



Bank Accounts And Bucketfilling Building Goodwill with Students

"Pairing" is an ABA (Applied Behavioural Analysis) term for building trust and a relationship with another person. It is a fundamental prerequisite for teaching. Fortunately, most individuals want to build relationships with others. It is part of our basic makeup as social beings. In a school setting, it looks like eager, excited students arriving in the classroom each day, ready to interact with others, able to sit and listen to the teacher, willing to learn and complete work for the satisfaction that it brings to themselves and others. These students find building relationships motivating and rewarding. Their "Buckets" are already usually pretty full. They can keep them full by filling their own and others' buckets.

However, there are more and more students who, through no fault of their own, arrive at school either without the motivation or the skills (or neither one) to build and maintain relationships. These students either have "holes" in their buckets or are without the means to fill their own buckets. These students need our help! There is a saying, "The empty bucket makes the most noise!" How true this often is.

For more on bucketfilling in your classroom: www.bucketfillers101.com

If the student has autism or another developmental disability, we may need to build relationships with them through external reinforcement. This means identifying items and activities that they enjoy and then being the person to provide these with no strings attached at first. This is called non-contingent positive reinforcement. Once the student identifies you as "the giver of all good things", you have taken the first steps towards establishing a relationship and building goodwill. Only then, can you start asking the student to complete tasks or activities that are easy for them or that he already knows how to do. Learning new skills and completing difficult tasks require a solid relationship where the student trusts that if they finish work, they will be rewarded with an activity that they



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enjoy, or in other words, is reinforcing. When we build this trusting relationship, interactions with us become reinforcing as well.

The best way to do this is by routinely finding out what the student likes, providing these activities and items on a consistent basis and slowly increasing the difficulty of the requests made of them.

However, it is not only students with autism who may need help building positive relationships with their teacher. Any student who finds learning or interacting with others challenging may need support. This could be a child with a learning disability, ADHD, ODD, trauma, or frequent school moves. It could also be a child who finds life outside the classroom to be more rewarding, such as a talented athlete, video gamer, or avid reader.

They may also need positive reinforcement more frequently than others. *Learn Alberta* lists Positive Relationships as the number one way to support effective, positive classroom management.

Another way of looking at this is described by Christopher Pugliese and Eran Magen in an article published February 2016 in *ASCD Express*, called *A Relational Bank Account That Pays Dividends*.

“Well, I said to her, ‘You know, kids don’t learn from people they don’t like’”
–Rita Pierson, legendary educator from a Ted Talk entitled Every Kid Needs a Champion

Every student has a “bank” of relationships, with an “account” for every teacher the student interacts with. The balance in your relational account with a student represents the amount of goodwill that the student has toward you—or, put differently, the extent to which the student will inconvenience him or herself to cooperate with you. When you ask a student to do something he or she would not naturally do (for example, asking a hesitant student to offer an answer, or asking a student who is inspired to sing in the middle of your lesson to work quietly), you are making a withdrawal from the relational account, because you are asking the student to do something that the student would prefer not to do. If your relational account balance is high, the student will cooperate willingly. If your relational account balance is low, the student may cooperate—reluctantly. If your relational account balance is insufficient, your request will be denied.

Relationship Deposits, Withdrawals, and Overdrafts

The article goes on to describe relational deposits and withdrawals and how to avoid overdrafts. This is such a straightforward way to think about interacting positively

with your students. Relationship deposits are made when you: are nice to a student, give praise for accomplishments and effort, say thank you, ask for and try out student suggestions and ideas, and take an interest in their lives and interests outside of school. When you have a high relationship balance (lots of good will) with a student, they will try difficult tasks, cooperate with you and associate even challenging activities with a feeling of trust and respect. This strengthens intrinsic (internal) motivation. Acknowledging their efforts builds upon your relationship.

Relationship withdrawals happen when you ask a student to behave in any way which is different than they already do, which is the definition of learning! However excessive withdrawals happen when you repeatedly ask a student to complete tasks or activities which they feel are too difficult or not meaningful or when you act in a way towards them which they see as being mean or disrespectful. Another way to look at this is bucket dipping.

Relationship overdrafts will occur when you have made more withdrawals than deposits. When this happens a student may refuse to cooperate with a request, even if it is reasonable and they are capable. If you try to force compliance, the results can be unpleasant. The student may learn to follow instructions only when under pressure and require stronger and stronger consequences. They may develop negative associations with either the activity or yourself and power struggles are a definite possibility.

How to Build Goodwill and Strengthen Relationships in Your Classroom

1. **Do not** treat all students the same. Learn about individual strengths and challenges, interests, and dislikes and use this knowledge.
2. Make relationship deposits whenever possible. A typical student requires at least a 4:1 ratio of deposits to withdrawals. A student with challenges consistently requires more. Think of a bucket with holes in it. The more holes, the more deposits that are required while you work on plugging the holes.
3. Make your withdrawals purposeful and use the smallest number required to achieve your goal.
4. Find a way to replenish your deposit account as soon as possible after a withdrawal.
5. If you are dealing with an overdraft situation, consider asking for support from your School Based Team, especially if you have tried to fix the situation and it has not gotten better.
6. Look into strengthening relationships in your entire school by using the free resource from The Center for Supportive Relationships at your next staff

meeting or professional development day. www.supportiverelationships.org/home/resource-activity-post-relational-bank-account/

Consider applying this model to all your relationships - professional, volunteer, and family. Making relationship deposits can become a positive habit. When withdrawals do occur, having a large balance results in more cooperative relationships, a willingness to support one another, less stress, and increased respect and enjoyment. What a great way to keep everyone’s bucket full!

Supporting Students With Government-Care Experience

The Youth Research Academy (YRA) is a group of trained youth researchers between the ages of 16 and 24 who have experience with the government care system. With support from the McCreary Centre Society, we the YRA, recently completed a project with the BC Office of the Representative for Children and Youth (RCY) looking at how to improve education outcomes for youth in foster care in BC. We hope to help others better understand children and youth growing up in-care, and how to best support them.

Over 150 young people from diverse urban and rural communities across BC took part in the project by participating in a focus group or completing an online survey. We then analyzed the data and wrote a report for RCY on the key findings. RCY is developing their own report on supporting education outcomes of children and youth in care that will incorporate views of youth in- and from-care with input gathered from school staff, foster parents, and social workers across the province.

Based on what we heard from the young people who took part in this project, and from our own experiences, we would like to share some of the ways we think teachers and schools can support students who are in, or have been in, government care:

- **Offer unwavering support.** Young people who do not or have not, had a safe or comfortable place to call home look to their schools for support. They rely on their teachers, principals, and other school staff to give them a sense of safety, belonging, resilience, and courage to work hard to achieve their goals.
- **Celebrate successes.** Success means different things to different people. It is challenging to participate fully in school when your basic needs are not met. Some youth, particularly those who live independently, struggle to maintain adequate housing, food, and clothing. When the focus is on basic needs, school often takes a backseat. For some young people, success might mean

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References

Pugliese, C. & Magen, E. (2016). A Relational Bank Account That Pays Dividends. *ASCD Express*, 11(11) . Retrieved from www.ascd.org/ascd-express/vol11/1111-pugliese.aspx
For more information check out:
www.supportiverelationships.org
www.learnalberta.ca/content/inspb2/html/1_positiverelationships.html

getting a good night’s sleep, arriving at school on time, keeping up regular attendance, or getting along well with their peers.

- **Understand the issues.** Young people growing up in government care are more likely than youth who are not in-care to move from home to home, or to have to change schools. Offering individualized learning options, providing one-on-one support, and learning how to support youth who are struggling with different health challenges, can go a long way towards encouraging youth to stay connected to school.
- **Put a stop to stigma.** The assumption that young people in foster care are ‘bad kids’ can affect their mental and physical health. Young people growing up in foster care are just like any other youth, except that they are often facing greater challenges in their daily lives. For these youth, having someone who believes in you even when you don’t believe in yourself, can make a huge difference.
- **Incorporate culture.** Learning about each youth’s culture at school, e.g. Aboriginal culture, helps young people to feel like a part of their school and community, and can help them form a strong sense of identity.
- **Nothing about us without us.** Young people should have a voice in the decisions that affect them, and be included in communications between schools and foster parents or social workers.

You can visit McCreary’s website www.mcs.bc.ca to find out more about the Youth Research Academy. The website also has information about the Youth Action Grants and how to apply. The grants are available to students aged 12–19 who want to improve youth health in their community.

Youth Research Academy, McCreary Centre Society
www.mcs.bc.ca

Brian’s bits



Brian Herrin is known province-wide for his Science workshops as well as co-authoring of *Innovations in Science 5* and *Science Probe 4*. He has been a Faculty Advisor at SFU for half a century. His ideas are practical and immediately applicable, often utilizing equipment from the kitchen or the dollar store.

Student-Friendly Scientific Write-up

As a teacher,I always found that somehow the Scientific Method writeups were a pain, as they had little in common with the way science is written about or reported. Here is a plain language form I used throughout my career. The students understood it and could equate how it was used in real science publications or journals. In their journals they don’t write: Title, Hypothesis, Equipment, Procedure, Results, Conclusion. One thing that became the most important part was the question at the end asking for more questions to be generated. A science discovery often poses more questions than answers. To reinforce that, occasionally, I would put out materials to perform a lab investigation for those students who had questions. In upper grades, I used these labs as a extension activities.

Those students who didn’t have any questions were invited to read or do anything else quietly, but they had to stay in their regular seats and not talk. Only the experimenters had complete ‘run of the room’ to do their ‘lab’ and write it up. Subsequently, I noted that all students had lots of questions at the end! Ah, the value of understanding and implementing irregular reinforcement!

A Real Language Student-Friendly Lab Template

Experimenter: _____ **Date:** _____

Title: Write this in the form of a question so you can answer it in the conclusion.
Can we clean a Canadian penny with vinegar?

What I think will happen and why: (More easily understood than the word hypothesis.)
I think that vinegar will clean the penny because a penny is mostly copper, and copper is affected by acids like vinegar.

What we did: Someone else must be able to repeat exactly what you did, so make sure you tell them exactly how you did it.
We took a dirty Canadian penny and placed it in a little plastic dish. We poured in enough ordinary vinegar to cover the penny completely. We turned the penny over to make sure the penny was completely covered and waited twenty minutes. Then we took the penny out of the vinegar and washed it off with tap water.

What we observed: A diagram or diagrams may help here.
The penny was now shiny except for a few spots. The vinegar had turned a very slight greenish color.

What we found out or concluded: Look back to the title and answer the question.
Yes, you can clean a Canadian penny with vinegar if the vinegar gets to cover the penny completely.

Some questions I now have: Now that we know this, what else can we do?

- I wonder if I can clean American pennies with vinegar?
- I wonder if I could use vinegar to clean loonies and other coins?
- I wonder if I clean the penny with detergent and water before adding vinegar, whether I could really make the penny shine with no spots?
- I wonder what would happen if I left the penny in the vinegar for a week?
- I wonder whether I could find out what the green stuff in the vinegar is?
- Can I clean silverware with vinegar?
- Are there any other ways to clean silverware that my Mom or Gran may know?

BIG IDEAS
A Cross-Curricular Biennale Inquiry

History has begun with the creation of what we can call the first symbol: Writing. Writing includes both letters, numbers and signs. Prior to the creation of Writing, during prehistory, drawings were used as symbols to represent a lifestyle.



217.5 Arc X 13 by Bernar Venet

The new BC Curriculum focusses on literacy and mathematics, which are symbols. The revised curriculum also suggests the learning of coding, which contains many symbols as well.


The Vancouver Biennale BIG IDEAS aims to build a creative, collaborative community connecting educators, learners, artists, and researchers who in turn shape the program and strive for innovation in education. For my students’ Biennale Project, I wanted to go back to the roots of how these symbols have been created in Ancient Civilizations and how their meanings have evolved globally today. With this project, students explored how symbols can be expressed differently through nature, sounds and light. Students were given an opportunity to engage in activities that allowed them to grow emotionally, socially and intellectually, without premeditation.

To begin our inquiry, we went on a complete a tour of the neighbourhood to find symbols that would help them describe their generations. The main categories that were found by students that day were: connected, creative, busy, educated, and mixed. I was paired up with T’uy’t’anat, also known as Cease Wyss, a local aboriginal artist. With her we visited the *217.5 Arc X 13* by Bernar Venet, a Vancouver Biennale installation that inspired this inquiry, located at Second Beach, in Vancouver, BC. We explored how this installation can be used as a symbol; we also explored some

of the characteristics the installation has in common with the symbols from Ancient Civilizations, previously explored at the Museum of Vancouver. We used the installation to make connections with the Math curriculum, by using it to study the circle and as the origin for a giant coordinate graph. We used rocks to identify each quadrant, having to work together to make this living Math nature art around the installation. Students used their personal devices to record sounds used for a collective spoken word track. Some created sounds with the installation, while others recorded some of the sounds around them like the racing police cars, the seagulls and the sound of the ocean.

After inquiring about the patterns that are visible in our environment, my students decided to work on the community garden of our school, inspired by plants that had a symbolic meaning to them. My students devised a task to create tools that would maintain the school garden. Some of the inventions included a waterwheel, a Lego Minsdstorms seed planter, and an Arduino garden controller. We visited the Haroon Mirza Exhibition on Light and Sound at the Contemporary Art Gallery to explore different perspectives on symbols and to gather ideas for our inventions. Mirza has received international acclaim for work that tests the interplay and friction between sound and light waves and electric current.

As we entered the last phase of our inquiry, the students embarked on their journey to create a mixed-media painting with three layers: a collage of pictures that represents symbols, splatter of paints to represent the emotions, and a political statement on an element of the Generation Z in the style of Graffiti art. The project culminated in a collective exhibition that represented one or multi-symbols that represent each student identity and their place in the world.



For more information about Vancouver Biennale BIG IDEAS program visit www.vancouverbiennale.com/learn

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Fractions and Decimals and Percents. Oh my!

Financial Literacy Mini Projects in the New Grade 7 Curriculum

At the end of a unit exploring fractions, decimals, and percentage, I designed a series of four specific mini-projects to use the skills. This series of projects really caused me to adjust the way my Math block ran, and it was a little scary. Would the kids actually stay on task for three weeks? Would they engage and enjoy the tasks while learning complex topics such as tax, tip, and bill splitting? Would parents be okay being interviewed about food shopping habits? Would three weeks be too much time to commit to this one big topic? Yes, yes, yes and no!

This article includes the outline for one of the projects. The remaining outlines provided to students are available on the myPITA website.

The first four specific projects:

1. Decorating a house
2. Going out to dinner
3. Shopping for friends on a budget
4. Meal planning/ budgeting for food

Each project had:

1. A Math requirement
2. Three possible challenge levels. This allowed students to adjust their workload and focus on topics that really interested them. Also, if students were given a certain budget and wanted more, they had to make a verbal appeal – usually I would say yes, as a larger budget just meant additional calculation and work, resulting in students willingly doing more Math.
3. A written personal reflection linked to the topic

I gave the unit three weeks and allowed projects to be submitted at any time, but generally I would receive one to two completed projects per week. I required each project to include a specific number of calculations done by hand, but taught students how to properly use a calculator as well.

The fifth mini-project was a personal financial exploration based on a self-identified area of interest. Many students chose to design ultimate pro-athletic teams based on salary caps or design a dream vacation.

Students were given from 45 minutes to one hour, four to five times per week. All students completed tasks one to four. It was even easy to differentiate the projects for my student working on an IEP. Students actively engaged in the project and even when talking, were having rich, financial discussions. The projects were surprisingly easy to mark, as the requirements were very open, yet concrete.

The project set-up allowed me to move around the room constantly during the three-week period and offer help to students individually.

How well did it work?

It was one of the most powerful Math units I have ever facilitated. Students engaged in powerful financial literacy discussions and demonstrated in-depth understanding of complex financial topics. Additionally, they began to talk about and demonstrate in their reflections, the value of money and other monetary-related issues that surprised them. Many students told me how much easier working with fractions, decimals, and percentage had become and how much they enjoyed linking learning to topics that actually mattered.

I had several parents come and talk to me about this unit, describing how it had shifted the dynamics of family shopping and how they valued the activity.

So many content area pieces were explored and so much real-life experience was gained, that I cannot imagine teaching grade 7 without running this series of projects again. Before using this unit, I had been feeling my Math planning was a little bland. This unit has caused me to wonder what other projects I can create that will allow links to be made between ideas in the curriculum while actively engaging students with real ideas.

During the 2015–16 year, I was able to explore topics in depth, separate from the textbook, in powerful ways without feeling rushed. By spring break, I had only four content areas and one big idea that my students had not yet explored, and I did not feel like I was skating without student engagement.

When it comes to planning units with this curriculum, do not be afraid to put the textbook away, or to approach the chapters in a different order. Be open to linking ideas that at first may not appear to be connected. Maybe each year, try to add one more Math project to your existing units; this will allow for a shift in your planning without feeling overwhelmed. Financial literacy is a great place to start, and I encourage you to try, to play, and to see how you can motivate your students further than you thought possible.

Mini- Project # 2: Going Out to Dinner

Background Information

Going out for food can be a fun experience. You spend an afternoon or evening chatting with friends while sharing food and beverages. Many times as you move into your

teens and into adulthood, you may wish to split a bill. Servers do not always remember to split the bill for you, so you may have to do a little math yourself. Additionally, you will have to judge service at nicer restaurants to determine the tip. Sadly, in many service industry jobs, staff are underpaid with the expectation that tipping will make up the difference. This is not true in all countries, so if you are travelling outside of Canada, make sure you help your parents research tipping customs. However, within Canada, tipping is part of the dining experience. In this mini-project, you will practise splitting a bill and tipping at a variety of restaurants. You will need to research menus and tipping practices. If you find coupons for certain restaurants, be careful to record these. They can save you money! Tips in BC range from 10–20% of meal costs depending on quality of the service, with the average being 15%. We are not charged PST on restaurant food, only 5% GST.

Skills Used

- Adding/Subtracting decimals
- Multiplying to find a percentage of a number for tip amount
- Dividing decimals
- Research

Major Challenge: Choose your challenge level

Choose your challenge level and keep careful Mathematical notes. You will need to research the cost of different items and plan meals. You will also need to calculate tip and split

the bill between your friends or family.

Challenge 1: Choose one fast food restaurant and one nicer restaurant to go out to with one other friend.

Carefully meal plan and calculate the cost of each person's meal, including tip if necessary.

Challenge 2: Choose one fast food restaurant and two nicer restaurants to go out to with two other friends. Carefully meal plan and calculate the cost of each person's meal, including tip if necessary.

Challenge 3: Choose one fast food restaurant and two nicer restaurants to go out to with two other friends. Calculate the tax on the food as well as the tip when appropriate. Try to find at least one coupon that you can use to save you and your friends money.

Parameters

- Create a summary chart for each meal to show the organized information.
- Show work by hand for at least 5 calculations.
- Write a statement explaining the hardest and the easiest part of this assignment.
- Provide one piece of advice for someone trying to go out for dinner with friends on a budget.

Find the resources

To find the remainder of the class project outlines visit www.myPITA.ca > Resources tab > Math Wiki.

Melissa Salter, Buckingham Elementary, Grade 7 teacher

President's Message

Hopefully, all our members will have had a chance to recharge and rest over the summer holidays. Our profession is a challenging one, and we desperately need the breaks scheduled in the school year to marshall our thoughts and our energy in order to best support our students.

The court ruling in our favour that happened last year was a profound relief to me. That ruling, and a new provincial government, has many of us approaching this school year with optimism. In truth, the next few years are likely be unsettled as we adjust to returned staffing levels and the administrative and structural changes that need to be made to accommodate them.

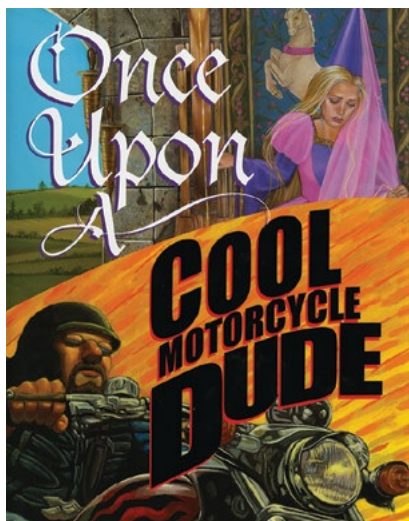
It is with that burgeoning sense of optimism, and an awareness of the challenges to come, that I am pleased to have stepped into the role of Acting-President for myPITA. Elaine Jaltema, stepping down to spend more time with her grandchildren, has been a wonderfully cohesive leader; I have large shoes to fill.

I want to invite all myPITA members to join us at the PSA SuperConference on October 20–21 at the Vancouver Convention Centre. myPITA, along with 25 other PSAs, have put together a truly superb line up of Keynote Speakers and workshops. It is an ideal professional development opportunity for our membership, with our diverse interests, needs, and responsibilities, to be able to attend such a range of speakers from so many different PSAs.

The myPITA AGM will be held during the conference, on Friday, October 20th, at 3:45 in Room 16, Vancouver Convention Centre East. We would love to see you there. Come see our Executive in action! We are always eager to have people join us, either as interested onlookers, as members of our Executive, or as members of our various committees. We are a friendly bunch, and it would be wonderful to welcome you to our group!

Jennifer Slack, Acting President, myPITA

Cruchley's collection



Once Upon a Cool Motorcycle Dude

Kevin O'Malley—Author, Illustrator
Carol Heyer—Illustrator
Scott Goto—Illustrator
Bloomsbury USA Childrens, 2005
978-0802789471, 32 pages

A pair of students have to create and tell a fairy tale to the class and are in serious dispute as to the direction the plot will take. The girl begins sweet and sentimental; the boy interrupts with a motorcycle and battle with the giant. Tables are turned once the girl pumps iron, and everyone lives happily ever after.

Once Upon a...

In *Once Upon a Golden Apple* by Jean Little, Phoebe Gilman, Maggie de Vries, a father begins a story but continually makes changes as he goes, such as, Goldilocks lives with the seven dwarves, a princess kisses a reluctant dragon, etc. The children keep insisting that he tell the real story. Eventually everyone lives happily ever after.

Read both stories to the students and discuss ways in which they are similar and different: the storyteller is in dispute with the listener; the setting is fairy tale; the story ends happily, etc.

Writing a Conflicting Collaboration Story

Ask students to create their own scenario for a conflicting collaboration story. They could be two students planning an excuse for why they came home late from school, explaining how it was that the teacher happened to give them a detention. Or the story could be about throwing a birthday party, washing a car, or creating a different fairy tale.

The Cliffhanger Game

Divide the class into teams of three-to-five students. The team stands in a circle and starts with a cliffhanger like, “Once upon a time there was a boy named John who lived in a cave in the woods and was very happy until the day he stepped off...” The next student takes over and keeps the plot going for a few sentences ending in another cliffhanger.

Encourage students to jot a few notes about good plot turns so that they can take the best parts and individually write a story when the game has ended.

Extreme Writing

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

1. These students are partners in writing a fairy tale. Tell about the most memorable and interesting assignment(s) you have ever had in school.
2. These students are preparing to make a presentation to their class. Write about any presentation you have given whether inside or outside the school.
3. This book is very like a plot for a Pixar or Disney animated movie. Which Disney or Pixar movies have you seen? Which are your favourites and why? Are there any you didn't really like and why? What do you like about each?

Immense vocabulary

One of the words in *Once Upon a Cool Motorcycle Dude* is “immense.” Ask students what it means and then brainstorm synonyms, words that mean the same such as: huge, enormous, colossal, gigantic, mammoth, massive, infinite, monumental, humongous, and stupendous.

Having looked at synonyms, students could consider antonyms. One opposite of immense might be tiny. Students can then brainstorm words that mean tiny and they might come up with: small, minute, miniscule, microscopic, miniature, diminutive, infinitesimal, and even itsy-bitsy or teeny-weeny.

For extra discussion, ask students to rank the words in order from small to the tiniest of all. It is arguable, which is partly why it is interesting. One possible order might be small, miniature, diminutive, minute, miniscule, microscopic and then infinitesimal, with itsy-bitsy and teeny-weensy being difficult to judge. Ask students to explain the order they have chosen.

Four other words worth discussing? These students are in dispute about how to write the story. What is the difference between collaborating, conflicting, cooperating, and compromising?

Did They Write a Fairy Tale?

In *Once Upon a Cool Motorcycle Dude* the students are assigned to write a fairy tale and tell it to the class. Students can discuss whether this story is or is not a fairy tale by looking at its characteristics. What is a fairy tale? This is an opportunity to discuss the meaning of criteria as well.

Some frequent qualities of a fairy tale are:

- “Once upon a time” at the beginning
- “Happily ever after” at the end
- Royalty: kings, queens, princesses, etc.
- A villain: ogre, giant, dragon, etc.
- A happy ending for the protagonists
- An imaginary far away place without a specific name
- A magical object
- Things happening in threes

There are other qualities for different types of fairy tales. The above list is common for the French courtly style of fairy tale versus the Northern style which has humble people or even animals as the characters, such as in *The Three Little Pigs*, *Three Billy Goats Gruff*, and *Stone Soup*.

Kevin O'Malley's Books

Kevin O'Malley is an author and illustrator and of many books including:

- *Gimme Cracked Corn and I Will Share* A story of two hens who cross the road to follow their dream to a treasure of cracked corn.
- *Herbert Fieldmouse: Secret Agent*
- *Leo Cockroach: Toy Tester*

Stories That Reflect Your Interests

Students work as a pair or a trio to design a story that reflects their personal interests. For example, in *Once Upon a Cool Motorcycle Dude* the girl loves horses and the boy motorcycles. Each student would suggest an interest. The two or three of them create a plot outline. Then each of them tells part of the story, setting it in a location that reflects their interest, and using the accessories and vocabulary of that interest. The story should reflect the different styles.

Stereotype

The characters in *Once Upon a Cool Motorcycle Dude* are very stereotypical. This is an excellent time to talk about what a stereotype is, and look for other examples in the story. Talk about the girl's “role” at first: be pretty, own horses, and cry a lot helplessly. What is she like after she pumps iron? What are the boy's stereotyped qualities?

Write the Rest of the Story

Try reading the story until page 12. Then have students working in pairs write the rest of the story. Pairs share with at least two other pairs, then you read the rest of the story. Fun and a way for students to see that authors make many choices about what to do with their characters and plot direction.



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

Her workshops are practical, include detailed handouts, and are always enthusiastically received. H. Diana Cruchley©2017, dianacruchley.com

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IAN JUKES digital learning and brain development

Saturday

GABOR MATÉ stress, anxiety, resilience, & connection

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The Power of Extreme Writing! Creating Eager and Fluent Writers

Diana Cruchley Friday 9:00AM-10:15AM
Students who write too slowly, and can't ideate quickly fall further and further behind as subjects become more demanding. How do we enhance fluency and keep it engaging long enough to succeed? Extreme Writing is a totally new journaling program that works, and is fun! Leave with a plan for the year, seven unique strategies to keep the program novel for your grade 4-9 students, and a method of assessing student capacity.

Gender and Gender Expression in BC Schools

Joel Harnest Friday 9:00AM-10:15AM
Learn how to positively and pro-actively support a safe and inclusive environment for our LGBTQ2S youth? A crash course in LGBTQ2S terminology, and an overview of the gender binary and gender spectrum models, and how to talk about gender and sexuality as a society: media, pop culture, in schools, etc., and how this rigid understanding of gender and sexuality can be limiting and exclusionary.

Bridging the (Autism) Gap

Alexander Magnussen Friday 10:45AM-12:00PM
Alexander will talk about his experience in school, from Kindergarten through Grade 12 transitioning from home school to full time school. Alexander will talk about his increased connections in the school and his growth and challenges associated with every new grade from a social and academic standpoint. In this captivating look at how we, as educators, can better connect and support our students on the spectrum.

Quick Practical Inquiry! Harnessing the Brainpower of Your Class

Diana Cruchley Friday 10:45AM-12:00PM
This simple, quick model is easy to use and powerfully effective. After a provocation that pokes brains, students pose great questions, individually investigate and construct data, then share their results to answer the original "I wonder" questions. It's fun, fast, and practical! Diana has created many accessible resources.

The 50 Best Science Demos to Do Before You Die

Peter Hopkinson Friday 12:30PM-1:45PM
A collection of classroom tested demos, activities, and teaching tips in physical science taken from many years of attending and presenting at science teaching conferences. Always a crowd pleaser.

Taking the Fear Out of ADST!

Jason Proulx and Sandra Averill Friday 2:15PM-3:30PM
Using a human-centred design-thinking approach, teachers will participate in an abbreviated student experience which uses the ADST curriculum to incorporate multiple curricula: Arts, Careers, Science, Social Studies and the Maker Movement. Leave with resources, and design thinking lessons for implementing on Monday.

MYPITA ANNUAL GENERAL MEETING FRIDAY 3:45PM

Room 16 Vancouver Convention Centre East Receive a myPITA branded goody.*

Boys Will be Boys: How You Can Keep Them Reading and Writing

Bryan Gidinski Saturday 9:00AM-10:15AM
Examine some of the trends in the literacy development of boys and address the concerns that have been raised about the gap between boys and girls on reading and writing performance assessments. Bryan will provide some reflections on his work with boys in intermediate classes and offer some suggestions to help enhance teachers' abilities to implement curriculum that supports the unique learning needs of boys.

Start UP! Your Grade 4-7 Class Successfully

Ray Myrtle Saturday 9:00AM-10:15AM
For TTOCs, Teacher Candidates, and others preparing to start and manage their critical first Grade 4-7 classroom. Learn the most important things to focus on and how to prepare now so you will be ready. Get *The First Week of School*, a 33 page booklet of lesson suggestions, strategies, ideas, and checklists. Start UP! your school year prepared and confident!

Beyond the Numbers: Bringing Financial Literacy to the Class

Stacy Yanchuk Olesky Saturday 9:00AM-10:15AM
An interactive and dynamic workshop that focuses on bringing financial literacy alive in the class. You will walk away with lesson ideas, age-appropriate money activities, and resources.

PE is Fun! Minor Games for all Ages and Spaces

Trevor Rosencrans Saturday 9:00AM-10:15AM
Physical education is fun. We will play a variety of games that can be used in an assortment of circumstances, from warm-up to ice breakers, small spaces to the gym, short activity breaks to full PE classes.

Artist Inquiry: From Study to Studio

Bryan Gidinski Saturday 10:45 AM-12:00 PM
An experiment combining biographical research with art exploration led to a transformation in art methodology in Bryan's classroom. He will share with you how inquiries into the methods and materials that artists used led to vibrant, self-directed, and successful art classes with amazing student investment and productivity in the production of students' own art portfolios.

Fall in Love With Failure via Improv

Graham Myers Saturday 10:45 AM-12:00 PM
In improv there is no such thing as failure. Through the concepts of improv, we will find ways to not only deal with organizational change but also learn to thrive within it. Improv concepts include; listening, collaborating, making each other look good, being open to being changed, taking responsibility for our choices, and being more aware of how we affect those around us. By the end of the workshop, we will have stronger communication skills and will be working together like a well oiled machine.

Making History Meaningful with the New Curriculum

Tom Morton Saturday 12:30PM-1:45PM
Learn practical steps to make history alive and meaningful for our students: to combine enjoyment and active engagement in historical thinking that is central to the new social studies curriculum. This workshop will explore the nature and importance of these concepts and the problems students face in learning them with activities and examples of student work.

Exploring Northwest Coast Aboriginal Culture

Vickie Jensen Saturday 12:30PM-1:45PM
The sophisticated culture of early First Nation peoples developed on this coast before the pharaohs of Egypt built their pyramids! This workshop explores indigenous technology for harvesting the bounty of the sea and the giant cedar, as well as their complex ceremonial and artistic life. It examines regional distinctions and looks at how this strong cultural heritage still impacts life on the Northwest Coast today.

View the full schedule at www.psasuperconference.ca/pdf/SuperConferenceScheduleAtAGlance.pdf

*While supplies last but we plan on having lots on hand.

WWW.PSASUPERCONFERENCE.CA

Aboriginal Connections: Speakers and Workshops

The new BC curriculum promotes incorporating aboriginal perspectives and understandings in a meaningful and authentic way throughout all subject areas. Here are a few ideas to complement any Art or Aboriginal Peoples unit; consider using a speaker or field trip as your hook to begin a unit of study.

Every school district has aboriginal support workers you can request to come to your class for free, so take advantage of them. Ask them about their specialties and what they can do with your class: eg. telling of an aboriginal story through their lenses, teaching lacrosse and its history, conducting a drumming workshop, and the other possibilities!

Aboriginal workers are often in high demand, so it might be beneficial to also consider other in-school field trips and workshops. The following options have been a big hit with my students, though I haven't tried the fourth suggestion due to the high cost of booking a bus from Delta.

Cedar, Wool, and Stone: Coast Salish Traditions for Grades 3–5. A hands-on, 90-minute workshop through the Delta Museum. Students try twill weaving, bark beating, cedar carving, and bead making using traditional tools and methods. www.delta.ca/discover-delta/museum \$50/class at Deas Island Park. They will come to your school with a minimum two class booking, \$75/class. Maximum: 30 students/class. Book a minimum of one month in advance.

Métis Presentation. Derrick Whiteskycloud brings artifacts of significance such as animal furs, Métis clothing, tools, and small cannon

balls. www.michifmetismuseum.org, whiteskycloud@yahoo.com, 604-818-8375. \$150 for three hours plus \$25 travelling fee. One year at my school, three classes shared the cost for three 55-minute sessions.

Soapstone carving with Cree-French carver, Mark Gauthier. During approximately 90 minutes of guided instruction and working time, each student carves a soapstone heart/arrowhead pendant. fourdirectionsmark@hotmail.com, 604-376-1505. \$7/student includes all supplies and tools. Mark also offers a series of six 90-minute sessions to make sculptures like a bear for approximately \$50 per student.

Bill Reid Gallery, downtown Vancouver. Admission is free for children up to 12 years old. Their programs Storytelling in the Gallery for Grades K–3 and Cedar Saplings for Grades 4–7 are 90 minutes long and cost \$7.50 plus tax per student with complimentary admission for one supervisor per ten students. Minimum 16 students, maximum 35. Before booking, check if they have any special events happening and when eg. artist carving a totem on site. www.billreidgallery.ca/PlanVisit/EducationPrograms.php, education@billreidgallery.ca, 604.682.3455 ext. 229.

If your class already has a downtown field trip, take them to the Bill Reid Gallery, which offers free admission to those 12 and under. The Gallery offers free admission to everyone the first Friday of each month from 2–5pm.

Grace Yan is a teacher-librarian at Gibson Elementary in North Delta. Until last year, she was primarily a Grade 5 classroom teacher.

