

IMLEA is dedicated to promoting, improving, and supporting middle level education.



MIDDLING AROUND

The Newsletter of the Indiana Middle Level Education Association

PRESIDENT'S MESSAGE

by Bobby Thompson



Connecting with Students to Help Them Thrive

Education Nation,

More and more I hear from our colleagues around the state that one of the main struggles we're now facing in school is the continual rise in mental health issues. This topic was the feature keynote during the IMLEA conference and is impacting our schools in major ways. I've been reflecting on why this issue is growing and haven't been able to land on one certain factor, but am curious about a possible correlation between changes in accountability and the rise of mental health issues. I am not an expert in mental health, but find myself thinking about ideas that may encourage you as we start down the path of treating our students' social, emotional, and educational needs.

Many researchers have come to a common solution to help students engage in school in positive ways, and the strategy that continues to shine brightly is healthy student relationships with teachers. John Hattie found in his studies that strong positive student / teacher relationships had a high beneficial effect on student learning. Eric Jensen, another credible researcher, stated at a conference that I attended this year that positive relationships in a school can overcome impoverished learning environments at home. Our conference keynote speaker, Ben

Glenn, did not talk about things he learned in school that shaped his future career; it was an encouraging, real conversation with a teacher.

At Triton MS this year we've been discussing practical ways to connect with our students to provide a healthy environment that will help them bloom. Some can be found in the 1936 book by Dale Carnegie, *How to Win Friends and Influence People*, where he provided these six practical tips to help anyone improve their relationships:

1. Become genuinely interested in other people.
2. Smile.
3. Remember that a person's name is, to that person, the sweetest and most important sound in any language.
4. Be a good listener. Encourage others to talk about themselves.
5. Talk in terms of the other person's interest.
6. Make the other person feel important.

We use these six simple reminders to help us with every aspect of our customer service for our school. We have many different customers and have found that these strategies help with our interactions with all of our different stakeholders. We hope that you would find encouragement from these simple strategies and go boldly into this new frontier of our profession as a bright and shining light for your community.



Keynote speaker Ben Glenn created a stunning chalk painting as part of his presentation at the IMLEA State Conference in September.

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Bobby Thompson is Principal of Triton Central MS in Fairland. Contact him at bthompson@nwshelby.k12.in.us



MIDDLING AROUND

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Vicki Wertz, Editor - imleanews@comcast.net

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IMLEA Office: 317.894.2937

Fax: 317.894.9807

Website: www.imlea.org Email: imlea@iasp.org



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IMLEA HAPPENINGS

Shirley's Desk



Staying Middle Strong!

2018 IMLEA State Conference – “The Middle Matters” – this theme could not be more appropriate for our work with the middle grades than it is this year. What a great conference we had at a great venue, the Marriott North at Keystone at the Crossing. I recently met with Dr. Ken Folks, IDOE Chief Academic Officer, Robin LeClaire, Director, and Melissa Blossom, Asst. Director of the IDOE School Improvement Department. We discussed the high number of struggling and failing middle schools in Indiana.

As all of us working in these schools know, our students are struggling socially, developmentally, and educationally.

Today's world offers exciting futures, but is filled with pitfalls on the journey. Educators struggle to meet all of their students' social needs while keeping up with the latest programs, instructional strategies and technology. The answer as to “staying the course” is in networking with each other on “what works and what doesn't.” Whether it's a text, a tweet, a post-it note or a conversation in the hall or lunchroom, we have to share our “trials and tribulations.” Peer tutoring, peer observation, teaming... we are “Middle Strong.” IMLEA stands for you and with you with professional development, Schools to Watch mentor schools, self-study and rubric, and workshops. IMLEA also co-facilitates generationOnIN and *Champions Together* in Middle Schools.

For questions, email imlea@iasp.org.

Shirley Wright, IMLEA Executive Director
“Schools to Watch” State Director

Shirley Wright is the Executive Director for the Indiana Middle Level Education Association. Contact Shirley at the IMLEA Office by phone at 317.894.2937, or email at IMLEA@IASP.org



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**IMLEA - Indiana Middle Level
Education Association**

INDIANA MIDDLE LEVEL EDUCATION ASSOCIATION

Dedicated to promoting, improving and supporting middle level education

11025 East 25th Street, Indianapolis, IN 46229 – Phone: 317-894-2937 – Email: imlea@iasp.org

Shirley Wright – Executive Director

National Forum to Accelerate Middle Grades Reform Board – “Schools to Watch” State Director

Association for Middle Level Educators Affiliate Office

BENEFITS OF MEMBERSHIP:

- IMLEA is the only professional education association in Indiana strictly committed to middle level education, grades 5 through 9.
- Members receive discounted registration to IMLEA’s State Conference and On-Site and Regional Workshops.
- IMLEA is the state office for the “Schools to Watch” program, and our Executive Director is the State STW Director. Information about the STW process is available on the IMLEA website. STW identifies exemplary middle level schools in any configuration between the grades of 5 – 9. IMLEA facilitates the STW application and designation process and hosts STW trainings each year.
- The Schools to Watch Self-Study and Rubric are available online. The process is based on the vision of the National Forum for Middle Grade Reform and the STW criteria which aligns with PL 221. It is available on the IMLEA website on the STW page. Our 16 designated STW are available for networking and field visits. To be a STW a school must be publicly funded. Lilly Endowment, Inc., and Indiana Association of School Principals (IASP) help fund STW, which is free to all schools.
- IMLEA is the Indiana Partner for the “Champions Together” program sponsored by the Special Olympics National program.
- IMLEA members receive a PDF and hard copies of the 12-page newsletter, *Middling Around*, in the Fall and Spring.
- A bi-monthly e-newsletter is sent out with news of the latest resources and professional opportunities for middle level teachers and administrators.
- IMLEA regularly collaborates with other Indiana education associations, government agencies, and policy makers to monitor legislation and support only what is best for middle level students and educators in Indiana. When appropriate, IMLEA provides a legislative voice through testimony of information at appropriate House and Senate sessions.
- IMLEA’s website, www.imlea.org, provides the most current middle level updates and news on state and national policy and legislation as well as research on middle level job opportunities, grants, recommended websites, technology tips, best practices and instructional strategies resources. Members, using their member-only access, are able to network electronically with colleagues through the website.
- IMLEA, in partnership with IASP, co-facilitates generationOn Indiana, the first-of-its-kind global youth service movement that encourages all kids, PK – 12, to discover their power and potential to solve real world problems through service. GenerationOn IN is funded by Lilly Endowment, Inc. IMLEA members receive free training for schools and teachers. Information can be found on the generationOn IN page on www.imlea.org.

IMLEA’s Board of Directors includes 24 Regional Coordinators representing 12 different regions in Indiana. The IMLEA Board includes both teachers and administrators. We have five officers, an Executive Director, President, President-Elect, Executive Secretary/Treasurer, and Recording Secretary. The entire Board meets quarterly each year for a full day in September, December, February, and May.

IMLEA State Conference



Keynote Speaker Ben Glenn "The Chalk Guy" kicked off the conference on Sunday evening.



"I wouldn't be on this stage if it wasn't for a teacher who saw the possibility and the potential of a kid who thought he was a mistake." ~ Ben Glenn

Dr. Ken Folks, Chief Academic Officer Indiana Department of Education, gave welcome message on Monday morning.



Luncheon speaker Ericka Uskali, Executive Director for the National Forum to Accelerate Middle-Grades Reform.



Opening session keynote was given by Janie Ulmer, Director of Hamilton Southeastern Fishers Academy.

"The Middle Matters"

IMLEA President-Elect and Creekside MS Assistant Principal Jessica Tubbs welcomed conference goers.



Region 9 Trustee Sue Sims, generationOnIN Director Joan Belschwender, and IMLEA Executive Director Shirley Wright.

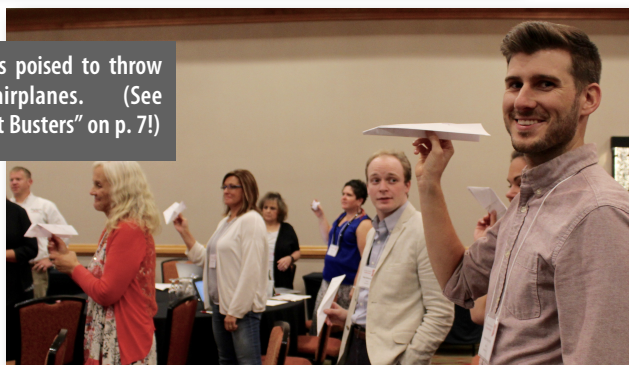
"It was all about the middle..."

The number one reason to attend our 2018 conference, as cited by registrants: "It was all about the middle." How powerful it is to be able to spend time with hundreds of fellow educators who all feel that "The Middle Matters," the theme of this year's conference. This year's event included a very unique Sunday keynote by Ben Glenn, "The Chalk Guy," a Monday welcome from Dr. Ken Folks from DOE, followed by a keynote by Janie Ulmer sharing her expertise on trauma-informed learning, then over 30 concurrent sessions. Special thanks to the outstanding classroom teachers and administrators who presented, as well as several experts from Indiana's Department of Education. Our IMLEA Board members are also great supporters through attending, presenting, bringing staff members, providing door prizes, encouraging outstanding presenters, and assisting in overall planning!

IMLEA Board of Trustees registered participants and hosted sessions.



Participants poised to throw paper airplanes. (See "Worksheet Busters" on p. 7!)



IMLEA Trustee Alan Jones awards door prize from Region 3.



Mike Hasch, Director of Programs for Special Olympics, made presentations to "Champions Together" Banner Schools South Ripley JHS (with Principal Destiny Rutzel), Brownsburg West MS, and Shelbyville MS.





ACROSS THE STATE

Shining Star Awards

Did you know that you can nominate outstanding students to receive an IMLEA "Shining Star Award?" These awards are sponsored by Horace Mann, and one of their representatives will even attend the presentation ceremony. There is also an award for teachers; you can find information about both of these on the IMLEA website, using the "Recognition" link on our homepage under "Quick Links."



Sponsor Shannon Hudson with Shining Star award winner student Sydney Spencer, who started "The Positivity Project."

In October Sydney Spencer, freshman at Crawfordsville HS, was presented a Shining Star polo shirt, a \$25 gift card, and an engraved desk trophy for her work at her middle school with her sponsor, Shannon Hudson. They started the "A Team" of students who created "The Positivity Project" that made small signs to put up in their school with encouraging words of kindness.

When Sydney started high school, she decided to start a project there to do the same. Now she has a Positivity Club started and has obtained a faculty sponsor. They're raising money to have decals made with these sayings to put up in the elementary schools.

Fox News interviewed Sydney and her sponsors and will air the show later this year when they receive the decals. In addition, there have been several newspaper articles written about Sydney and her classmate, Emma Curran, who has joined her in the effort.



Linton-Stockton students enjoy the superhero photo booth set up during lunch to promote social interaction as part of the "No One Sits Alone" program.

At Linton-Stockton, We "Start with Hello"

Linton-Stockton Middle School was excited to use the "Start with Hello" program as a tool to create a more connected school environment and community for our students. Start with Hello is a nationwide program started by families who were affected by the tragic shootings at Sandy Hook School on December 14th, 2012. The program was designed to run for one week during the month of September, however, Linton-Stockton has chosen to modify the program and promote it throughout the year. Young people who are lonely or feel isolated can become victims of bullying, violence or depression. Each of these can lead to additional emotional issues, struggles with learning and academic achievement as well as self-injury or acts of violence. By being proactive, we are hopeful to prevent these issues before they occur and to provide our students with the individualized support they need in order to be successful in life.

Start with Hello teaches students 3 easy steps:

1. See Someone Alone
2. Reach Out and Help
3. Start With Hello

This program offers abundant opportunities for students to engage with their peers. Our Principals Council took charge and chose to be the face of the campaign at our school. They established a Start with Hello kickoff week, which included spirit days such as "Be a Super Friend" Superhero Day, "Howdy Partner"

Western Day, and "Exploring New Friends" Tourist Day. The students also established a "No One Sits Alone" program in order to ensure no students eat lunch by themselves. A photo booth was available during lunch for students to take selfies and post them on their own social media to promote inclusion and kindness utilizing #startwithhello, #minerpower and #bethechange. The week concluded with a multi-grade social dance where students interacted with various grade levels and made new friends. Finally, students were able to pledge their commitment to continue utilizing Start with Hello techniques.

Linton-Stockton intends to continue this campaign throughout the school year to promote inclusion and safe school environments. The students are committed to meeting regularly in order to formulate plans for new events each month to engage the student body in making new friends and being kind to everyone. It is their hope that this extends to the elementary, high school, and our community.

To find out more about LSMS Start with Hello Campaign, please contact Heather Harris, LSSC Social Worker at hharris@lssc.k12.in.us or Lisa Hollingsworth, LSMS Principal, at lhollingsworth@lssc.k12.in.us. For information on the nationwide program, <https://www.sandy-hookpromise.org/startwithhelloweek>.

*Lisa Hollingsworth, Principal
Linton-Stockton, Linton*

Worksheet Busters!

RISE 2.0 Competency 2.3 reads, “Engage students in academic content.” The descriptors for levels 3 and 4 include statements like, “Three-fourths or more of students are actively engaged in content at all times and not off-task,” and, “Students work hard and are deeply active rather than passive/receptive.” Does this give anyone else palpitations? These are tall orders.

In my experience, all teachers want to be good teachers. We love our content. We love teaching. But some of us are finding that our wheelhouse just isn’t meeting these newer measures of expert teaching. We’d love for students to just love our content so much they are as engaged in our lessons as we are. But the reality is that not all students will love everything we’re required to teach.

Heck, WE don’t always love everything we’re required to teach.

So how do we engage “three-fourths or more” of our students in work that is “deeply active rather than passive?”

I have some good news for you.

First, there are many ways to teach well. Rather than “best practice,” the term should always be “best practices.” There are amazing things happening in classrooms all over our state, and no two classrooms look exactly alike. In fact, that’s one of the best things about our profession. We get to use our own teaching styles, content knowledge, and talents to craft lessons that are uniquely ours.

Second, if you have a worksheet (or a question you plan to have your students answer), you can engage them in active, meaningful learning.

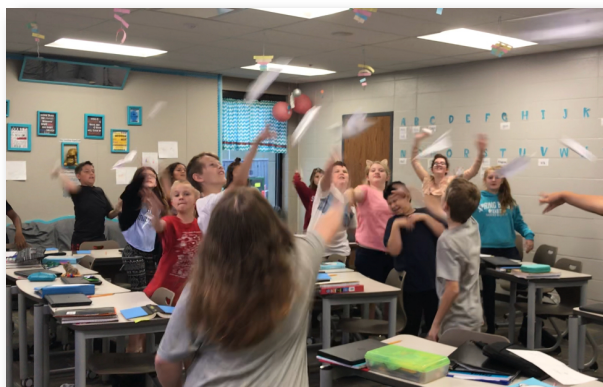
Yes, a worksheet.

Here’s how:

1. Have students put their name on their worksheet and do the first problem.
2. Then have them fold their worksheet into an airplane.
Yes, an airplane.
3. Students stand. At your signal, they throw their airplane.

Take a moment to look around the room. You’ll notice something about your students at this point.

4. Students grab the nearest worksheet and do the next problem.
5. Repeat steps 2-4 until the end of playing time or the worksheet is finished.
6. Students get their own worksheet back and evaluate all the answers on it, deciding if they are correct and making changes as necessary. This brings a deeper level of thinking to a traditional worksheet.



This Paper Airplanes activity is just one example of a Worksheet Buster. Worksheet Busters are activity frameworks that can be adapted for ANY content at any time. Many require no special materials. All are easy to make or set up. And all bring added depth and value to traditional worksheets.

Fun is a very effective tool to leverage. If students are having fun, they are interested, connected, engaged. The walls they’ve built against school and learning come down. They may even start to LIKE school. And we know great things follow that. It’s about creating the ideal conditions for meaningful engagement.

Fun is a tool we leverage. It’s effective. But it’s not the end goal.

So, in addition to being fun (or novel or weird or unexpected or...), Worksheet Busters are deep. They take the original experience of whatever worksheet you start with and drive the learning deeper, requiring higher-order thinking skills or a whole different DOK. In

other words, massive learning bang for your very little (or non-existent) buck.

Here’s another Worksheet Buster activity called Musical Desks.

1. Put one question on a piece of paper on each desk.
2. Crank some tunes.
3. Students walk (or dance) through the room until you stop the music.
4. Then they sit at the nearest desk and answer that question.
5. Repeat steps 2-4. As students sit at desks where the question has already been answered, they extend their answer with their own thoughts, prove the answer with more evidence, argue against it, even prove it wrong.

Worksheet Busters are designed to meet teachers wherever they are in their own instructional journey and empower them to create meaningful, deep, exciting learning experiences without overextending their money or time.

Worksheet Busters work for any content and can be used over and over again, becoming routines as much as passing out papers or lining up for dismissal. And they are endlessly variable and adaptable. Variations of both Paper Airplanes and Musical Desks (as well as over three dozen more activities) are available at www.teachbeyondthedesk.com.

Imagine your students’ reactions when you unfurl a giant game board across the floor or dump out a bag of ball pit balls, tell them to fold their worksheet into a paper airplane, or give them permission to dance across the classroom. Curious? They will be too. But they’ll also be engaged in work that is deeply active and meaningful. And they’ll want to come back for more tomorrow.

*Katie Powell
6th Grade Teacher, Southmont Jr. High
Katie.Powell@southmont.k12.in.us*

You're Reading WHAT? The Power and Value of Choice in the Middle Grade ELA Classroom

"I've never read so much in my life!"

"Is it weird that I actually told my child to put his book away and go to bed? I've never had to tell him that before!"

"Is there a sequel to this book? I HAVE to find out what happens!"

There are not many choices in the lives of middle grade students: they are told where to go, how to get there, what time to get up, what to eat for dinner. Sometimes their choices are even more limited in the classroom: what class to take, what book to read, and what test to take to show their understanding. What if we fed into the adolescent drive for more control and let them make some of these decisions? Let's reframe that: if we give students more choice and more voice, just imagine what students can accomplish without a teacher getting in their way.

In many classrooms, students are assigned a book chosen by a curriculum committee. These novels are often rich pieces of classic literature that can teach students how to tackle difficult text. They have their place in the classroom, but they're not the end-all be-all of great literature and they're certainly not what will get a child to love reading. All too often, these choices can reflect a narrow view of the world and don't often reflect the perspective, interest, or values of the adolescent reader.

Books provide insight into people around the world and across history, allowing students to see how people react to situations and circumstances and allowing students to practice how they might react in their own lives. So why not let them read more about characters and situations that reflect who they are or who they might become? Why don't we let them choose books that open their eyes to situations they wonder about? Every single student in our classroom comes with a different story, so why not let them study novels that resonate with those stories?

At Zionsville Middle School, student agency and voice is a basic right. But what does that look like in an ELA classroom? Let's go into our classrooms and answer some frequently asked questions.

Over the course of the year, what kinds of books do students read? Each year this differs. Both of us incorporate at least one whole-class novel that supports the curriculum of another class or explores a particular

theme that we want all of our students to examine together. Other times, students work in book clubs with titles that share similar themes, genres, or authors. For the rest of the year, students read books they have selected themselves. Our one rule? Students are reading independently every day. You finished one book? Get another!

But won't the students just choose something easy to read or something that's not "quality literature?" You'd be surprised. When taught how to choose the "right" book, students will usually choose something that challenges them in some way. They figure out quickly that a lot of "easy" books also happen to be boring. We read a lot along with the students in every genre and reading level, and we almost always have a student reader in mind who might love the book as much as we did. We work with our media specialist to offer titles that push students in their thinking. And the best way to get kids hooked on great reads? Have them ask each other. Book talks, Flipgrid book chats, and blogging are the best ways to get students to fire each other up and build a real culture of literacy.

How do you keep the kids accountable? Won't they just pretend to read the same book for the whole year? We use daily strategies such as "Status of Class" check-ins a la Nancie Atwell, one-on-one conferences, and interactive journal responses to keep kids accountable for their reading, and, most importantly, to keep them accountable for their thinking about reading. Students are expected to respond to each novel they read in various ways, via a traditional essay, a book review, a book talk, a video essay, a poster, or more.

Speaking of conferences, how do you discuss a book you haven't read yourself? Can't the kids just lie? We find conferring with students who have read books we haven't to be the most genuine conversations. Because we haven't read the book, the students have more responsibility to use text evidence to prove their points and support their opinions. In a traditional classroom, students are instructed on how to read, analyze, and respond to what they have read. Comprehension questions? Reading response questions? We have a packet for that! However, as teachers, we aren't waiting for "the author says on page 60 that ..." because we don't know and we want to know! Those conversations become

the most genuine and inspiring, because the students take over and teach us about their books. The greatest praise you can give a student? Start reading a book they talked to you about.

How do you know you have covered the standards if everyone is reading a different book? Students can master the learning standards for reading and writing with any book they read. To ensure that they understand the nuances of ELA standards, we use "mini-lessons" to teach the necessary skills. We use short stories, poetry, novel excerpts, and song lyrics to model literary elements and author craft, then the students apply what they have learned to the books they are reading. Being able to apply these reading skills to any book is a sign of mastery.

How do you assess the students' mastery of the standards? Zionsville MS uses a standards-based grading system. We've created rubrics that assess the students' mastery of any standard – regardless of the book they have read or method of communication they choose to use. Throughout the year, students must produce narrative, expository, and persuasive written and digital work to show what they know. Students must use specific text-based evidence to support their ideas, which is often more authentic than traditional whole-class novel studies, because their explanations have to prove their point to people who haven't read the book. If we're not convinced, then they go back and prove it again!

Reading and writing are life-long skills. When adolescent students have more agency in the materials they can use to learn those skills, they are more likely to embrace their value and see their relevancy. Middle-grade students are developing their voice, and allowing students more choice in what they read and how they communicate their mastery of the ELA standards increases student engagement. We invite you to come into our classrooms any time and any day to witness the "data" you might need to prove this. If you want to learn more about the independent reading workshop model, we highly recommend *In the Middle* by Nancie Atwell, *The Book Whisperer*, by Donalynn Miller, and *Readicide*, by Kelly Gallagher, or reach out to us via e-mail.

Emily Wleklinski, ewleklinski@zcs.k12.in.us
Blake Mellencamp, bmellencamp@zcs.k12.in.us

Media Center Magic

It's 7 o'clock in the morning. The temperature outside is 8 degrees. The Media Center is lit up like a Christmas tree. Kids are at the computers. They are at the craft table. There is a group preparing for the morning live news broadcast.

The Media Center at our school is more like a community center. We have several events throughout the year to try and appeal to a variety of different students. Here are a few of the things we do:

- **Lunch and Learn Book Discussion Group:** Meets once a month during lunch to discuss books distributed the previous month.
- **Top Library Patron of the Month:** Students who check out the most books are recognized with a special announcement and a sweet treat.
- **Twelve Days of Crafting:** Students come in during lunch and complete a craft for the 12 days before Christmas.
- **Red Solo Cup Building Challenge:** Students compete as individuals or a team to use 100 solo cups to build the most outrageous, imaginative structure they can to mark the 100th day of school.

How do you make the Media Center a place where everyone wants to hang out? Get to know your students and find out what they enjoy doing. Look at a calendar to find a crazy obscure holiday. Use Pinterest and the internet – the possibilities are endless.

How do you get children excited about reading? One of the events we host is a book tasting. During this event, the Media Center is transformed



into a Restaurant complete with soft music and candle light (the battery-operated kind). Several books for several different genres are placed in the middle of the table. Students have three minutes to read the book at their place. After three minutes, they pass the book to their left until all the books in the center have been "tasted." This event creates such a buzz that I have to hold the books until all classes have been through so everyone has a fair chance to check out their favorite "entree."

Often times, trying to get children excited about reading is like trying to get them excited about something like...eating vegetables, flossing their teeth and getting 8 hours of sleep. I daresay, getting them excited about reading is just as important as all of the above.

Rose Sgambelluri – Boston MS, LaPorte



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IMLEA Corporate Sponsor



*Beth Smith
generationOn IN
School Consultant*

Around the World in 180 Days!

The world today is literally at our fingertips. At the press of a button on a Smartphone, we can access information that is of the moment. Turn on a computer and link with others around the globe in seconds. Yet with all of this knowledge and connectivity, the needs of people around the world – and in our backyards – are still great.

Service-learning that addresses the needs of others around the world is also known as global service-learning. Global service-learning prepares students to address 21st century global challenges. It prepares students for future professions and life in our global community, encompasses service-learning experiences both in the local community and abroad. Incorporating service-learning with a global perspective will allow students to go Around the World in 180 Days and develop civic and intercultural knowledge – outcomes that are essential in the 21st century.



Global service-learning helps students become informed, open-minded, and responsible. They become attentive and understanding of diversity and learn how their acts of service can make a difference in the local and global community while underscoring real-world challenges facing our nation and our world.

The Learning to Give Global Issues Service-Learning Toolkit has ideas for service-learning experiences, suggestions for community partners, and links for student research. Some of the project suggestions include:

- After researching the need, hold a donation drive in the community for clothing, hygiene kits, school supplies, and books for a needy community that students would like to serve.
- Have students research global poverty and how people live in other countries. Students then compare and contrast this with their own lives.
- Organize a collection drive for books, school supplies, and hygiene items for children abroad.
- Have students create or fundraise for workbooks for refugee children in the community. These workbooks could have worksheets on literacy, math, American history, science and other applicable information. Contact local agencies to inquire about distribution and their needs.

One great lesson for grades 6-8 is "Nonprofit Meets a Need for Refugees." In this lesson, students watch a brief video about the lifesaving need for soap in a refugee camp. Soap is such a valuable commodity that it is stolen and sold on the black market. Without soap, food becomes a contaminant for the refugees. Mr. Kayongo presents a simple, sustainable project that is saving lives of refugees daily. The lesson sets up great discussions about the importance of basic needs and asks students to find a way to address basic needs for recipients in their community or around the world. This lesson could easily be adapted to ANY grade level. It is a powerful way to get students thinking about

resources that we take for granted and looking for ways to reach out and meet needs both here and around the globe.



Josie Weiler at **Milan High School** and her students in her child development class, through the LTG lesson "Global Issues," learned how poverty can impact families, especially young children. They focused on the importance of hygiene and proper diapering for keeping young children healthy. They then explored different examples of poverty, especially in Haiti, where many families do not have access to diapers. With the assistance of a generationOn Indiana mini grant, child development students started making reusable cloth diapers and diaper pads to send to Haiti. These were delivered to a local mission group that went on a summer mission trip to Gandou, which is a poverty stricken area of Haiti where they were given to those in need.

Students at **Indian Creek Intermediate School** in Jamie Rainwater's 4th grade class completed the lesson, "Everyone Can Be a Philanthropist," learning how they can give back in so many ways to their schools and community. Students were given basic first aid training. During the training, students learned that many schools in third-world countries

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generationOn Indiana

generationOn Indiana is a Lilly Endowment, Inc., grant-funded program facilitated by the IASP and the IMLEA to support and assist educators in Indiana with the FREE resources and lessons on the generationOn and Learning to Give websites and provide FREE professional development. Connect to us by registering on www.generationOn.org, or email Joan at generationOn@iasp.org

Joan Belschwender, Director
generationOn@iasp.org



generationOn Indiana knows the importance of starting students early on the path of philanthropy and service-learning. The 21st century skills that they will acquire through the service-learning process are key to creating effective and dynamic leaders with a heart for others. The lessons and resources on generationOn and Learning to Give, along with our support, will help students and schools with in this journey.

Our genOn IN Team has free professional development for your staff. Trainings can be anywhere from 30–90 minutes. We present at PLC time, staff meetings, team meetings, before or after school – whatever best meets the needs of your staff. Presentations can be customized to a generalized overview or a specifically targeted training – PBL, STEM, Special Education, Indiana Academic Standards connections, Indiana Graduation Pathways (service-learning pathway), anti-bullying curriculum, or even content area specific. Contact Beth Smith – Educational Consultant, generationOn Indiana, at bethsmithgenonin@iasp.org to schedule your free professional development with one of our team.

Check out our Spotlight to Service-Learning articles here:

These monthly-themed articles, written by our genOn IN Educational Consultant Beth Smith, feature Indiana schools' service-learning experiences. More genOn IN information and these articles are archived on our genOn IN page on the IMLEA and the IASP websites.

generationOn Schools

Become a generationOn School! Educate, Equip, and Empower students with 21st Century knowledge and skills through real-world problem-solving and service opportunities. FREE service and service-learning resources, individual and school registration, online service-learning tracker available at:

<https://www.generationon.org/for-classrooms-and-schools>

generationOn Service Clubs

Provide kids and teens with the tools and resources to implement service projects and share their successes. Club members take the lead with the adult advisor supporting the club by providing information and supervision.

<https://www.generationon.org/page/clubs>

Learning to Give (LTG)

Philanthropy Education Resources Teach Giving and Civic Engagement through Academics. Over 1,700 K-12 teacher created lesson plans to inspire and equip students who use their hearts and minds to impact their world. www.learningtogive.org

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lack basic necessities, especially when it comes to first aid care.



With the help of a generationOn Indiana mini grant, they put together classroom first aid kits with supplies from a first aid kit drive:

Band-Aids, cotton rounds, Neosporin, alcohol wipes, chewable children's Tylenol and digital thermometers for classrooms in Haiti. There are no nurse's stations or offices for many of these schools in Haiti. If children are sick or need a Band-Aid, teachers must supply them, so many times students must go without.

Students at **Boonville Middle School** in Cody Dupp's class learned details about a school in Uganda and became pen pals. After studying the LTG lesson, "Schools Around the Globe," the students gathered needed supplies to donate to their pen pals: shoes, socks, blankets, and school supplies. With the assistance of a genOn IN mini grant, students shipped the donated supplies to their pen pals' school.

Take students Around the World in 180 Days through global service-learning! Show stu-

dents that they are an integral part of the community around the world, and they can make a difference.

We encourage all Indiana educators and schools to register on www.generationOn.org so you are connected to our Indiana service-learning program and create an account on Learning to Give where there are over 1700+ K-12 FREE Philanthropy lessons.

For more information, contact Joan Belschwender, Director, generationOn Indiana, at generationOn@iasp.org. Contact Beth Smith, genOn IN Educational Consultant, for free professional development at bethsmithgenonin@iasp.org. See other "Spotlight on Service-Learning" articles and our generationOn Indiana page on the IMLEA website: www.imlea.org.





THE INDIANA MIDDLE LEVEL
EDUCATION ASSOCIATION

11025 E. 25TH STREET
INDIANAPOLIS, IN 46229



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