulers ...in the classroom.

Here is another strategy to help equipment “find its way home”. Consider spray painting P.E. equipment some bright and noticeable colour. It is less likely to “walk away” if everyone will recognize it as school property, and equipment that has been found outside of the school will be more easily returned.

“Students enjoy using P.E. equipment during noon hours and after school, but all gymnasium supervisors know that getting all the equipment returned can be a problem.”

Strategies for Program and Student Support

**Title:**

Helping Students Catch Up After Absences

Submitted by:

Avis Beek, Qitiqliq High School, Arviat, Kivalliq Divisional Education Council
Julaine Hamer, St. Patrick High School, Yellowknife, Yellowknife Catholic Schools

Benefits to Students:

- helps students take responsibility for work missed in their absence

You Will Need:

- binders; one per class

How it Works:

All extra copies of notes, assignments are placed in a binder for that particular subject. The first copy of each set of copies is dated in coloured pen and designated as the “MASTER” copy, which is not to be removed. If a student has been absent, it is his/her responsibility to consult the binder and obtain the missing sets of notes, etc. If only the master copy is left in the book and more copies are required the student brings it to the attention of the teacher who makes additional copies.

At the end of the course, all student notes and worksheets are in order for the next time the course is taught.

Keep in Mind:

Students who have any concerns about whether their notes are complete or in order merely need to consult the binder.

“This strategy really works for students with irregular attendance and reduces the ‘paper shuffling’ and ‘student chasing’ for me.”

Strategies for Program and Student Support



Title:
Folders

Submitted by:
Dominic Perrino, Sir John Franklin High School, Yellowknife, Yellowknife Education District #1

Benefits to Students:

- students that have been absent can obtain work/assignments distributed in their absence easily upon returning to school
- an effective way of expressing encouragement to students

You Will Need:

- a file folder for each student

How it Works:

Labelled folders for each student in the class are stored in a box. Students use their file to store completed and corrected assignments. When students are absent, handouts for that day are placed in their folders. The folders also serve as a mail box for notes from the teacher.

"When students come back after an absence, they make a 'beeline' for their folders to find out what they've missed. I can also leave a message in their folder – usually a word of encouragement."

Strategies for Program and Student Support



Here is a slight variation on the previous idea

Title:

Bins for Returning Student Work

Submitted by:

Avis Beek, Qitiqliq High School, Arviat, Kivalliq Divisional Education Council

Benefits to Students:

- students that have been absent can obtain work/assignments distributed in their absence easily upon returning to school

You Will Need:

- one bin for each class

How it Works:

Student assignments to be returned, or messages for particular students, are placed into a bin for that particular course. Student know to check the bin regularly.

These types of classroom organizational strategies are particularly effective with older independent students as they tend to miss a number of classes dealing with 'life issues'.

Strategies for Program and Student Support

**Title:**

Students Tracking Their Own 'Lates'

Submitted by:

Lenore de Jong, Sir John Franklin High School, Yellowknife, Yellowknife Education District #1

Benefits to Students:

- students are responsible for independently recording their own late entrances to class and are able to observe their accumulating entries

You Will Need:

- binder
- sign in sheet for each student (including additional sheets for students who will use more than one page)

How it Works:

The teacher keeps a binder on a table by the door of the classroom which contains a "Late Sign In" sheet for each student. (Form follows). Students sign in when they are late and serve a detention.

"This method helps cut down on 'lates' because students can actually see how often they are late. I have a written record of 'lates', written by the student, if further action needs to be taken."

**Sir John Franklin Mathematics Department
Student Information & Late Sign-In Sheet**

Class	Name	Home Phone
	Parents'/Guardians' Names	Work Phone
Father		
Mother		

Time Table

Day 1	Day 2

Late Information

Date:	Arrival time:	Student Explanation	Action Taken:

Strategies for Program and Student Support

**Title:**

Tracking Individual Education Plan (IEP) Progress in Secondary School

Submitted by:

Barbara Hall, Department of Education, Culture and Employment

Benefits to Students:

- helps both students and teachers keep track of IEP goals, and progress towards those goals

You will Need:

- IEP tracking sheets (template) for each student with an IEP
- a system for students to access to their IEPs

How it Works:

The PST (or other key teacher — whoever is working with students with IEPs) ensures each student has the two page IEP follow up form. Students fill in page 1 of the form, by copying the stated IEP goals from their Individual Education Plans. They then ask each of their teachers to complete page 2, and return the completed form to the PST. At a glance, PSTs can note a student's progress as well as where any problems might be, and follow-up with specific teachers accordingly.

While this was designed to be used prior to midterm and formal reporting periods, in fact it can be used any time there is a need to quickly check a student's progress without being labour intensive.

“With the typical secondary school schedule students have several teachers. Keeping them all ‘up to speed’ on a particular student’s goals is more difficult than it was in earlier grades where there was only one teacher. This technique helps keep the IEP front and centre, and not just written and filed.”

IEP Follow-Up and Tracking

Name: _____

Date: _____

Directions: Please fill in this sheet, talk to your teachers, and return it to

Mr./Ms. _____ by _____

Why? You need to be involved and take responsibility for your progress. You have to have control over your own learning.

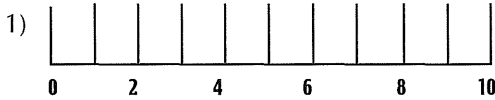

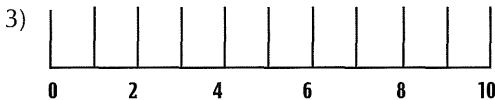
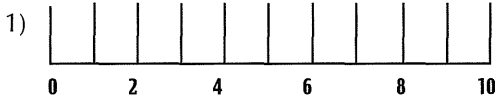
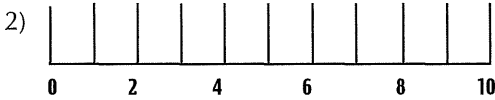
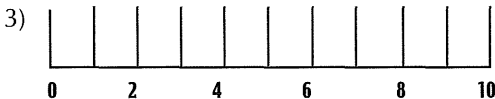
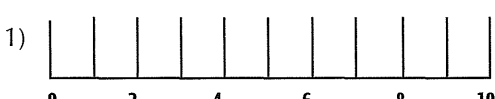
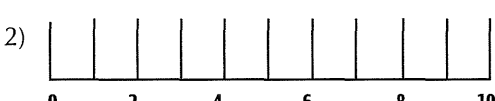
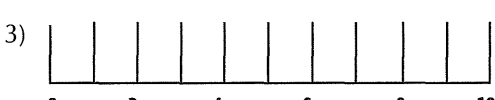
.....

1. Copy the three main long-term goals that are listed on your IPP on the bottom of this sheet.
2. Fill in the chart on the back

Long-term Goal #1 _____

Long-term Goal #2 _____

Long-term Goal #3 _____

Subject	Teacher	How am I doing on each goal in your class?	Teacher's Initials
		1)  2)  3) 	
		1)  2)  3) 	
		1)  2)  3) 	

Comments: _____

Strategies for Program and Student Support

**Title:**

Keeping Parents Informed

Submitted by:

Lenore de Jong, Sir John Franklin High School, Yellowknife, Yellowknife Education District #1

Benefits to Students:

- a simple way of communicating student progress with parents/guardians on a regular basis

You Will Need:

- update form
- to prepare the form at unit completions

How it Works:

At the completion of each unit an "Update" is sent home with the student to be reviewed by the parent, signed and returned. (Sample follows.) This keeps student and parents informed of the student's progress. If the forms are not returned within a week, the parent is phoned.

"I usually get ALL the forms back within a few days of sending them home. Students like receiving these!"

Date: _____ **Student:** _____

Grade 9 Mathematics: Update

Unit 1: Number Systems

Assignment #1 – Data Banks: _____

Assignment #2 – Integers: _____

Assignment #3 – Rational Numbers: _____

Test _____

The assignments make up 10% of the unit mark; the test makes up the remaining 90%.

Final Unit Mark _____

Overall Mark To Date _____

Please sign the bottom slip of this paper and return to me immediately. Thank you for your assistance in helping me keep you informed of your son's or daughter's progress.

If you have any questions or concerns please feel free to contact me at school at 873-7421.

Lenore deJong

Additional Comments:

I have read this report and discussed the results with my son/daughter _____
Students Name

Comments:

Parent's Signature

Strategies for Program and Student Support

**Title:**

Report Card Comments

Submitted by:

Dominic Perrino, Sir John Franklin High School, Yellowknife, Yellowknife Education District #1

Benefits to Students:

- students are given the opportunity to reflect on their progress and offer comments that will be seen by the teacher and their parents/guardians
- the comments made by the student will help teachers better understand students' own perceptions of their achievement, creating a 'spring board' for a conversation between student and teacher

You Will Need:

- print out of student evaluation

How it Works:

Prior to submitting final report card marks and comments, a computer printout is issued of each student's evaluation. Students are asked to write the comments they think should be included regarding their progress. When they have completed their comments, the teacher comments are added. The result might look something like:

Student comment:

"Bob had a slow start, but has shown improvement in the last half of this reporting period."

Teacher addition:

"True, and Bob has made more effective use of class time. He is a determined young man and a pleasant person to teach."

Keep in Mind:

Students could be encouraged to write journal style notes reflecting on their performance in relation to subject area goals from time to time during the term so that the comments at report card time represent an ongoing self-reflection process.

"By and large the students' comments are honest and reflect my views. Some are revealing, especially when students point out something about their work efforts or attitudes that I have overlooked. And some are downright humorous!"

Strategies for Program and Student Support

**Title:**

Envelopes and Positive Anonymous Notes

Submitted by:

Wendy Loewen, Qitqliq High School, Arviat, Kivalliq Divisional Education Council

Benefits to Students:

- building student self-esteem
- increasing awareness of positive attributes and helpful behaviours

You Will Need:

- at the beginning of the year or term class time required will be approximately 15 minutes at the end of the week; then randomly
- envelopes with student names on the outside secured to wall or bulletin board
- slips of paper made available for notes

How it Works:

Before the activity is done for the first time the teacher should carefully lay down the ground rules and discuss the importance of positive, yet honest, comments.

Initially, and then as needed, the teacher facilitates the whole class taking part in the activity. Divide the class in two and everyone writes a comment to each individual in their group and places the comments in the envelopes. Each student receives a dozen (or so) positive comments.

As students become familiar with the process they are free to write anonymous positive notes to each other and place them in the envelopes on their own. At the end of the week a few minutes of class time may be taken for all students to collect their notes, read through them, and reflect on what has been written.

Keep in Mind:

This activity should be preceded by some discussion about why the class will be doing it. Students of any age can be helped to see the role that positive self image plays in affecting behaviour.

It is important that there is some cohesion developed in the group and some trust established, so that students will feel comfortable engaging in the activity.

For ideas on building an atmosphere of trust and 'inclusion' see *TRIBES: A New Way of Learning and Being Together*, ISBN 0-932762-09-03

"Students quickly realize how good it feels to have others notice their special qualities and helpful behaviours, that they are eager to repay in kind."

Strategies for Program and Student Support

**Title:**

Gripe Line

Submitted by:

Wendy Loewen, Qitiqliq High School, Arviat, Kivalliq Divisional Education Council

Benefits to Students:

- students have a simple venue to express frustration, make suggestions, initiate discussion of issues
- encourage student self-responsibility

You Will Need:

- "clothes line" strung up in part of the classroom,
- clothes pins,
- strips of paper

How it Works:

When students have any classroom/school issue, they write it on a slip of paper and pin it up on the line. Students have a week to think about the issue before it is discussed in a class meeting.

Keep in Mind:

This may evolve into the creation of a format for classroom meetings and students performing the roles of "chairing" the meeting, and developing skills such as clarifying the issue, brainstorming solutions, evaluating, selecting, implementing and monitoring solutions.

"This is a great tool for encouraging students to take responsibility for the things that bother them. They know that they can bring any matter to the attention of the group or the teacher and that we will all work together to come up with solutions to problems."

Strategies for Program and Student Support

**Title:**

Exit Slips

Submitted by:

Wendy Loewen, Qitiqliq High School, Arviat, Kivalliq Divisional Education Council

Benefits to Students:

- encourages student reflection on their learning
- provides information for teacher in a format where students can express themselves privately

You Will Need:

- ice cream bucket or other container,
- slips of paper
- a few minutes at the end of each day

How it Works:

At the end of the day students must write a question or a comment regarding their learning on that day, sign it and place it in the pail before they leave for the day.

Keep in Mind:

This takes only minutes and once students know the procedure, it becomes an automatic part of their daily “clean up” activities.

“I have learned a zillion things from my students’ Exit Slips:

- a “thank you” for making the day fun, handling a fight tactfully, for taking the time to listen to a student, for rearranging the classroom, ...;
- apologies given, apologies asked for, questions about personal issues asked;
- feedback on lessons:
 - “I don’t get fractions. Can you help me tomorrow?”
 - “Doing that map was hard for me.”
 - “That story really made me remember how lucky we are to live in a country where we can go to school for free.”
 - “I know where to use a ‘!’”
 - “I really like playing math basketball.”

“More than anything exit slips provide me with a student based tool to evaluate what is happening in the class. I think it’s the greatest thing. It is quick, easy, and very meaningful.”

Strategies for Program and Student Support

**Title:**

Problem Solving Bench

Submitted by:

Charlotte Richard, Jimmy Hikok School, Kugluktuk, Kitikmeot Divisional Education Council

Benefits to Students:

- helping students resolve their own conflicts

You Will Need:

- a bench, poster outlining a conflict resolution process

How it Works:

A problem solving bench is set up in the classroom with the steps for “conflict resolution process” (sample below) posted nearby. When students are involved in conflict, they are asked to “cool down”, and then talk about their differences at the bench using the steps of the outlined process. Students are expected to use the conflict resolution bench prior to taking the concern to the classroom teacher. In many instances teacher intervention is not needed as the students resolve the conflict on their own.

Keep in Mind:

As students learn the conflict solving procedure in the classroom they are learning a strategy for resolving conflict that can be applied outside of the classroom.

There are many problem solving processes that you could use. Here is one example:

Six Step Problem Solving Process

1. Stop, calm down, and think before you act.
2. Say the problem and how you feel.
3. Set a positive goal.
4. Think of lots of solutions.
5. Think ahead to the consequences.
6. Go ahead and try the best plan.

“This process really works. Students not only learn to solve their problems in a responsible manner that doesn’t involve the teacher, but they also learn a process that is useful outside of the school context.”

Strategies for Program and Student Support

**Title:**

A Short Walk

Submitted by:

Greg Burns, Takijualuk School, Pond Inlet, Baffin Divisional Education Council

Benefits to Students:

- providing a time out to a student who is about to “lose it”
- diffusing a potentially explosive situation

You Will Need:

- A PST (or another adult) who is available to spend 15 – 20 minutes with the student away from the school

How it Works:

Most Program Support Teachers (PST) move throughout the school and in and out of classrooms regularly on a daily basis. There could be opportunities in these “comings and goings” to observe that a student is involved in a “moment of crisis” with another student or the classroom teacher. The PST asks the classroom teacher if the student might be allowed to “go for a short walk”. The PST and student take a stroll outside (around the school or to the post office) talking “weather” or some other neutral topic. If there is talk about the “crisis”, it should be student initiated. After some fresh air, exercise and distraction the student is asked if he/she is ready to return to the classroom. The PST returns the student to the class or assists him/her in making a contact with the administrator or counsellor if that is the student’s preference.

The PST makes contact with the classroom teacher later in the day as a follow-up to share relevant and appropriate information.

Keep in Mind:

Use of this strategy models an effective way of taking a “time out” when angry.

This might be one of many anger management strategies employed within a school. Among these it would be beneficial to have strategies that could be student initiated as well. For example, a student who recognizes that a potential crisis is at hand, might ask to be excused to take a ‘time out’ with an available staff member in order to “de-fuse”.

Helping Kids Handle Anger by Pat Huggins (K-gr.6)

ISBN# 0-944584-96-9, Published & Distributed by: Sporis West, Inc., (303) 651-2829

Anger Management for Youth: Stemming Aggression and Violence by Dr. Leona L. Eggert (gr. 7-12)

ISBN# 1-879639-29-7

Reconnecting Youth, A Peer Group Approach to Building Life Skills by Dr. Leona L. Eggert, Liela J. Nicholas, Linda M. Owen, by The National Education Service, Bloomington, Indiana 1995.

ISBN# 1-879639-42-4

PH: 1-800-733-6786 Fax: (812) 336-7790

Video from Sunburst Communications – Junior High to High School–Age Group

Anger: You Can Handle It (24 minutes)

ISBN 0-7805-4184-7

PH: 1-800-431-1934

“I find that the student and I have a stronger trust and rapport with each other after this.”

Strategies for Program and Student Support

**Title:**

Keep that "A"

Submitted by:

Janet C. Kershaw, Samuel Hearne Secondary School, Inuvik, Beaufort-Delta Divisional Education Council

Benefits to Students:

- students feel good about having been awarded a good grade and have an incentive to work in order to keep it

How it Works:

Tell the students at the beginning of a project that they have an "A" and that they just need to keep it. Using encouraging expressions at the beginning of class like, "It's wonderful to walk into a room of "A" students. Today to keep your "A" you need to hand in or complete the following ..." "Does everyone understand what they need to do in order to keep their "A"?"

Keep in Mind:

Depending on the age of the students, the class might be shown the movie "Dangerous Minds" (rated PG but contains quite a bit of swearing) and ask them if they think that "Keeping an "A" would work for them. This strategy might work best if limited to "chunks" of time or certain projects as opposed to year long.

"For students who think that they will never earn an "A", being awarded one at the outset can be a powerful motivator to put out the effort to keep it."

Strategies for Program and Student Support

**Title:**

Conclude Units With A "Celebration Time"

Submitted by:

Eva Noah, Jonah Amitnaaq High School, Baker Lake, Kivalliq Divisional Education Council

Benefits to Students:

- celebrating student achievement
- encouraging interest in traditional culture

You Will Need:

"Celebration Kit" which might include traditional games, stories and traditional legends, recordings of songs, carvings, artifacts...

How it Works:

When a unit of work has been completed, the "Celebration" kit is brought out for about half an hour. Students have an opportunity to explore the kit contents, challenge one another in traditional games, read stories independently or to one another, listen/ sing along to music, handle artifacts...

Keep in Mind:

To keep interest in the kit high, contents could be rotated so that each time the kit appears, it contains different items.

Students from other cultures should be encouraged to bring items that are used in their culture for fun and celebration.

Members of the community could be invited in to make/donate/introduce kit items, demonstrate expertise, or share stories of their "youth experiences" with traditional games.

"Using a 'cultural kit' to celebrate a unit's closure serves the purpose of celebrating student achievement and culture at the same time."

Strategies for Program and Student Support

**Title:**

Goal Setting

Submitted by:

Gwen M. Young, Sir John Franklin High School, Yellowknife, Yellowknife Education District #1

Benefits to Students:

- students use a strategy to develop planning skills

You Will Need:

- goal sheets to organize planning

How it Works:

At the beginning of the year the teacher introduces the concept of goals - what they are, how they can help, and why they should be set. The teacher might offer personal stories of how goal setting has been beneficial and/or share "success" stories from other sources. Have students fill out sheets for their own year goals; one personal and one school related. Discuss how long range goals can be broken down into action steps, or "sub goals". For example, a long range goal of getting an "A" in a course could be broken down into action steps of attending after school tutorials, increasing daily study time, or summarizing notes once a week. Have students fill out a sheet on monthly goals; two personal and two school related. Encourage students to have monthly goals be a reflection of long term goals.

At the beginning of each month students review the past month and look over year goals. They then make new goals for the next month.

Keep in Mind:

Be positive! Give simple examples, such as the goal of eating healthier food - eat at least one fruit per day and "fast food" only once a week.

Inform students regarding class progress in relation to the term plan so they know what is coming up and can focus their goals.

Students may wish to keep their goal sheets private. The teacher can indicate that handing in the sheets will not be necessary. Envelopes for containing goal sheets can be provided for students to affix to their notebooks or course journals.

Give students opportunity to look at their goal sheets occasionally and allow opportunity for students to discuss their strategies for achieving goals. These discussions can be meaningful for all students even if actual goals are not shared.

Encourage students to visualize themselves having achieved their goal.

Find stories/anecdotes that illustrate how others achieve goals and read out to the class from time to time.

"Studies have shown that the most significant difference between people who define themselves as successful and those who do not, is having a vision."



Goal Setting

"The difference between good and great is a little something extra."

"There is not greater conquest than that of self."

"It's what you learn after you know it all that counts."

"Visualize it, dream it, and get into the habit of thinking of victory."

Year Goals

School:

Personal:

Monthly Goals

Month of _____

School:

1) _____

2) _____

Personal:

1) _____

2) _____

IMPROVING MY LIFESTYLE

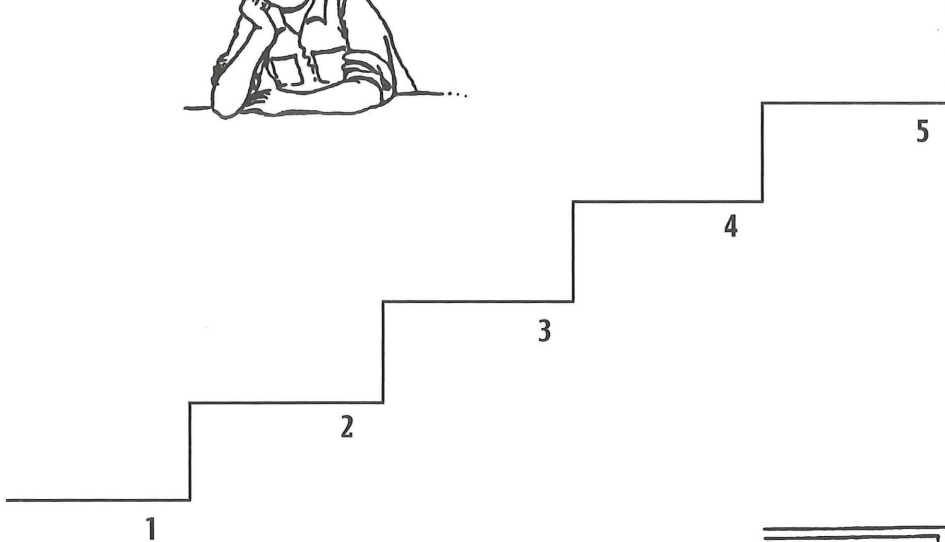
Select one thing that you can do personally to improve your own mental and emotional lifestyle.
Develop an action plan to achieve your goal.

MY GOAL:

WHY I CHOSE THIS GOAL:

STEPS TO REACH MY GOAL:
(What I have to do to reach my goal)

**SUPPORT I NEED
TO REACH MY
GOAL**



*Another tool to help students plan positive change
(adapted from the NWT School Health Program)

Progress:

(Chart your daily progress)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Week 1							
Week 2							
Week 3							
Week 4							

How did I Do?

(Summarize your progress and assess how well you did.)

Strategies for Program and Student Support

**Title:**

Classroom Discussion Sticks

Submitted by:

Tracy Dartt, Tusarvik School, Repulse Bay, Kivalliq Divisional Education Council

Benefits to Students:

- increase participation by offering a reinforcement for students who make attempts at responding to the questions posed in class
- visual feedback for students to assess their participation in discussion

You Will Need:

- two containers; one marked "1 point" the other, "half point"
- approximately 60 popsicle sticks; the tips of half of the sticks coloured red (1 point sticks), the tips of the other half coloured blue (half point sticks)

How it Works:

Throughout the lesson the teacher stops to ask questions. If a student answers correctly, s/he receives a one point (red) stick. If the student attempts to answer but the response is incorrect, the student receives a half point (blue) stick for trying. Conclude the lesson a few minutes early to calculate points. These points can be used to contribute to the students' class participation mark.

Keep in Mind:

The teacher can also use this strategy to issue a challenge to the students. Ask them to try to aim for five sticks each.

It may be helpful for teachers to review the different types of effective questions that can be asked. (See Bloom's Taxonomy, Appendix A.) A chart could be prepared for the class which gives examples of questions that reflect the various levels of thinking, and higher levels of points could be offered for higher levels of thinking.

Students might also be given points for asking questions and being able to identify what level of thinking is required to answer the question.

"Creating a little game to reinforce participation in class discussions might be all it takes to help some students overcome their shyness about speaking out in the group."

Strategies for Program and Student Support



Title:

Project a Positive Future

Submitted by:

Carmelita Allen, Sir John Franklin, Yellowknife, Yellowknife Education District #1

Benefits to Students:

- a strategy for seeing 'difficult' students in a more positive light

How it Works:

- Choose a "difficult" student from your class for this activity.
- Find out as much as you can about the student's strengths, while ignoring the weaknesses that cause you to find this student difficult.
- Using humour and creativity, project several years into the future, and picture that student in a positive light. (Know the strengths of the student before attempting this activity!)
- Share that image with the student in a private moment. (Note: this image is connected with the strengths of the student and may be totally unrelated to the subject that you're teaching.)
Suggested wording: "I was thinking about what you might be doing in the future, and ..."

Keep in Mind:

Projecting a positive image of the future for any student can improve your relationship with that student. The teacher finds 'positives' where only negatives were obvious and the teacher and student can "connect" in a unique way.

This activity could be done with an entire class. The teacher could bring in an object to represent a time machine or magic mirror and while peering into it could initiate the discussion of what a particular student might be doing in the future based on observation of current strengths and aptitudes. Other students could build on this theme with their observations. The ground rules for the class would be that the tone of what is shared is "positive". Focussing on a few students per session would allow for some detailed future scenarios to be 'imaged'. Returning to this activity periodically over a few weeks would allow each student to have had their "day in the (positive future) sun".

"Difficult' students may be looking for attention. Using this activity, you can give the student attention, while using the popular technique of imaging to suggest that the student look forward to a positive future. It can give you both an image to hang onto during the most difficult times."

Strategies for Program and Student Support

**Title:**

Praise Party

Submitted By:

Hélène Belsey, Leo Ussak Ilinniarvik, Rankin Inlet, Kivalliq Divisional Education Council

Benefits to Students:

- to encourage self-esteem and friendship

You Will Need:

- candle or special object

How it Works:

Students sit in a circle and focus on a candle or object that is placed in the centre of the circle or in front of the designated student. One student is chosen as the subject. Each student then takes a turn saying one positive thing or something that they appreciate about this student.

Keep in Mind:

The number of students selected per session will depend on how long the whole groups can “stay” with the exercise.

For the first few sessions of this activity, spend some time beforehand discussing what kind of comments might be valued.

You may wish to have rules for these sessions, such as “one person speaking at a time”, “only positive comments”...

The purpose of the candle is to give students a focal point while speaking and listening; it can take some “pressure” off of the contributors and the student who is the object of the praise and can also lend an atmosphere of “solemnity”.

“This activity can help others to see the uniqueness of individuals and can help individual students value themselves.”

Strategies for Program and Student Support

**Title:**

A "Change of Scenery" to Support a Restless Student

Submitted by:

Rosalind Hope, Kivallik Divisional Education Council

Benefits to Students:

- teacher and students work together with a "restless" student to enable his/her learning and continued contribution to the class

How it Works:

For the "really restless" student, have two desks so that the student has the freedom to move from one to the other when the student becomes restless and feels the need to move. The teacher and other students can also be involved in "helping" the student by observing the signs in the student's behaviour that generally indicate that a bout of escalated restlessness is at hand. A gentle comment and the suggestion that it may be time to move to the alternate location may be all that is needed to help the student become aware that a change is needed and enable the student to settle into the learning opportunity at hand.

The teacher's handling of the situation when a restless student's disruptions require him or her to be removed from the classroom requires careful communication that conveys a sense that having the student leave the class represents a loss for the group.

Keep in Mind:

This strategy helps the individual student to be responsible for making decisions that facilitate the student's (and other students') learning

The key to this strategy is fostering the value of group learning and shared experiences. They all "win" when their combined efforts enable the entire group to stay together.

Strategies for Program and Student Support

**Title:**

The "Day Book": Informal Professional Development

Submitted by:

Carol Mulder, Jimmy Hikok Ilihakvik, Kugluktuk, Kitikmeot Divisional Education Council

Benefits to Students and Teachers:

- solutions to teachers' "problems" are generated by colleagues
- dialogue amongst teachers generates practical strategies and suggestions that focus on a particular concern or need

How it Works:

A "Day Book" (spiral bound scribbler) lies open in a prominent place in the staff room. The book is used by all staff to share ideas and information, offer comments, and request information. A Program Support Teacher facilitates idea sharing sessions in response to colleagues' questions.

Initiating the process, a note is written in the Day Book in the staff room inviting any other staff member to meet regarding a topic. For instance, a teacher might ask, "How do I get students to actually read during silent reading?" All staff members are encouraged to bring any information they have on the topic and share ideas. The Program Support Teacher (PST) takes notes and adds all the new ideas to create an information package which is typed up/copied and distributed to all participants.

"This strategy for responding to teachers' questions allows for wider sharing of information/strategies among staff members, and provides a timely response to the concerns."

Strategies for Program and Student Support

**Title:**

Program Support Bulletin Board

Submitted by:

Sheila Kindred, Netsilik School, Taloyoak, Kitikmeot Divisional Education Council

Benefits to Students:

- providing timely resources for teacher information needs, thereby influencing their ability to meet students' needs

You Will Need:

- large bulletin board in the staff room
- ideas generated by staff for areas in which information is desired

How it Works:

Staff needs and interests are determined through a circulated clipboard. By analyzing the results and also noting the events of the school year, themes for monthly bulletin boards are then determined.

For example:

- the focus for the first month of school could be proactive classroom management strategies and, in general, "things to do in the first month of school";
- before report card time the focus may be assessment and evaluation and communicating with parents;
- prior to a visit from the Speech Pathologist a display could be created that focused on the role of the Speech Pathologist and what teachers might look for in order to know whether or not a referral was indicated.

Any theme can be pursued. It might be appropriate and helpful to highlight topics such as anger management and conflict resolution, getting students to read, teaching students with short attention spans, ...After regional conferences a 'smorgasbord' of ideas could be featured so that tips and materials gained through sessions and networking might be widely shared.

Keep in Mind:

Bulletin boards are most effective if displays are changed regularly (monthly).

Responsibility for new themes and the collection of materials could be distributed among the staff so that each staff member could have at least one opportunity in the school year to be involved in a display.

Some space should be left available for others to contribute resources that they have on the identified topic.

"The monthly bulletin board is a great way to meet teachers' specific needs and assists the PST in planning goals for the school year. It is a quick and easy way for Professional Development all through the school year on specific topics chosen by staff."

Strategies for Program and Student Support



Title:

Teachers Helping Teachers: Problem Solving Teams

Submitted by:

Judy Desjarlais, Department of Education, Culture and Employment

Benefits to Students:

- an effective way to link teachers together, build teamwork, engender a sense of teacher confidence and peer support and generate new and effective ideas, thereby positively impacting student learning

You Will Need:

- to become familiar with the problem solving strategy and develop a process for introducing it within the school
- someone for the referring teacher to go to in the event that they face a difficulty. This person convenes a meeting of a problem solving team at the referring teacher's request, and facilitates the problem solving meeting. (This could be the Program Support Teacher.)
- flipchart and stop watch for the problem solving meeting

How it works:

There are seven stages in the Teachers Helping Teachers problem solving model:

Stage 1:

Introducing the Problem and the Process (3 minutes)

The facilitator briefly introduces the problem that is faced by the referring teacher and provides an overview of the process for addressing the problem.

Stage 2:

Statement from the Referring Teacher (3 minutes)

The referring teacher outlines the problem and the strategies that have been used to date.

Stage 3:

Group discussion with the Referring Teacher (4 minutes)

The purpose of this discussion is to allow group members to gain a better understanding of the problem and strategies that have been employed to date.

Stage 4:

Brainstorming (12 minutes)

During the brainstorming session, the referring teacher is not to respond to the ideas offered, nor is there to be any 'judging' of ideas.

Stage 5:

Selecting Strategies (5 minutes)

The referring teacher selects the most workable strategies for addressing the problem at the present time.

Stage 6:

Establishing an Action Plan (2 minutes)

The facilitator begins to develop an action plan with the referring teacher and arranges follow up.

Stage 7:

Closing the Meeting (1 minute)

The facilitator 'wraps up' by pointing to what has been achieved in the meeting and thanks the team members.

Strategies for Program and Student Support



Keep in Mind:

This process is advised when a teacher has exhausted all other options including informal discussions with other teachers.

The make up of the problem solving team is flexible. The participants would be determined in light of the issue at hand. Ideally, the size of the team should be somewhere between 5 and 7 persons. The referring teacher should feel comfortable with each of the team members. At least one of the team members should be a regular classroom teacher. Consider inviting specialists, parents, social worker, an elder...

The facilitator should be non-judgemental and welcoming, practical and results oriented, and keep the process moving within the timelines. The recorder participates as a regular team member but has the additional responsibility of accurately summarizing the key ideas that emerge on a flip chart.

Teachers Helping Teachers: Solving Teams that Work is a kit which can be obtained from The Roeher Institute, Kinsmen building, York University, 4700 Keele Street, North York, Ontario M3J 1P3, telephone: (416) 661-5701, ISBN: 1-895070-49-X.

The kit includes a 15 minute video and an accompanying manual explaining in detail the 30 minute problem solving process.

Notes:



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Notes:

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Administration

IV



Administration

**Title:**

Mentoring a Potential High School Graduate

Submitted by:

Carmelita Allen, Sir John Franklin High School, Yellowknife, Yellowknife Education District #1

Benefits to Students:

- students work with a staff facilitator to increase self responsibility in learning and achieve course credits

You Will Need:

- Alberta Distance Education Courses
- adult facilitators to mentor students pursuing distance education

How it Works:

1. A directory is established within the school to collect names of students who would like to work with a facilitator in distance learning, and names of teachers (facilitators) who would be willing to mentor a student.
2. The facilitator is paired with a student who is interested.
3. The student or school orders the course from the Alberta Distance Learning Centre.
4. The facilitator sets up a regular time for meeting with the student - at least one hour each week.
5. The facilitator guides the student in the use of the course material, as well as suggesting strategies for study. The facilitator also acts as a mentor encouraging the student to focus on his goals and showing "faith" in the student's ability to do so.
6. The student begins a new module only after the previous module is mastered, and the assignment is mailed.

Keep in Mind:

This works for students who have the pre-requisite skills and a compelling reason for taking the course; and facilitators who wish to explore a new subject and/or a new way of teaching.

This works because the student has a "live" person who is available to advise and encourage him/her and also because the student and facilitator have chosen to work with each other. The student who embarks on the journey is motivated to succeed.

The student, at all stages, should be responsible for and actively involved in the learning. The student checks his/her own work, and reflects on his/her learning, thus developing into an active, rather than a passive learner.

"This program can make a difference. It can be an empowering experience for the student and an enriching experience for the facilitator; enable students to come closer to achieving their goals; and make the difference between being accepted or not into an institute of higher learning."

Administration

**Title:**

"Let the Firefighters Fire Away"

Submitted by:

Rod Forsey, Qitqliq High School, Arviat, Kivalliq Divisional Education Council

Benefits to Students:

- an opportunity for the student to hear from community members how the community is affected/impacted by the actions of someone who intentionally sets off a false fire alarm

How it Works:

After it has been determined that a particular student has intentionally set off a false fire alarm, the administrator contacts the firefighters and police officers of the community and invites them to the school at their earliest convenience to discuss the situation with the student in question. During that visit, the firefighters will impress upon the student that if the fire team is alerted to respond to a false call, there is always the risk that they will not be able to respond in a timely manner to a genuine alarm, and that property and peoples' lives are, therefore, at risk. The police will highlight the criminal implications of setting a false alarm.

Keep in Mind:

Administrators and fire/law enforcement personnel should meet prior to the implementation of this strategy to discuss roles, and manner in which the communication would be most effective.

The 'tone' of the meeting with students should be serious but positive - with the community members communicating their confidence in the student that now that the seriousness of the situation has been explained that it will not happen again.

Firefighters and police officers could be invited to the school at the beginning of the school year to visit classrooms in teams and talk about safety in general, highlighting the potentially grave consequences of setting off false alarms.

"Once this strategy is activated, it will not be needed often!"

Administration

**Title:**

Student Led Communication With Parents

Submitted by:

Rod Forsey, Qitiqliq High School, Arviat, Kivalliq Divisional Education Council

Benefits to Students:

- the student takes on responsibility for communicating behavioral problems to his/her parents
- timely communication; parent, administrator and student have opportunity to “conference” within a short time frame after an “incident”

You Will Need:

- speaker phone

How it Works:

When a student’s behaviour is such that the administrator has determined that a conversation with parents is required, the administrator:

- phones the parent,
- requests a few minutes to discuss a situation involving their child,
- gives them notice that they are on a speaker phone,
- and then tells him/her that the student has something to tell them.

The student talks to the parent and lets the parent know what has transpired. If the student or the parent wish to have more time to discuss the incident, the discipline, or the follow up, either at that time or at another time, they are invited by the administrator to do so.

Keep in Mind:

Administrators might see that this strategy has useful applications to other situations where communication with parents is desired i.e., communicating “good news” situations.

“This works because it is not the school that is communicating “bad news”, their child is. This takes the focus off the school’s judgement in a situation to the student’s behaviour. It is also convenient for parents to be able to have this discussion on the phone and arrangements can be made for an ‘in person’ meeting if it is desired.”

Administration

**Title:**

"Saw Tooth Budget"

Submitted by:

Steve Daniel, Department of Education, Culture and Employment

Benefits to Students:

- developing a long term budget plan that will allow for significant purchases within key areas every three to five years

How It Works:

There rarely seems to be enough money to "go around". When spending budgets are allocated "equally" among interests, there often seems to be a perception that all areas have been addressed, but, that in most cases, the funding is inadequate. Instead of trying to divide money evenly across the board to reflect all program areas, the "saw-tooth budget" is based on a three to five year plan that has been developed by staff and determines spending priorities. This will allow for funding to be focussed on themes and common interests and allows for the purchase of some "big ticket" items that may not be possible with the "equal distribution" approach.

Divide staff into grade level areas or subject specialty areas that make sense for planning exercise, for example, K-3, 4-6, 7-9, and 10-12, or "Curriculum and Technology", "Extra curricular"... Each group must determine what its priorities for the next 3 – 5 year period will be. Discussions should begin with "big picture thinking" and reflection on what is working well, where the weaknesses and challenges lie, where the threats lurk, and opportunities hide.

This type of discussion will draw out considerations for spending such as,

- new curricula or programs that require resources for implementation,
- current programs that require a "boost",
- thriving programs that could be taken a step further, i.e. student work that requires resources so that it can be "showcased".

Once a "wish list" has been compiled, the group looks for common denominators and a progression for spending that make sense within the plan.

Keep in Mind:

Staff may wish to have opportunity to meet within subject groupings and grade level groupings to be able to explore the areas of need from different 'perspectives'.

"We saw clearly that 'the whole is greater than the sum of its parts' when everyone put their heads together in this exercise. We were able to agree on purchases that gave real 'bang' for the 'buck' because we had a big picture focus."

Administration

**Title:**

Modified Curriculum: Extend a Course Across Two Semesters

Submitted by:

David Falade, MacKenzie Mountain School, Norman Wells, Sahtu Divisional Education Council

Benefits to Students:

- a strategy to help high school students who require extra time to meet curriculum objectives

How it Works:

The time table is set so that a course is extended over the second semester giving the students more time to complete course objectives. It also gives the students extra time with the teacher to receive additional support.

“With the decreased time pressure to cover course content some class sessions can also be devoted to study skills and personal organization which will also have an impact on student success.”

Administration

**Title:**

Activity Councils

Submitted by:

George Illaszewicz, Kiilinik High School, Cambridge Bay, Kitikmeot Divisional Education Council

Benefits to Students:

- all students participate in organizing activities for the school
- develops leadership skills, teambuilding, and fosters pride in the school

You Will Need:

- one or two blocks per cycle

How it Works:

Timetable regular blocks for student activity councils. All staff and students are expected to participate in a council.

At the beginning of the year ideas for various councils are generated by students and staff. Certain councils are included annually such as yearbook committee and students' council, but others may depend on available leadership and interest, i.e. weightlifting council, board games council, traditional arts and crafts council, drug awareness council...

When the nature and number of councils has been determined, students sign up to participate on a council. It should be made clear to students that being a council member for a particular area does not limit their participation to that area. A student might be, for example, a member of the Inuktitut Language and Culture council, planning activities that encourage the learning and use of traditional ways, and still participate in the activities planned by the intramural sports council.

During meetings that are timetabled into the school schedule, council members, together with their staff advisor, plan and organize activities for the student body (and, depending on the area, perhaps for community members as well). Councils may choose an executive, i.e. council chairperson, secretary, or may rotate these roles on a regular basis.

Keep in Mind:

This may be an ideal opportunity to mix age groups so that students benefit from participation in a "team" that represents all grades. In order to ensure representation from all grade levels, sign up sheets may include limited spaces from each grade level.

Where continuity of membership is not an issue, membership of some councils could change half way through the year allowing for students to gain experiences in organizing other types of activities.

"Councils provide students with a break from the stresses of their class load, foster civics, and provide social encounters."

Administration

**Title:**

Timetabled Staff Communication/Inservice

Submitted by:

George Illaszewicz, Kiilunik High School, Cambridge Bay, Kitikmeot Divisional Education Council

Benefits to Students:

- staff meetings are built into the school schedule

You Will Need:

- to set aside one or two blocks per cycle

How it Works:

Designing a school year with staff meetings timetabled into the school day provides for continuous communication among staff members. During these meetings a variety of activities can take place, such as,

- developing school wide themes,
- providing professional development,
- student support consultants offering strategies to classroom teachers,
- or team teachers coordinating instruction schedules and strategies.

Keep in Mind:

"This works because it is timetabled into the day and is not an added item after the teaching day is finished. It does slightly lengthen the teaching day but provides immediate opportunity for staff to effectively plan strategies to meet emerging challenges."

"One year we had two periods in a seven day cycle blocked for our staff meetings; the first period of the day for one and the last period of the day for another. Students enjoyed the variety in the schedule of being able to come to school for classes later on one day per cycle and leave early on another."

Administration

**Title:**

Graduation Mentors

Submitted by:

Barry Church, Division Office, Dehcho Divisional Education Council

Benefits to Students:

- providing mentorship/support to graduation candidates

You Will Need:

- to pursue this project over the course of a school year

How it Works:

Divide your potential grad class members into groups proportionate to the number of staff participating in the Teacher Advisory Program. If there are limited staff members participating, consider mentoring or advising only those students considered to be 'at risk' of not graduating. A good ratio is 4 to 1.

The teacher/mentor and the small group of students meet from time to time to discuss 'how things are going' generally, talk about goal setting, and to identify any potential "trouble areas" that may hinder the students' progress to graduation. These groups can also meet to celebrate "small triumphs" such as group members achieving a particular goal.

Keep in Mind:

If your school does not have a Teacher Advisory Program, consider inviting your staff members to be mentors for students during their graduation year.

"Besides showing kids that they are cared about, there are a lot of great stories from this kind of program. Like the boy who took a key-boarding exam 12 times on the same day and cried unabashedly when he finally got 21 words per minute. Or the teacher who parked outside a student's house every morning for a week to make sure she got to school on time because her parents were away. This works!"

Administration

**Title:**

"The Saturday Breakfast Club"

Submitted by:

Barry Church, Division Office, Dehcho Divisional Education Council

Benefits to Students:

- offering students academic support or discipline at the school in a relaxed atmosphere

You Will Need:

- voluntary staff willing to spend Saturday mornings at school

How it Works:

The "Saturday Breakfast Club" can be used for remediation, tutorial or just to catch-up. Students must sign up on Friday, arrive on time ready to work and stay the entire time. Usually only one supervisor is needed and participation can be limited to students of those teachers who volunteer to supervise.

Keep in Mind:

Participation in the breakfast club must be voluntary both for students and teachers.

If students are required to serve an in-school suspension and can exercise discretion as to when it is served, the Saturday Breakfast Club might be offered as an optional time.

Teachers could consider participation in this program as part of their extra-curricular commitment.

"In one school, the program was completely run by the administration. Parents particularly liked the Saturday Breakfast Club because it offered an alternative to suspension for some infractions".

Administration

**Title:**

"Escape the Box"

Submitted by:

Barry Church, Division Office, Dehcho Divisional Education Council

Benefits to Students:

- an opportunity for teachers, students, and parents to "shape" the schedule

You Will Need:

- parental/DEC approval

How it Works:

"Escape the Box" classes are offered outside of the regular school day/organization. Classes may even be offered in a different location. Offer the option to students, parents and teachers and explore the possibilities.

"Escape the Box" activities might be pursued by an individual class, classes of a grade level, a section of grades, or on a school wide basis. Pursuing this option, students have the freedom and opportunity to take additional courses, timetables can be expanded, and more effective use of teacher expertise and facilities can occur. The possibility of having an afternoon "free", no classes on Friday (or Monday), or finishing a course a couple of weeks early can be very appealing.

Keep in Mind:

Students and staff are not required to do "extra work". It is time in-lieu-of, so to speak.

All students registered in the class must agree and be committed to the organization and expectations without exception.

"There can be a lot of energy released when you work outside of the regular school arrangement. The system is no longer the "driver". Both staff and students are assuming control."

Administration

**Title:**

"The Yellow Sheet": Flowing Information to Staff

Submitted by:

Lilly Oldham, William MacDonald Junior High School, Yellowknife, Yellowknife Education District #1

Benefits to Students:

- a way to organize the information that comes into the administrator's office and communicate it to staff

You Will Need:

- ongoing notation and summarization of material as it comes into administrator's office,
- to edit the final copy three days in advance of staff meeting

How it Works:

The "Yellow Sheet" (printed on yellow paper) is an information sheet for staff members, and precedes each monthly staff meeting. It is a way to improve communication and reduce time spent in meetings.

The administrator categorizes all the information that comes in, summarizes and notes it on the Yellow Sheet. The original copy of information is passed on to staff members who take responsibility for various areas such as the PD chair, special events coordinator, vice principal. These resource persons are also noted beside the information item on the Yellow Sheet.

Teachers receive the Yellow Sheet two days before the meeting. Only items with an asterisk (*) are discussed at the meeting. Teachers can follow up on the items that are of interest to them with the staff member that have been indicated as resource persons on the sheet.

The Yellow Sheet has 6 sections:

1. Details from monthly administration meetings
2. Important dates
3. Information items
4. Professional development
5. Contests/Awards
6. Library

"I find the Yellow Sheet" a great way to ensure that everyone is informed about all the contests, PD opportunities, community initiatives, certain district administration information items, reports, newsletters, ... that flood into a principal's office."

Administration

**Title:**

School Wide Problem Solving

Submitted by:

George Illaszewicz, Kiilinik High School, Cambridge Bay Kitikmeot Divisional Education Council

Benefits to Students:

- involving students in problem solving to improve situations that affect them
- problem solving strategies are modeled for students

You Will Need:

- white board, flip chart, or poster paper taped to the wall, markers

How it Works:

Problems are posed to the student body using some clearly visible medium (posted chartpaper, flipchart) in a central space of the school (main foyer, library...) For example, "The muddy season will soon be here and we need ideas for how to keep the school floors clean". Space is left for students to respond and more paper is added as needed. The students and staff work together to select ideas to employ.

"This has worked very well. Students have generated excellent ideas and there has been a higher degree of compliance with the strategies that have been chosen because the ideas have come from them."

Administration

**Title:**

Graduation Ceremonies for Confirmed Grade 12 Graduates Only

Submitted by:

Donald Clark, Alaittuq High School, Rankin Inlet, Kivalliq Divisional Education Council

Benefits to Students:

- only actual graduates (after school and Diploma exam results are returned) participate in graduation ceremonies
- community members have a clear understanding of which students have met graduation requirements

You Will Need:

- a decision to move graduation ceremonies from the spring, to August

How It Works:

All grades twelve students who could potentially graduate if they passed their final semester courses used to be allowed to participate in traditional spring graduation ceremonies. While only a portion of those students actually met graduation requirements community members were left with the impression that all had graduated. There were often questions later such as, why some students were back in school, or couldn't get into college. The DEA requested that graduation ceremonies be held in August for confirmed graduates only.

"It's been our practice for several years now, and has been very well received by parents."

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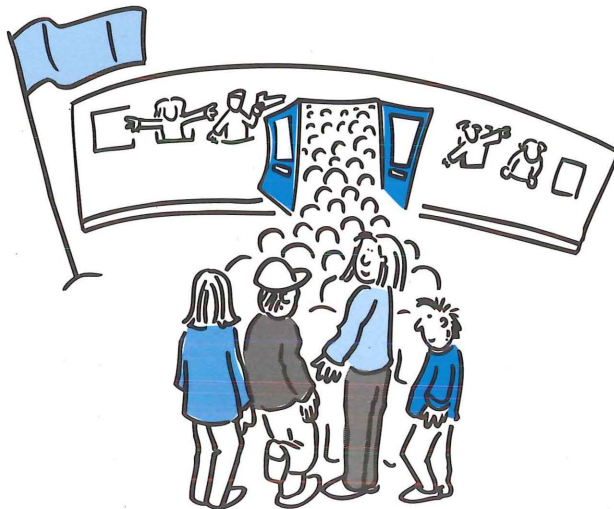
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School Spirit/Climate
School-wide Events



School Spirit/Climate School-wide events



Title:
Spirit Days

Submitted by:
David Beevor, Tusarvik School, Repulse Bay, Kivalliq Divisional Education Council

Benefits to Students:

- to increase school spirit/fun atmosphere by having a simple school-wide participatory event offered on a regular basis

How it Works:

Groups of students brainstorm ideas for high participation, low organization special days that will be scheduled throughout the year, such as:

- backwards day (clothes worn backwards, school schedule reversed)
- inside out day
- green (any colour) day
- hat day
- silly tie day
- T- shirt day
- dress your culture day
- dress up as your hero day

Advertise on a special bulletin board near the school entrance to highlight the upcoming event and create interest by suggesting ideas, featuring drawings or photographs, issuing challenges, for example, "the class with the highest % participation will be given the privilege of..."

Keep in Mind:

If teachers make a point of modelling participation, the idea will "catch on" in the school.

Occasionally the spirit day might be expanded to include another special feature such as "hot dog day", "penny carnival day", or "traditional games day".

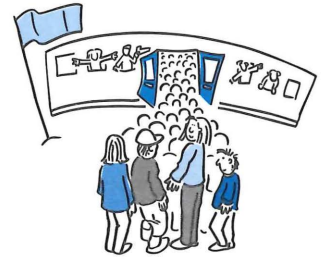
Participation might be further increased by permitting all those "in costume" to enter their name in a draw for prizes (business donations, or special privileges such as a special lunch for two prepared and served by the principal).

The first couple of spirit days should have a theme that allows students to participate with a minimum of preparation. For example, on 'Inside out and Backwards Day' students who forget about the event or cannot gather the nerve to come to school looking different can easily participate after they arrive simply by turning their clothes around. When high numbers of students participate in the first few events, it will allow them to take bigger risks in subsequent ones.

When the Spirit Day rolls around make sure a "delegation" of appropriately (or inappropriately as the case may be!) students/teachers welcomes students into the school. It can seem like quite a risk to dress "differently" and those that do might be relieved to see their outfit "mirrored" by others as soon as they walk in.

"Spirit Days can effectively illustrate the saying 'a change is as good as a rest'."

School Spirit/Climate School-wide events

**Title:**

"Let's Make a Deal"

Submitted by:

Avis Beek, Qitaqlik High School, Arviat, Kivalliq Divisional Education Council

Benefits to Students:

- a fun event to build school spirit

You Will Need:

- a special assembly held once a month
- posters for advertising

How it Works:

A list of items is prepared and posted in the school several days before the "Let's Make A Deal" event as part of the pre-event publicity. Items on the list might include: a blue sock, "twoonie", Mars Bar, bottle opener,... At the assembly the "emcee" announces, "The first person to come up and give me a ____ gets a prize." Students madly rummage in their bags and race to the front of the gym.

Keep in Mind:

A new list can be made for each "Let's Make A Deal" session.

As a variation on this format, students could sit in small groups. A bell or other sound-making object is placed in the middle group. When an item is found, the student holds it up in one hand and rings the bell with the other. After several rounds a prize can be offered to the group that has come up with the most items, i.e., pizza lunch for the next day. With this format it might be fun to call for two or three items in one round so that several students can contribute to the "winning" of a round.

"This one has been a real hit at our school. Students are always asking about when the next 'Make a Deal' day is going to be held."

School Spirit/Climate School-wide events

**Title:**

"Random Acts of Kindness" Board

Submitted by:

Heather Elliott, Thomas Simpson Secondary, Ft. Simpson, Dehcho Divisional Education Council

Benefits to Students:

- recognizing students for kindness and considerate actions

You Will Need:

- large bulletin board

How it Works:

When a student has done some "kind deed" or shown thoughtfulness toward someone, the deed is reported on a large hallway bulletin board. The student's name and action is recorded and displayed. These can be peer, teacher or self-reported.

Keep in Mind:

You may want to inspire students with readings from the book: *Random Acts of Kindness*, ISBN 0-943233801.

"We began by reading many anecdotes from the same named book, and then brainstormed common examples of kindness and things to watch for during the day. It is a great motivator and a good way to provide examples of positive social interactions and school spirit."

School Spirit/Climate School-wide events



Title:

"Lit Week" - Celebrating and Promoting Literacy

Submitted by:

Nora Dixon, Samuel Hearne Secondary School, Inuvik, Beaufort-Delta Divisional Education Council
Lynn Taylor, J.H. Sissons School, Yellowknife, Yellowknife Education District #1

Benefits to Students:

- a celebration of literacy
- encouraging the entire community to enjoy books

You Will Need:

- to prepare several weeks in advance

How it Works:

In conjunction with an author visit, a week is set aside to celebrate literacy and literature. Each school day might feature a different literacy activity such as:

- extended morning or afternoon home room period for a school wide "Drop Everything and Read" time,
- "Caught Reading" contests: at various times an announcement is made on the public address system to indicate a "Caught Reading" moment. Students "caught reading" are given entry coupons which are deposited for draws for books.
- With the help of the librarian, organize a unit where students learn library book search skills and culminate the unit with a series of "library scavenger hunts".
- Book Fair - companies such as Scholastic (1-800-236-6204) and Troll (1-800-845-9771) will send a sample of books at various reading levels. The companies will often also send "freebies" which can be given as prizes for the Caught Reading contest, and profits can help to defray the visiting author costs.
- Author reading/story telling - can be organized in a variety of ways:
 - readings to grade level groups in classrooms,
 - small group gatherings in a 'cosy' spot i.e., a free standing tent,
 - assemblies,
 - a group accompanying the author reading in the community (friendship centre),
 - having a class prepare a puppet play of one of the author's books or community members' stories and presenting it to him/her. Invite the parents!

Keep in Mind:

Events could be made open to the public.

Organize a "writers' workshop" for community members to share ideas with the visiting author and one another.

A community feast could be held in honour of the author visit. Activities such as a reading tent, book exchange, a "My favourite book and why..." bulletin board could be organized to encourage reading.

Arrange a special session where parents of preschool children meet the visiting author. Strategies for sharing books with pre-reading children could be shared. Hold the meeting at the local library so that parents can become more familiar with the places and people that can help them obtain books.

"The authors that visited Inuvik were Martyn Godfrey (Junior and Senior High) and Camilla Gryski (Junior High). The activities of Lit Week were very well received by both students and parents."

School Spirit/Climate

School-wide events

**Title:**

Celebrations of Success

Submitted by:

George Illaszewicz, Kiilinik High School, Cambridge Bay, Kitikmeot Board of Education

Benefits to Students:

- student successes are acknowledged and celebrated
- students build a sense of 'team spirit' through fun competitions between students and staff

You Will Need:

- assemblies every few weeks

How it Works:

An assembly is organized to celebrate achievements. It is an opportunity to identify and report specific student successes, give a "pat on the back" to student organizers of special events, recognize those who have participated in school or community events, and generally celebrate the actions that students have taken to make positive contributions to their development and/or to school and community life. The assemblies are closed with student-teacher challenges such as sports challenges, tug of war, spelling bee, punctuation war*, relays, ... This type of closing is fun, unites the student body and allows everyone to return to their classes with positive energy.

Keep in Mind:

* Punctuation War is a challenge where one or two students are given a piece of text (projected on a screen with an overhead projector so that all can see) without punctuation and asked to supply the missing punctuation. If correctly punctuated, they win a point and the next piece of text is offered to two members of the opposing team. If a text is incorrectly punctuated, the opposing team is offered an opportunity to correct it. When this activity is planned for the student-teacher challenge in a school assembly, during the week leading up to the assembly teachers in all classes review punctuation so that skills in this area will be in "top form" for the match.

"Nothing succeeds like success! When students regularly see evidence of their collective accomplishments, a positive atmosphere is created that encourages further achievement."

School Spirit/Climate

School-wide events

**Title:**

Message Board With A Positive Twist

Submitted by:

George Illaszewicz, Kiilnik High School, Cambridge Bay, Kitikmeot Board of Education

Benefits to Students:

- providing an opportunity for positive comments to be offered to students and staff

You Will Need:

- large white board, markers

How it Works:

White board and markers are placed in the hallway where all students frequently pass. Students and staff are encouraged to use the board for messages to each other and for positive comments.

Keep in Mind:

"It's a great place to provide positive feedback, not only by staff to students, but students to each other and to staff. Sometimes messages "thread", that is, positive comments are built upon. The white board has fostered positive communication and serious feedback."

"Students love to use the board to wish one another 'Happy Birthday' or to celebrate other noteworthy events."

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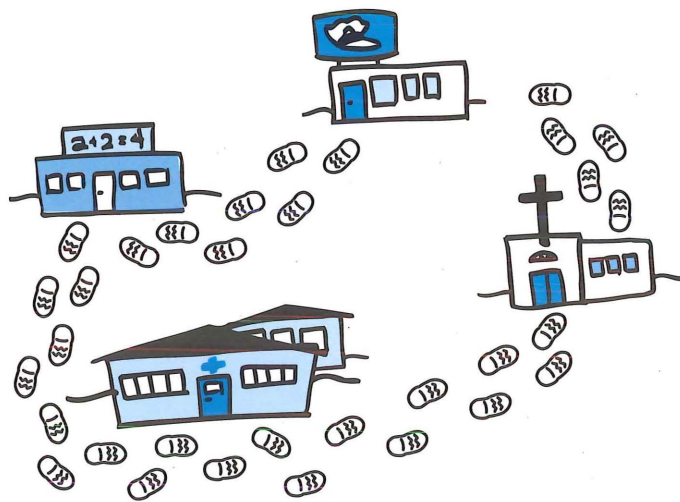
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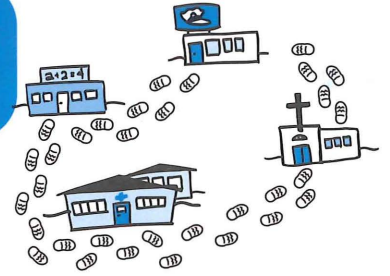


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The School in the
Community
The Community
in the School



The School in the Community The Community in the School



Title:

Elders Centre in the School

Submitted by:

Lucy Makkigak, Leo Ussak School, Rankin Inlet, Kivalliq Divisional Education Council

Benefits to Students:

- provide an opportunity for students to interact with elders while learning traditional skills and information

You Will Need:

materials for elder teaching stations, for example;

- beads, needles, thread,... for beading station
- net twine,... for net making station
- soapstone, chisels, masks,... for carving station
- embroidery thread, needles, material, hoops... for sewing station

How it Works:

Five or six elders are invited to come to the school to teach different topics such as net making beading, story telling, sewing, and so on at stations. The class is divided into the same number of groups as there are stations. The small group of students meets with the elder at that station for one class a day for a number of days so that a finished product of some kind is completed, either as a group or individually. After the projects are completed, the students move to another station, with a new elder, and learn a new skill.

Keep in Mind:

Elders have many talents, but like most people, they may have a particular interest or hobby that teachers and students can utilize. The teacher should meet with the elders before this event in order to plan and gain a better idea of the elders' areas of expertise or preference.

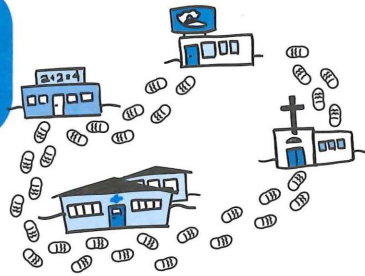
It is important that students know the protocol of greeting elders and making them feel comfortable. This can be discussed with the students before the elders arrive. This information can be accessed through preparation discussions with the elders.

Assign someone, perhaps a student, to take photographs of the event for displaying at a later time. Community members will enjoy looking at these photographs.

Elders will feel appreciated if the students do follow-up with them. This could be a letter of thanks, a small gift made by the students, a photograph of the event or, perhaps, all of these. The students will have some wonderful ideas on how to thank the elders.

"This works because everyone is interested and busy - including the teachers! The students enjoy working with concrete material. The children and the elders look forward to seeing each other and they have a lot of fun together."

The School in the Community The Community in the School



Title:

"Merry Christmas" - Celebrating Student Artwork

Submitted by:

Janet C. Kershaw, Samuel Hearne Secondary School, Inuvik, Beaufort-Delta Divisional Education Council

Benefits to Students:

- student artwork is "showcased" in a meaningful way
- students can gain skills through a professional printing process

You Will Need:

- quality card paper
- GOCCO printer

How it Works:

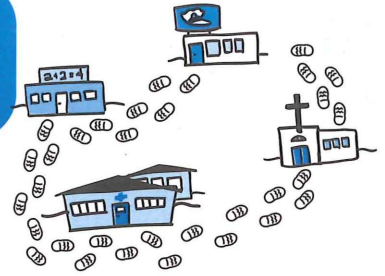
Hold a Christmas card design contest sponsored by the District Education Authority. The DEA selects the winning designs which are printed on blank cards using a GOCCO printer. On the backs of the cards, a biography of the student could be laser printed. Cards can be mailed to all the parents whose children attend the elementary and high school.

Keep in Mind:

Cards can also be made available for sale to the public, perhaps as a school fundraiser.

"Students and their families will enjoy seeing their work 'showcased' in this meaningful way."

The School in the Community The Community in the School

**Title:**

"Painting the Town" - Student Murals

Submitted by:

Janet C. Kershaw, Samuel Hearne Secondary School, Inuvik, Beaufort-Delta Divisional Education Council

Benefits to Students:

- student work is showcased and celebrated in the community

You Will Need:

- overhead projector
- 4' X 6' masonite, 1/8" thick
- acrylic paints

How it Works:

Art Students work collaboratively with the Youth Centre (or community/ friendship centre) to design and paint murals in order to make the Centre more inviting to the youth.

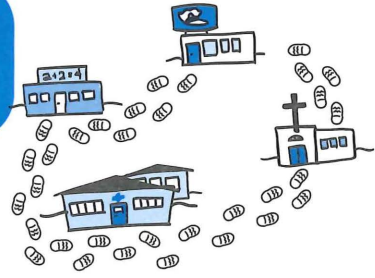
Possible design topics are brainstormed, such as favourite bands, northern scenery/images, sports and optical illusions. Students used overhead transparencies to project difficult images onto pieces of masonite. Students use good quality acrylic paints and work in groups of 3 to 4 students. Each group submits a plan that outlines their theme, specific images and sources they plan to paint. At the end of the project the group submits the resources used, such as album covers, photocopies, and so on, and completes an evaluation sheet.

Keep in Mind:

Teacher and students could create a scoring scale for evaluation.

"A gala opening at the Youth Centre was held and parents, community members and educators were invited to see the display."

The School in the Community The Community in the School



Title:

"Pizza Night" - A Fund Raising Idea

Submitted by:

Wayne Ingerfield, Charles Yohin School, Nahanni Butte, Decho Divisional Education Council

Benefits to Students:

- funds are raised to support a student trip
- students are introduced to entrepreneurial skills

How it Works:

"Being a small town, accessible by road for only a short period of time in the winter, amenities are few. To raise money for one of our school trips, we decided to set up our own pizza business.

To determine whether such a business would be viable the students collected information on the cost of supplies and resources. We received assistance from our local Co-op manager on all the business aspects and the local housing authority provided a fridge and stove, reducing our overhead costs. After the students determined that the business would be viable, and determined a reasonable profit margin, the ordering of supplies was made and a business was "born".

Orders were taken by the students toward the end of the week and after lunch on Fridays the pizza assembly line making commenced. Usually 20 or so pizzas were produced and delivered, unbaked, to homes after school. In this small community of 100 people, over the year the students earned \$4000 (1/3 of the cost) toward their trip to Vancouver."

Keep in Mind:

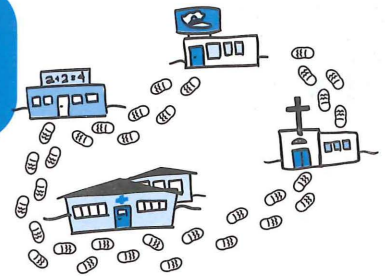
Before the pizza business started a friendly visit was made to the local restaurant to explain the project. The restaurant was so supportive of the student initiative that the owners supplied additional supplies to the project at cost.

The students created a slide show of their trip to Vancouver and invited the community into the school for a viewing in order to thank them for their support of the business.

There were many opportunities to integrate the business concepts with school work. Costing and profit margin details were integrated into math class. Business issues and capitalism were discussed in Social Studies. Writing appealing advertisements with effective word choices became part of English...

"This project was a success from every angle. Not only did we meet our fundraising goal, the students learned a great deal about setting up a real business."

The School in the Community The Community in the School

**Title:**

Holding A Student Conference

Submitted by:

Jane Arychuck, Deh Gah School, Ft. Providence, Dehcho Divisional Education Council

Benefits to Students:

- community building

How it Works:

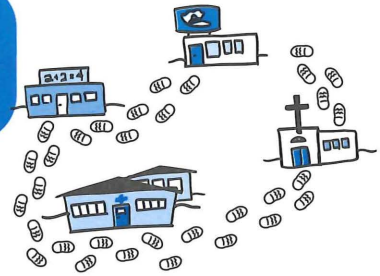
Offer a school wide conference using presenters from your community - social worker, drug and alcohol worker, counsellors,...

Keep in Mind:

Conferences require a lot of planning, but there is tremendous potential for learning a variety of skills when students are guided in the planning, organization and execution of the event. Allow enough time for these activities so that the process is not rushed, and learning can be maximized.

"Ours was an amazing success and included parent sessions which were surprisingly well attended. It was also a nice break for students and also staff who either presented a few sessions or acted as assistant to presenters."

The School in the Community The Community in the School



Title:

Anti-Smoking Campaign

Submitted by:

David Falade, MacKenzie Mountain School, Norman Wells, Sahtu Divisional Education Council

Benefits to Students:

- students gain community support to make the positive and healthy lifestyle choice to not smoke
- planning and executing a campaign provides the potential for a wealth of learning opportunities for students

You Will Need:

- two months preplanning
- six month "Campaign" duration

How it Works:

Community advertising develops awareness that an "Anti-Smoking" campaign is to take place and that anyone who signs up and quits smoking for at least 6 months will receive a certificate and be eligible to win the grand prize. Educational displays can be set up and rotated in "high traffic" areas of the community. Anyone signing up for the campaign receives a "kit" outlining the "rules" of the event, health information related to smoking, and a card of "congratulations" for taking the "first step" to a healthier lifestyle.

Keep in Mind:

Try for a specific number of recruits to the campaign - say "100 people"...

Consider offering a support group to the non-smokers, or "buddying" campaign members with people who have successfully quit smoking.

Organize a "Smoke Patrol" who, in a light hearted manner, will offer tokens to campaign members "caught not smoking" and offer "chastening" to people who are smoking (they might take out a book of matches, squirt it with water bottle, and offer it to the smoker "For the next time you want to light up!")

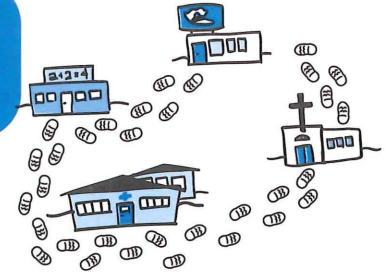
Community businesses can be solicited for prizes to "countdown" the campaign. On the last day of each month of the campaign, participants who continue to be "non smokers" are eligible for a draw prize.

Offer some level of re-entry for those who "fall off the wagon" but want to join again. They may be ineligible for the grand prize, but could be included at the next monthly draw, and so on. Reinforce the "Don't quit quitting!" message.

Have a celebratory event, such as a community dance, on the day of the grand prize draw.

"An event like this which draws the support of the entire community together can create an excellent atmosphere for students as well as community members to make positive lifestyle changes."

The School in the Community The Community in the School

**Title:**

Student Artwork Placemats

Submitted by:

Doug Blakely, Sahtu Divisional Education Board Office

Benefits to Students:

- celebrating student art work in the community

You Will Need:

- laminator

How it Works:

Have students do artwork in pencil or black pen on 11" x 17" paper and have them sign their work. Duplicate, laminate, and offer to local restaurants as placemats.

Keep in Mind:

Photographs and short biographies of student artists could be featured on the restaurant wall as well.

"The students and their families will feel pride and community support when student artwork is showcased in this creative way."



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Appendices



Appendix A

Bloom's Taxonomy: Build a Higher Thought

Evaluation

(judging the outcome)

Verbs

Decide
Evaluate
Rate
Discuss
Verify
Judge
Grade
Choose
Assess
Select

Products

Panel
Opinion
Verdict
Scale
Recommendation
Conclusion
Evaluation
Report
Investigation
Survey
Editorial

Synthesis

(putting together the new)

Imagine
Combine
Invent
Create
Estimate
Forecast
Design
Predict

Formula
Invention
Film
New Game
Story
Poem
Solution
Art Product
Project
Machine
Advertisement

Analysis

(taking apart the known)

Summarize
Classify
Dissect
Compare
Contrast
Deduce
Order
Investigate
Categorize
Separate

Report
Graph
Chart
Outline
Diagram
Conclusion
Plan
Summary
Questionnaire

Application

(making use of the known)

Show
Make
Translate
Illustrate
Record
Teach
Construct
Demonstrate

Illustration
Diorama
Collection
Map
Puzzle
Model
Diary
Report
Lesson
Photograph

Recall

Knowledge/

Comprehension

(finding out)

List
Identify
Locate
Memorize
Match
Name
Read
Reproduce

Labels
Names
List
Definition
Fact
Test
Reproduction
Recitation

Appendix B

Edward de Bono Six Thinking Hats For Schools



White Hat: Information

What are the facts?

Red Hat: Feelings

What do I feel about this?

Black Hat: Judgement

What is wrong with this?

Yellow Hat: Benefits

What are the good points?

Blue Hat: Thinking

What thinking is needed?

Green Hat: Creativity

What new ideas are possible?

Edward de Bono's Six Thinking Hats

Each of the Six Thinking Hats has a colour: white, red, black, yellow, green and blue. The colour provides the name for the hat. The colour allows the thinker to **visualize** and to imagine the hats as actual hats. The colour of each hat is also related to its function (refer to the graphic representation). In practice the hats are **always** referred to by their colour and **never** by their function.

Diversity is important. Through the Six Thinking Hats you check out all the thinking perspectives before you make a decision. ***"All six thinking hats are valuable types of thinking. To consider any one hat as inferior to the others destroys the usefulness of the system, e.g. because black hat thinking is often used to point out bad things does not mean it is bad thinking."*** Edward de Bono

There are four main **values** in using Edward de Bono's Six Thinking Hats:

1. Role Playing:

The hats allow us to think and say things that we could not otherwise think or say without risking our egos.

2. Attention Directing:

The Six Thinking Hats give us a means for directing attention to six different aspects of the matter or problem.

3. Convenience:

The symbolism of six different hats provides a very convenient way of asking someone (including yourself) to switch gears.

4. Rules of the game:

The Six Thinking Hats establish certain rules for the "game" of thinking rather than a matter of condemnation and exhortation. The hats are referred to directly e.g. "I want you to take off your black hat for a few minutes and let us all put on our yellow hats... That's fine for yellow hat thinking... now let's have a white hat fact." This helps to eliminate argumentative discussions.

Edward de Bono has developed a series of teacher resource books from K – 12 specifically for use in education.

"Edward de Bono Six Thinking Hats for Schools"

ISBN1-56312-098-4 Published by Perfection Learning Corporation

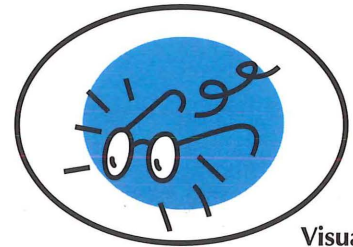
Appendix C

Multiple Intelligences - Source: 1994 Thomas Armstrong Multiple Intelligences



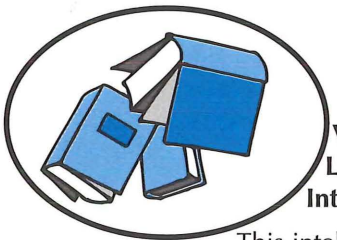
Logical/Mathematical Intelligence

Often called "scientific thinking", this intelligence deals with inductive and deductive thinking, reasoning, numbers and the recognition of abstract patterns.



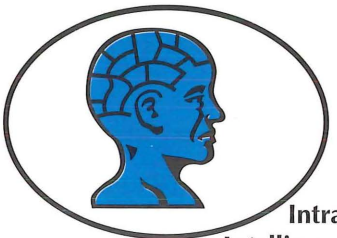
Visual/Spatial Intelligence

This intelligence, which relies on the sense of sight and being able to visualize an object, includes the ability to create internal mental images/pictures.



Verbal/Linguistic Intelligence

This intelligence, which is related to words and language – written and spoken – dominates most Western educational systems.



Intrapersonal Intelligence

This intelligence relates to inner states of being, self-reflection, metacognition (i.e. thinking about thinking) and awareness of spiritual realities.



Interpersonal Intelligence

This intelligence operates primarily through person-to-person relationships and communication.



Body/Kinesthetic Intelligence

This intelligence is related to physical movement and the knowings/wisdom of the body, including the brain's motor cortex, which controls bodily motion.



Musical/Rhythmic Intelligence

This intelligence is based on the recognition of tonal patterns, including various environmental sounds, and on a sensitivity to rhythm and beats.

7
Ways of
Knowing
Multiple
Intelligence

Multiple Intelligences Planning Sheet

Linguistic

How can I use the spoken or written word?

Intrapersonal

How can I evoke personal feelings or memories, or give students choices?

Interpersonal

How can I engage students in peer sharing, cooperative learning or large group simulation?

Logical – Mathematical

How can I bring in numbers, calculations, logic, classification, or critical thinking skills?

Objective,
Topic or
Theme

Spacial

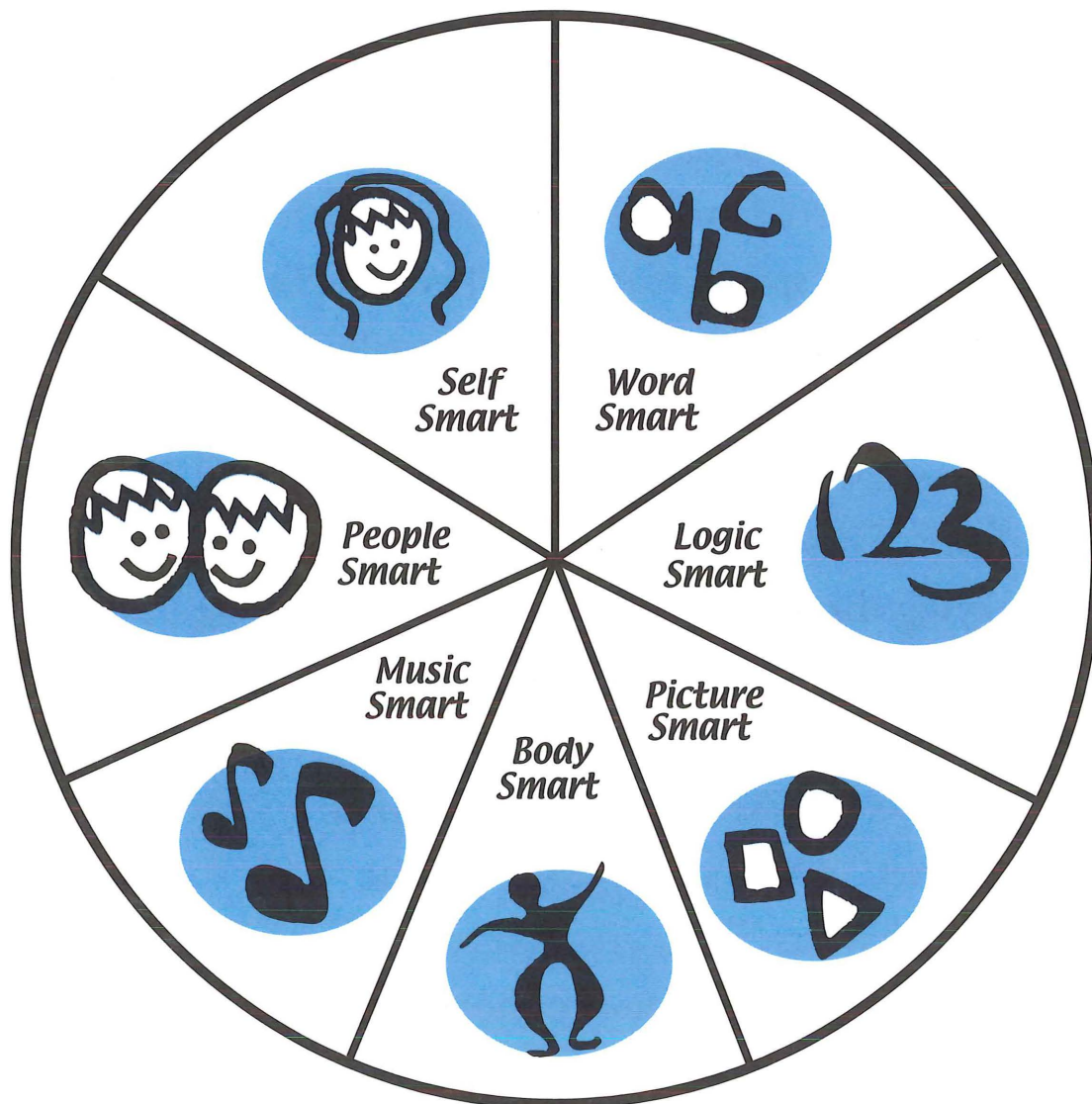
How can I use visual aids, visualization, colour, art or metaphor?

Musical

How can I bring in music or environmental sounds, or set key points in a rhythmic or melodic framework?

Bodily – Kinesthetic

How can I involve the whole body or use hands-on experience?



MI Pizza (a “student friendly” resource)

**7 Kinds of Smart: Identifying and Developing
Your Many Intelligences**

Thomas Armstrong

"I've often humorously suggested to teachers that one good way to identify students' most highly developed intelligences is to observe how they *misbehave* in class. The strongly linguistic student will be talking out of turn, the highly spatial student will be doodling and daydreaming, the interpersonally inclined student will be socializing, the bodily-kinesthetic student will be fidgeting, and so forth. These students are metaphorically saying through their misbehaviours: "This is how I learn, teacher, and if you don't teach me through my most natural learning channels, guess what? I'm going to do it *anyway*." These intelligence-specific misbehaviors, then, are a sort of cry for help – a diagnostic indicator of how students need to be taught."

Quote from "Multiple Intelligences in the Classroom"
by Thomas Armstrong, page 28

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