



M.H.E.T.A.

JOURNAL

Volume 44, No. 2
January 2012



family



foods



clothing

manitoba home economics teachers' association

M.H.E.T.A.

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President's message

By Alison Delf-Timmerman, PHEc

133 may not be a record holder amongst SAGE groups but I am proud to say that MHETA has reached this benchmark. At this point, the Executive is feeling confident and purposeful-just like our members. A healthy confidence and connection to our Association we hope may be shared in the upcoming months!

MHETA's action plan for 2011/2012 continues to build on the foundation and forecast of the Association and home economics education. The SAGE Conference feedback suggests that participants enjoyed the many options provided throughout the day. The post event emails have also made some suggestions regarding contacts and projects. If you would like to see this event to its success, you are welcome to contact Deb Chouinard. Thanks to her commitment this year and her willingness to take on the challenge again for October 19th, 2012.

Since everyone can benefit from a new idea, consider taking in the upcoming clothing and textiles sessions. These mini-sessions are to uncover the tried and true approaches to initial clothing courses, as well as, uncover some new projects for the class. The dates of the sessions will arrive through your inbox.

These sessions will lead us towards a potential celebration for World Home Economics Day in March. Our sister organization, MAHE, has agreed to work with MHETA on a joint initiative towards hosting a "One Million Pillowcase Project Party". The commitment of both parties in November provides a proposal that covers the basics. However, subcommittee work will be required to take place to address the implementation of this challenge. Ultimately, the goal is to extend the gathering to a variety of areas throughout the province. The connection is to utilize the home economics classrooms and have members throughout the province for both associations gather in early March to use construct pillowcases for charities. The details of the plan are not finalized

so watch for updates! Better yet, set the direction for the challenge by sharing your thoughts and ideas revolving around the following questions. How many pillowcases can home economists construct? Do we involve community members and students? What will the party be like? How do we activate the promotion of this project? Where will the media coverage be?

Be sure to mark your calendars for the Annual Spring PD & General meeting session. The University of Manitoba campus is set to be the host on Friday, May 4th, 2012. The setting will enable us to reconnect with the faculties of Human Ecology and Education and gain an understanding and appreciation for what is happening in our own province. The committee is hard at work so please support their efforts with suggestions and by showing your support by participating.

It is hopeful that our province may begin to consider setting new direction for our curriculum. There have been a number of bodies that are sharing their concerns with MHETA. Perhaps the strength of a combined motive will assist with moving towards new developments in the Department of Education. Once again, plans are in their beginning stages and are going to require some long term commitment. If this is an interest area of yours, please consider this your invite to contribute to the direction of home economics education in our school system.

As you can see there is lots of action and opportunities in the MHETA household. May you manage to see beyond the door of your own home so as to support the professional Association which strives to put a roof over your head. May 2012 bring much happiness to your home!

Alison Delf-Timmerman, PHEc

Spring PD Event UPcycling!

Wednesday, February, 8, 2012

4pm – 6:30+

6:30pm MHETA meeting following the PD Session

St. Mary's Academy

Clothing & Textiles LAB

(Ms Carmen Sichewski)

WE have all seen the CRAZE to RECYCLE, especially the recycling of clothing! This session is to UPcycle...that is to take your clothing and UP the anti!

We will be using T-shirts and fabric die cutting (Sizzix; BIG SHOT) techniques to change your original garment. Long sleeve t-shirts become short sleeve floral corsage masterpieces!!! OR a tuxedo striped top!

You will need a long sleeve T-Shirt or 2 T-shirts.

The goal is to take the fabric you cut away (or from another T-shirt) and create embellishments for your garment!

Old Navy is a great source for finding cheap, multiple T-shirts and tops, as is Your Closet!

More information and pictures to be emailed via MHETA members email list after The Christmas Break.

Registration with Heidi Forrester

Email: heidi.forrester@lrsd.net

Annual Spring PD & General Meeting

May 04th 1212.

Be sure to mark your calendars for the Annual Spring PD & General meeting session.

The University of Manitoba campus is set to be the host on Friday, May 4th, 2012.

The setting will enable us to reconnect with the faculties of Human Ecology and Education and gain an understanding and appreciation for what is happening in our own province.

The committee is hard at work so please support their efforts with suggestions and by showing your support by participating.

SAGE Conference 2011

This year's SAGE conference was on October 21 and was held at Churchill High School. There were approximately 165 participants from many divisions and area groups. I'd like to thank everyone who attended this years conference.

We hosted 10 different sessions with several being held both in the am and pm and three being offered all day. The sessions ranged from applique techniques to card making to eating disorders. There was a great variety of sessions and a little bit of hands on activity for most participants.

There were several volunteers that need to be noted and duly thanked. Without your participation the conference would not have succeeded. Karen Wilson from Stanley Knowles who conquered the arduous registration process. Heidi Forrester, from Louis Riel School Division who entered approximately 160 memberships into the MTS mainframe and was the coordinators mentor. Sharon Romaniuk from Grant Park High School who organized the light breakfast, set up for the lunch, and cleaned up. Gail Formuziewicz from Grant Park High School who enlisted and organized the display people. Sandra Massey Clark from Winnipeg School Division who helped at the front door taking in last minute registrations. Then there were

the four University students, Adrienne, Lesley, Erin and Jasmyne who arrived before the sun came up to greet people at the door. Lastly, two Grant Park High School students, Courtney and Bailey, who helped set up the gym.

Companies that donated or set up a display table were extremely generous and should be noted. Contributions from Active History Associates, Manitoba Hydro, A-Plus Restaurant and Supply, Best Cooking Pulses Inc., Canada Green Products, Food Focus, Heart and Stroke Foundation, Manitoba Canola Growers, Manitoba Turkey Producers, McGraw-Hill Ryerson Publishers, Sexuality Resource Centre, Cutco, Fabricland, SEW, Manitoba Egg Farmers, Siltex Mills and Janice Skene. Your contributions add to the quality of the day. Thank you.

SAGE 2011 is winding down and SAGE 2012 is being conceived. Your thoughts and ideas for sessions next year are greatly appreciated. Please send ideas to dchouinard@shaw.ca. Anyone wishing to volunteer planning the conference or the day of the conference please contact the above address.

Deb Chouinard

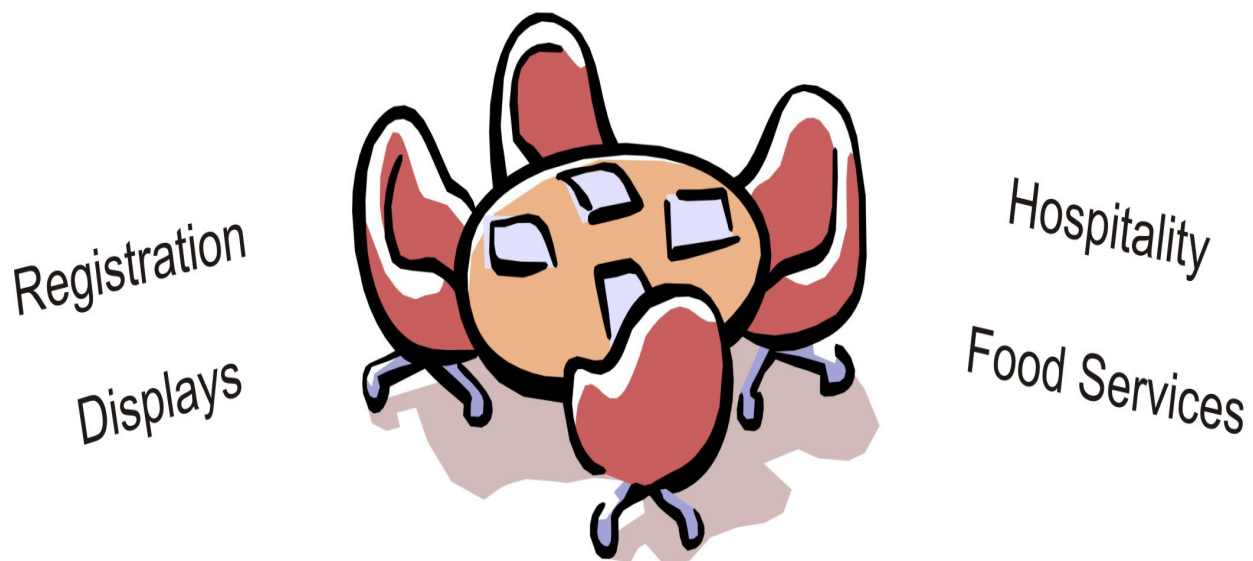
SAGE 2011 Coordinator

SAGE 2012 Needs a few Committee Members

Are you looking to meet new colleagues?

Are you interested in having a say in next years SAGE?

Are you looking for a volunteer opportunity?



We would love to have you on OUR TEAM

email:dchouinard@shaw.ca

Just Learning To Sew SERIES

For teachers NEW to teaching Clothing & Textiles

Thursday January 12th 2012

4pm til finished!

St. Mary's Academy

Clothing & Textiles LAB

(Ms Carmen Sichewski)



The Bag / Purse Organizer

Please Register with Heidi Forrester

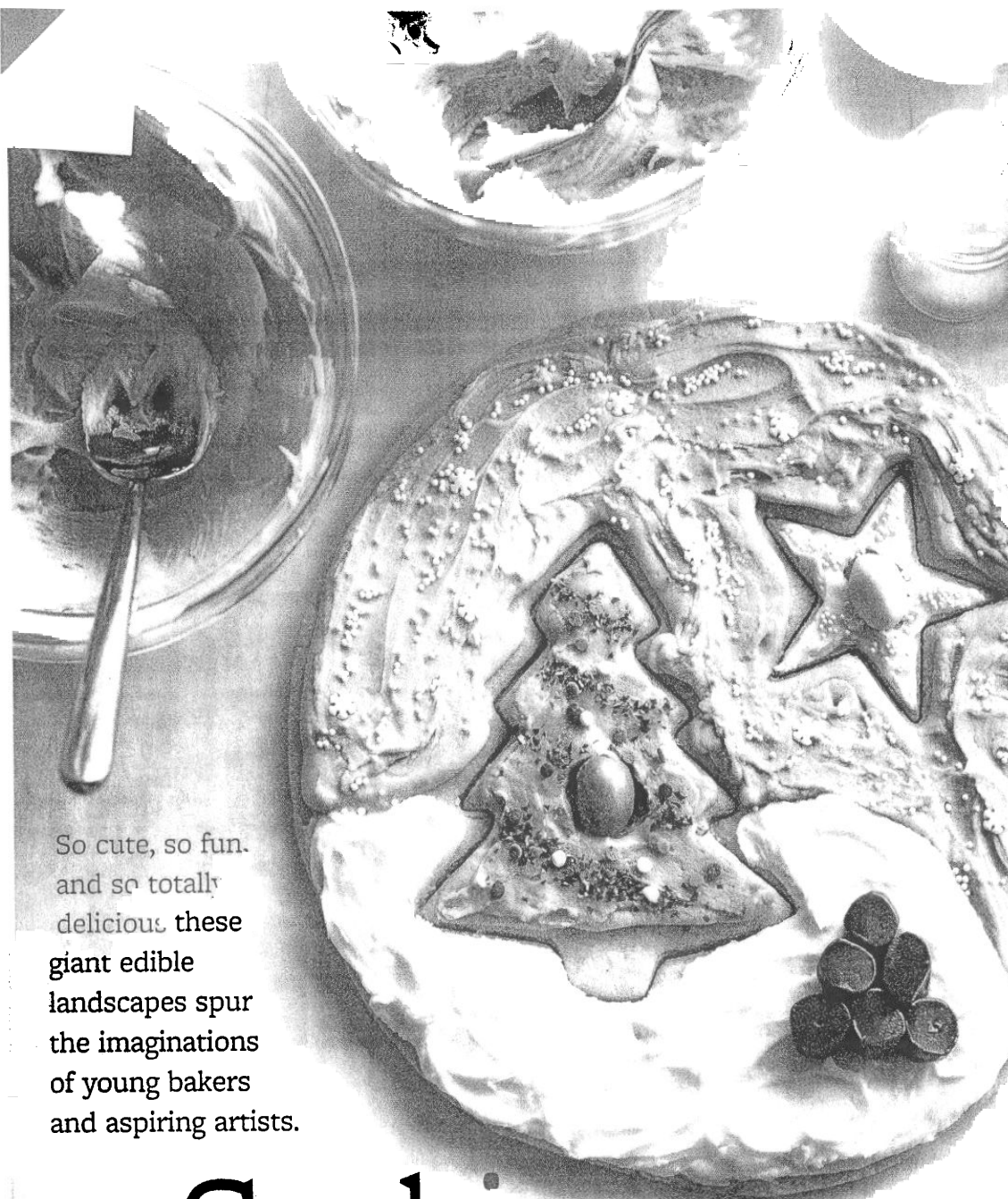
Email: heidi.forrester@lrsd.net

Learn some basic tips and tricks to sewing with this simple project. Use of interfacing, pivoting corners, 'seam' less openings, 'Pressing Matters' and of 'cutting corners'!!!

See how to set up your SEWing LAB space, share ideas and come ASK questions!

Cost \$5





So cute, so fun,
and so totally
delicious, these
giant edible
landscapes spur
the imaginations
of young bakers
and aspiring artists.

Cookie Puzzles

120 ...Christmas Cookies...



Giant Cookie Puzzles

Before baking the dough circles, use your choice of cutters to create a snow globe scene with trees, stars, snowmen, reindeer, or people.

Prep: 1 hour **Chill:** 1 hour **Bake:** 9 minutes per batch **Oven:** 350°F

- 1/3 cup butter, softened
- 1/3 cup shortening
- 1/4 cup sugar
- 1 teaspoon baking powder
- 1/8 teaspoon salt
- 1 egg
- 2 teaspoons vanilla
- 2 cups all-purpose flour
- 1 recipe Creamy White Frosting
- Paste food coloring
- Decorative sprinkles (optional)
- Edible glitter (optional)
- Chocolate-caramel candy rolls, such as Tootsie Rolls (optional)
- Assorted small candies (optional)

1. In a large bowl beat butter and shortening with an electric mixer on medium to high speed for 30 seconds. Add sugar, baking powder, and salt. Beat until combined, scraping bowl occasionally. Beat in egg and vanilla until combined. Beat in as much of the flour as you can with the mixer. Stir in any remaining flour. Divide dough into thirds. Cover; chill dough for 1 to 2 hours or until easy to handle.

2. Preheat oven to 350°F. On a 15x10-inch piece of parchment paper, roll one dough portion into an 8 1/4- to 8 3/8-inch circle. Place an 8-inch round baking pan on top of dough circle. Using a knife or pastry wheel, cut around pan, trimming away extra dough. Transfer parchment paper holding dough circle to a cookie sheet.

3. Bake in the preheated oven for 5 minutes. Remove cookie sheet from oven. Using desired decorative cookie cutters, cut into dough but do not remove shapes. Bake in the preheated oven for 4 to 6 minutes more or until edges are firm and very light brown. Remove cookie sheet from oven.

4. Using the same cookie cutters, recut shapes in the dough circle but do not remove shapes. Slide parchment with the circle to a wire rack; cool completely. Carefully remove cutouts from the circle by lightly pressing up from the bottom. Set aside cutouts. Repeat rolling and baking the remaining two dough portions.

5. Divide Creamy White Frosting into desired number of individual bowls. Using assorted paste food colors, tint each portion of frosting with desired color.

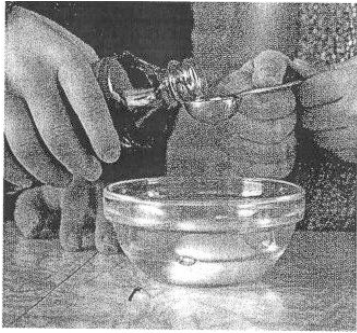
6. Frost each circle frame to resemble a snow globe. (For sky frost the top half of each circle with light blue frosting. For snow frost the bottom half of each circle with untinted frosting.) Frost each cutout cookie as desired. If desired, add decorative sprinkles edible glitter, chocolate-caramel candy rolls, and/or other candies. Let stand until frosting sets.

7. Place each cutout cookie into its original spot in circular cookie. **Makes 18 servings (3 cookie puzzles).**

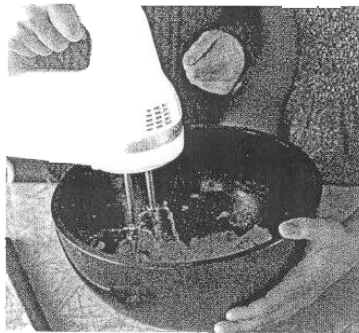
CREAMY WHITE FROSTING: In a large bowl beat 1/2 cup butter, softened, with an electric mixer on medium to high speed until smooth. Gradually add 1 1/2 cups powdered sugar, beating well. Beat in 1/4 cup milk and 1 teaspoon vanilla until combined. Gradually beat in 4 cups additional powdered sugar and enough additional milk (1 to 2 tablespoons) to make a frosting of spreading consistency.

TO STORE: Place each giant cookie in a separate large round storage container with a tight-fitting lid; cover. Store at room temperature for up to 2 days. Or freeze undecorated cookies for up to 3 months. Thaw at room temperature; decorate as directed.

How To: *decorate cookie puzzles*



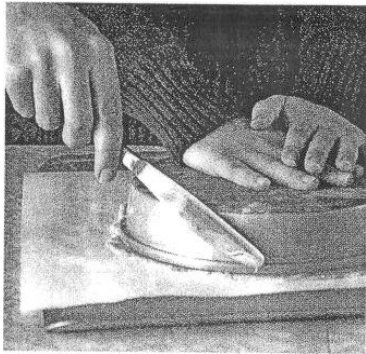
Measure all of your ingredients into small bowls before you start mixing the dough



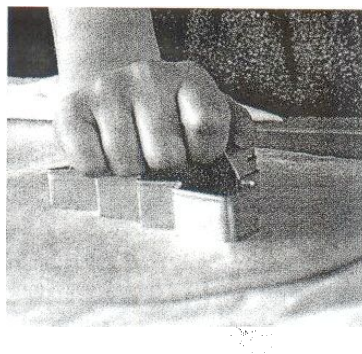
Help younger children with more complicated tasks involving mixers or ovens.



Smaller rolling pins are easier for kiddos to handle when rolling out dough circles.



Use an 8 inch round cake pan to cut dough into a circle



Cut desired shapes into the cookie scape. Add a similarly colored candy "handle" to each shape.



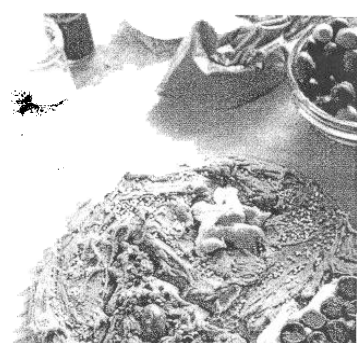
Remove cookie scape pieces. Use the back of a spoon to spread frosting onto the round cookie frame



Decorate each cookie cutout with your favorite toppers



Carefully place all the pieces back into the cookie puzzle



Cornmeal Tortillas

Makes 12 tortillas

- 1 egg
- 1 cup water
- ½ cup all purpose flour
- ⅓ cup cornmeal
- ½ teaspoon baking powder
- ½ teaspoon salt

In bowl, whisk egg and water. Beat in flour, cornmeal, baking powder and salt. Set aside for 10 minutes.

Heat small non stick fry pan over medium heat, brush very lightly with vegetable oil.

Stir then pour ¼ to ⅓ cup of batter into fry pan to make very thin pancakes.

Cook just until dry on top. Do not turn. Stack until all tortillas are cooked.

Stir batter as it is being used because the cornmeal settles to the bottom.

Meanwhile chop tomatoes, cut up lettuce and cook one half of a thinly sliced chicken breast with taco seasoning.

Serve with tomatoes, lettuce, seasoned meat, cheese, salsa and sour cream.

Questions & Reflection

1. What kind of bread is the tortilla? Why?
2. Are the finished tortillas a sandwich? Why or why not?
3. Write a taste tempting description of your sandwich that could be used on a restaurant menu.

4. Write a lunch menu that has tortillas or pita pockets. Be sure to have a serving from each food group from Canada's Food Guide.

5. Write a brief reflection about your experience today. How did your recipe turn out? Was your group organized? If you were to make this recipe again, what would you do differently?

Recipe adapted from Food for Today

Submitted by Grace Gibbs



Carrot Cookies

Ingredients:

1 cup (250 mL) packed light brown sugar
1 cup (250 mL) granulated sugar
1 cup (250 mL) unsalted butter, at room temperature
1/2 cup (125 mL) Heinz Tomato Ketchup
2 eggs
1 tsp (5 mL) vanilla extract
2 cups (500 mL) all-purpose flour
1 tsp (5 mL) each baking powder and baking soda
1 tsp (5 mL) ground cinnamon
1/2 tsp (2 mL) each ground nutmeg and ginger
1/4 tsp (1 mL) each ground allspice and salt
2 cups (500 mL) old-fashioned rolled oats
1 1/2 cups (375 mL) finely shredded carrots
1 cup (250 mL) each raisins and chopped walnuts

Frosting:

1 brick (8 oz/250 g) cream cheese, at room temperature
1/2 cup (125 mL) unsalted butter, at room temperature
2 1/4 cups (550 mL) icing sugar
1 tsp (5 mL) vanilla extract

Preparation:

Beat brown sugar with granulated sugar, butter and ketchup in a large bowl using an electric mixer on medium speed until light and fluffy. Add eggs and vanilla; continue to beat until mixture is well blended.

Sift flour with baking powder, baking soda, cinnamon, nutmeg, ginger, allspice and salt in a separate bowl. Gradually add flour mixture to ketchup mixture until combined. Stir in oats, carrots, raisins and nuts. Chill for at least 2 hours or overnight.

Preheat oven to 350°F (180°C).

Scoop 1 1/2 tbsp (22 mL) portions of dough, 2-inches (5 cm) apart, onto parchment-lined baking sheets. Bake for 15 to 18 minutes or until brown around the edges. Transfer to a wire rack to cool. (Serve cookies 'as is' or use frosting to make sandwich cookies.)

Frosting: Beat cream cheese with butter using an electric mixer until very smooth. Add icing sugar and beat on low until combined. Increase speed and beat until smooth. Beat in vanilla.

Frost the underside of one cookie with 2 tsp (10 mL) frosting. Cap with a second cookie, flat-side-in. Repeat with remaining cookies and frosting.

Twists:

Substitute chopped pecans for walnuts.

Nutritional Information:

Per Serving: 1 sandwich cookie

244 calories 12 g fat, 3 g protein, 32 g carbs, 1 g fibre,

111 mg sodium.



http://www.heinzitup.com/view_recipe.asp?RecipeID=550

Pita Pockets

Ingredients:

1 ½ teaspoon traditional yeast
⅔ cup warm water
½ teaspoon salt
⅛ teaspoon sugar
1 ½ teaspoon oil
1 ½ cup flour

Preparation:

Preheat oven to 450°F.

In a large bowl, dissolve yeast in water.

Beat in the salt, sugar, oil and ¾ c flour until smooth.

Stir in remaining flour to make a soft dough that pulls away from the sides of the bowl.

Turn dough on to a lightly floured surface and knead until smooth and elastic (about 10 minutes)

Divide dough into 4-5 equal portions and roll each into a circle about 12-15 cm in diameter.

Sprinkle cornmeal on ungreased pans. Place circles on top of corn meal. Let rest for 10 minutes.

Bake for 10 minutes or until bread puffs and is light brown.

Tear in half and fill with shredded cheese, chopped tomato, lettuce and ham.

Questions & Reflection

1. What kind of bread are the pita pockets? Why?
2. Why does the water need to be warm when making pita pockets?
3. Are the finished pita pock-

ets a sandwich? Why or why not?

4. Write a taste tempting description of the product made today that could be used on a restaurant menu.

5. Write a brief reflection about your experience today. How did your recipe turn out? Was your group organized? If you were to make this recipe again, what would you do differently?



Gluten-free Apple Brown Betty from prairie-harvested apples!

What a year it has been for prairie apples! There has never been a better time to bake 'Apple Brown Betty'.

Thanks to the generosity of our neighbours, we have tested this 'Apple Brown Betty' with four different varieties of home-grown apples. Three of the trees, in three different yards, can be seen from our front window. The fourth is in the garden of Mike, manager of our pea splitting plant in Rowatt, Saskatchewan.

As I picked and peeled the apples, I thought back to how well we kids knew the trees of our neighbourhood - where the best eaters were, and the most sour. Teachers ate the apple they received as a gift from their favourite students, probably picked on the way to school.

The native apple crop in Manitoba has seen a steady decline commercially, and many people have lost the habit of harvesting their garden fruit. Too bad, because a great time can be had, picking the fruit, preparing it and baking it - as well as savouring the end result.

In this 'Apple Brown Betty', the traditional bread-crumbs are replaced with BEST Chickpea Flour. The amount of sugar used depends on the natural sweetness of the apples and the personal taste of the cook. The variety of apple will determine how mushy the apples become and how well the shape of the apple pieces is maintained. It is likewise the cook's choice whether or not to peel. Local apples are about as organic as you can get, so the peels will be full of naturally grown goodness.

Apple Brown Betty

6-10 cups of apples
Brown sugar to sprinkle on the apples
2 tablespoons of lemon juice

Topping:

1 cup butter or margarine
1 cup brown sugar
1 cup BEST Chickpea Flour
1 cup gluten-free oats
1/2 teaspoon cinnamon
1/8 teaspoon nutmeg



Cut and pare the apples. Peel if you wish. Sprinkle with lemon juice (this stops the apples from turning brown, as well as adding a little extra zing). Put the apples in a casserole dish, lightly greased - the size of the dish will depend on the number of apples. The apples shrink considerably during baking. Sprinkle with a small amount of brown sugar (In our family we prefer a more tangy apple mix to contrast with the sweeter topping so we sprinkle sparingly.)

In a mixing bowl prepare the topping. Begin by creaming the butter or margarine and adding the brown sugar. Cut in the BEST Chickpea Flour and gluten-free oats until mixed. Spice according to taste and mix again. Spread the topping over the apples in the casserole dish and put on the lid.

Bake at 350°F for 40 minutes, with the lid off for the last ten minutes. Serve warm with ice cream, custard, whipped cream or even milk.

For cooks not able or not wanting to use oats, take a look at Carol Fenster's 'Apple Crisp' recipe in the Pulse Canada Pulses and the Gluten-free Diet recipe booklet. This recipe was previously shared in 'Pea Snaps'. Carol's October blog features how to make homemade apple cider.

A question from reader Dolores - "When we go to St Joseph, Manitoba for a fall supper, they always have "Sucre à la Creme" pies (Sugar pie) made with pulses. They are soooo good! Would you have that recipe and be willing to share it with me? I would just love to have it." Do any of you know of this recipe? We would love to share it with our readers!

Finally - I have heard from a family camp in Manitoba, located on a stunning lake, that is considering running a week-long summer session for families who eat a gluten-free diet. Imagine that - a week of summer fun with no worries about diet or cooking, and activities for the kids as well! The camp is also considering the option of a long-weekend camp - cooking demos included. Please do let me know if you think there is interest in these two events.

Here's to local fruit and quality family time!

Margaret

Gluten-Free Brown Sandwich Bread

1¼ cups sorghum flour
 1 cup pea flour, we recommend BEST Whole Yellow Pea Flour
 ½ cup tapioca starch
 1 cup rice bran
 2 tbsp packed brown sugar
 1 tbsp xanthan gum
 2 tsp bread machine or instant yeast
 1 ½ tsp salt
 1 cups water
 2 tbsp vegetable oil
 2 tbsp light (fancy) molasses
 1 tsp cider vinegar
 2 eggs, lightly beaten
 2 egg whites, lightly beaten

1. In a large bowl or plastic bag, combine sorghum flour, pea flour, tapioca starch, rice bran, brown sugar, xanthan gum, yeast and salt; mix well and set aside.

2. Pour water, oil, molasses and vinegar into the bread machine baking pan. Add eggs and egg whites.

3. Select the 'dough cycle'. As the bread machine is missing, gradually add the dry ingredients, scraping bottom and sides of pan with a rubber spatula. Try to incorporate all the dry ingredients within 1 to 2 minutes. When the mixing and kneading are complete, remove the kneading blade, leaving the bread pan in the bread machine. Quickly smooth the top of the loaf. Allow the cycle to finish. Turn off the bread machine.

4. Select the 'bake cycle'. Set time to 60 minutes and temperature to 350°F (180°C). Allow the cycle to finish. So not turn off the machine before taking the internal temperature of the loaf with an instant-read thermometer. It should be 200°F (100°C). If it

is between 180°F (85°C), turn on the 'bake cycle' and check the internal temperature every 10 minutes. (Some bread machines are automatically set for 60 minutes; others need to be set by 10-minutes intervals.

5. One the loaf has reached 200°F (100°C), remove it from the pan immediately and let cool completely on a rack.

Gluten-free cycle

1. If your bread machine has a 'gluten-free cycle', you will need to make these adjustments:

2. Warm the eggs and egg whites

3. Follow the recipe instructions, but select the 'gluten-free cycle' rather than the 'dough cycle' and 'bake cycle'.

4. At the end of the gluten-free cycle, take the temperature of the loaf using an instant-read thermometer. It is baked at 200°F (100°C). If it's between 180°F (85°C) and 200°F (100°C), leave machine on the 'keep warm cycle' until baked. If it is below 180°F (85°C), turn on the 'bake cycle' and check the internal temperature every 10 minutes. (Some bread machines are automatically set for 60 minutes; others need to be set by 10-minute intervals.)



Zippy Home Things

Swirly Tray

This fabric basket only looks complex

Supplies

- Clothespins
- Cotton clothesline/cord, $\frac{3}{8}$ -inch diameter, approximately 50 feet (available in hardware stores)
- Cotton quilting fabric, $\frac{1}{4}$ yard
- Quilting ruler
- Rotary cutter and mat
- Scissors
- Sewing machine with a new quilting needle
- Sewing thread
- Tailor's chalk
- Optional:
 - > Binder clips
 - > Cording foot
 - > Cotton quilting in a coordinating color, $\frac{1}{4}$ yard or less

If you're looking at this fabric tray and thinking it's too difficult to make, think again. It's easy to create, and you'll not only find endless uses for it but also have bragging rights to go with it.

To make this tray, you wrap strips of fabric—of one kind or many—around a length of lightweight clothesline. As you wrap and sew, you'll master the coiling techniques necessary to craft the tray, including simple tricks for completing the sides. Once you know how to shape the sides, altering the look is a piece of cake.

—LINDA PERMANN

First, cover the cord

The wrapping process is easy once you get going. Just wrap the fabric carefully and tightly to ensure that it doesn't bunch.

{1} CUT AND WRAP THE FABRIC. First, press the fabric, and fold it selvage to selvage. Then fold it in half again, and press. With a quilting ruler, cut 10 to 12, 1/2-inch-wide strips of the main fabric. Next, if you're using a coordinating fabric, cut 1/2-inch-wide strips of that; if not, continue to cut your strips from the main fabric. You need at least 28 strips total. Cut a 45-degree angle on the edge of one fabric strip. Fold the strip end down over the clothesline end, and wrap it tightly a few times, as shown at right.

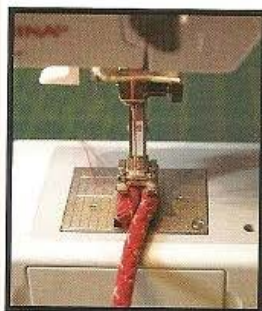


Wrap the fabric tightly around the clothesline.

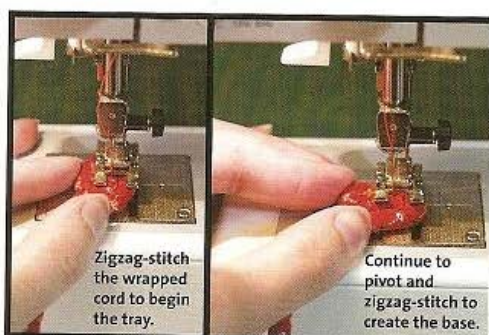
{2} WRAP THE REST OF THE LINE. Place the wrapped clothesline end under the presser foot of your machine; then put the needle down to secure it. Wrap the fabric around the line counterclockwise, angling the strip slightly so the fabric doesn't bunch as you wrap. Wrap 12 to 18 inches of line; then use a binder clip (or clothespin) to hold the fabric end in place.

Next, coil and sew the base

To make the base, you'll simply coil and sew the wrapped clothesline together. You may find it helpful to use your fingers to pinch the line together as you sew.



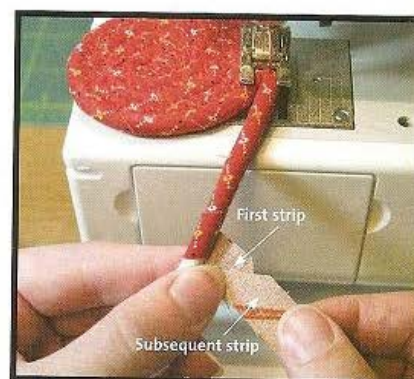
{1} MAKE THE BASE. Raise the needle, and fold about 1 inch of the wrapped line end down to the left of the length of the cord. Place the fold under the foot of your sewing machine, as shown above.



Zigzag-stitch the wrapped cord to begin the tray.

Continue to pivot and zigzag-stitch to create the base.

{2} SEW DOWN THE MIDDLE. Zigzag-stitch between the two lengths of clothesline. To continue coiling and sewing the cord, put the needle down, raise the foot, and pivot your work, turning the folded end to the left. Put the foot down again, hold the wrapped clothesline close to your work, and sew.



First strip

Subsequent strip

{3} ADD SUBSEQUENT STRIPS. About 3 inches before the wrapped clothesline ends, stop with your needle down. Cut the fabric end at a 45-degree angle, and then cut a second fabric strip in a reverse 45-degree angle. Overlap the strip ends with the second strip on top of the first, hold it in place, and begin wrapping the cord. Continue to sew, wrap, and add new strips of fabric as necessary until the tray base measures 9 inches in diameter.

Then, create the sides

Add height to the sides of the tray by coiling and sewing at an angle. For the finishing touch, add a quick-to-make scalloped edge.



{1} COIL AND SEW AT AN ANGLE. To begin the sides, lift the base's far left edge to create as much of an angle as your sewing machine can accommodate. Continue coiling and sewing around the base while holding the tray at this angle. When the sides reach about 1 3/4 inch high, wrap the remaining fabric around the coil. Backstitch and remove the tray from the machine, leaving any excess wrapped coil intact.

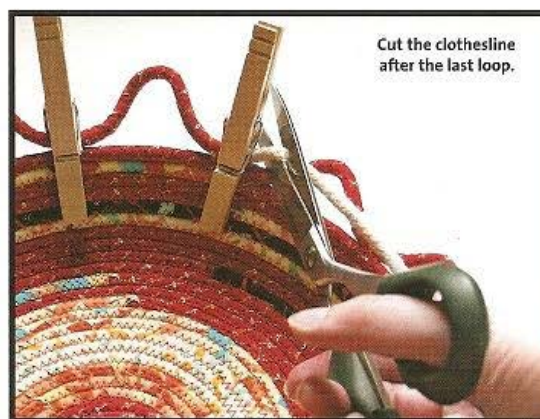


{2} MAKE THE LOOPS. Measure 3 1/2 inches up the clothesline from the point you stopped sewing, and clip that segment to the tray's top with a clothespin about 2 1/2 inches away, as shown above. Repeat this process, forming 3 1/4-inch-long cord sections spaced 2 1/2 inches apart, securing them with clothespins. If you run out of wrapped clothesline, continue to step 3 and 4 to sew the loops you've formed. Then return to this step. Use the sewing-machine needle to hold the line in place. Wrap more fabric; then continue with steps 3 and 4.

{3} MARK TO SEW THE LOOPS. Use tailor's chalk to mark, just to the left of the clothespin, each loop and the edge of the tray below it.



{4} SEW ON THE LOOPS. Remove the first clothespin, and place the first loop mark under the sewing machine's foot. Use your finger to align the mark on the loop with the mark on the tray. Zigzag along the tray edge for about 1/2 inch, catching the loop base. As you sew, glide the work from a loop to the tray until you reach the next clothespin. Remove the clothespin, and repeat the process, working your needle closer to the edge as you reach the marked area of the outer loop.



{5} CUT THE CLOTHESLINE. When you secure the last loop, cut the clothesline 1/2 inch past the loop end. Be sure to leave an inch or two of fabric extending past the end of the line.

{6} FINISH THE TRAY. Wrap the end of the clothesline with the remaining fabric, and with a zigzag stitch, sew the end under the outside edge of the tray. Backstitch to secure, and then clip the end of the fabric close to the stitching.

Sparkly Peppermint Playdough

Ingredients:

2 cups water

2 cups flour

1 cup salt

4 teaspoons Cream of Tartar

4 Tablespoons oil

4 Tablespoons peppermint extract (or less)

Glitter

Mix all ingredients in a heavy saucepan. Cook over medium heat, stirring constantly with a wooden spoon, until mixture thickens and pulls away from the sides of the pan. Form dough into a ball, sprinkle with glitter, place on waxed paper and cool completely. Store in Ziplock bags.

Gingerbread Playdough Recipe

You can't eat it but it is fun for playdough over the holidays!

1 cup flour

1/2 cup salt

2 tsp cream of tartar

1 cup water

1 tsp vegetable oil

1/2 tsp cinnamon

1/2 tsp allspice

1/2 tsp ginger

1/2 tsp nutmeg

Combine flour, salt, cream of tartar and spices. You can add more spices in equal proportions if you want it ginger

breadier.

In a separate bowl, combine oil and water, mixing well. Slowly add the oil mixture to the dry mixture, stirring well. Over medium heat, cook the mixture for 2-3 minutes, stirring well so it doesn't burn. Once it becomes more of a playdough consistency (it will start to form a ball on itself, pulling away from the sides of the pot), remove from heat and allow to cool enough so you can handle it. Knead the dough until it is the same smooth consistency of regular playdough without any lumps.

Don't forget the gingerbread cookie cutters of various sizes and the cookie sheets and rolling pins!

Family Studies students make Kitty Cushions for Craig Street Cats

The Family Studies students of Gimli High School used scrap fabric and recycled pillowcases to make 101 Kitty Cushions for Craig Street Cats. The students were excited knowing that they would help homeless cats to live a better life. The students cut the pillowcases in half, turned them inside out and sewed them up leaving a small opening. They turned the pillowcases right side out and stuffed them using scrap fabric left from past projects. Not only were they helping the community, they were recycling.

Once the cushions were complete, Lynne Scott came out and picked them up and explained to the students what Craig Street Cats was all about.

Craig Street Cats is a grassroots non-profit organization working to humanely manage Winnipeg's free roaming cat population. With an estimated 50,000 to 100,000 feral, stray, lost and abandoned cats currently roaming the city, management is desperately needed. The group provides trap / neuter / return for unsocialized adult cats, rescue for kittens and social adults, community outreach, and education regarding feral cats.



Cardholder from a tie

How to make a gift card holder from a tie. This is a fun recycling project.

<http://www.urbanthreads.com/pages?id=230>



More Websites

This is a really interesting video on how yarn is made (commerically of course) by Red Heart/Coats&Clark.

http://www.redheart.com/learn/videos/learn-how-red-heart-yarn-made?utm_source=PPemail&utm_medium=email&utm_campaign=AllFreeCrochet.com

Subject: PR watch story: Fox & Monsanto vs

This is an 'old' story, in that it began many years ago. But it has not yet been resolved. Big Corp makes toomuch money and has too much power. And Rupert Murdoch continues.

<http://www.prwatch.org/prwissues/2000Q4/index.html>

This is the link to the first page - at the bottom of the page, go to next etc - for several pages on aspects of the same story.

(lots of other stories also)

Subject: Feast at the Winnipeg Art Gallery

Get your bibs on, foodies. This one's for you.

The Winnipeg Art Gallery is preparing for a new exhibition called "Feast," which will examine a variety of fascinating issues and ideas surrounding food and the daily act of eating. The exhibit will include about 30 works from the WAG's permanent collection.

Of course, what good would food be without some cherished recipes? Visitors are encouraged to bring their favourite recipe to share with others. Recipes will also be shared on the WAG's website.

Feast will be served, err, will run until March 25, 2012

<http://www.chrisd.ca/blog/46168/winnipeg-art-gallery-feast-food-exhibit/>

<http://wag.ca/art/upcoming-exhibitions/667/100/feast>

Also check the lunchtime Curator's Tour of this exhibit on November 30th, 12 to 1 p.m.

<http://wag.ca/learn/programs/list/category/artforlunch/#program-event-370>

Can You Help Me?

I am starting a new column called “Can You Help Me?” The idea is that members send questions in to the journal and other members send back help. The replies can be sent directly to the member requesting help but please send your replies to the journal editor also. This is a way to not only help the person who is asking the question but also circulate ideas. Jump on board and let’s get the information flowing.

I have two requests for help in this journal:

I am looking for resources about the elderly. Anything about aging, care giving or loss & mourning would be greatly appreciated!

They can email me at caitlin.tucker@gmail.com

Thanks in advance, I really appreciate it!

Caitlin Tucker

Human Ecology

LSRCSS

Do you have the textbook Life-Span Development Third Canadian Edition by Santrock, Mackenzie-rivers, Leung and Malcomson McGraw-Hill Ryerson? Chapter 19 covers death and grieving.

I’m doing an ESL practicum and looking for ESL materials (easy to understand and do lesson plans with my adult newcomers for home economics.) Or any fun ideas on what I can do with a large class of newcomers (ESL Canadian Language Benchmark 2-4 would be great).

Kind Regards,

Carla

jeronimo@mymts.net



Have you checked out the Basic Skills for Living is a website that provides on-line resources for consumers, learners and educators on topics related to: Eating Healthy Foods and Learning about Money? <http://www.basicskillsforliving.ca/>? This is a made in Manitoba resource.

Dispenser of Positive Reminders

I am sure educators are often uncertain as to what their role really is.

Are they teachers, counselors, disciplinarians, coaches, nurses, parent designates, or all of the above?

I would add to that list an additional role that is certainly happening but apparently has not been given a name. I call this role the dispenser of positive reminders.

It is used by educators who do not wish to punish students into changing their behavior but rather are interested in positively reminding students of their commitment to change. More specifically, these educators continually remind students about how they might want to change their lives.

People will change if the threat of punishment is se-

vere enough. The problem with punishment is that it stops working the moment the threat is removed. Fear-motivated change is only temporary.

Being positive, recognizing the positive qualities in people, and encouraging people by exhibiting positive behavior toward them will allow these same people to feel good about themselves and to feel safe. Then, the changes they make are more apt to be permanent.

People want to do and be their best and are willing to commit to change, but only when they feel safe and trusting. Being human, they need to be positively reminded of their commitment to change when they are off track, and positively rewarded when they are on track.

Nobody Gets in My Way of Teaching

Things weren't going well in the classroom. Kids were being disruptive and not settling down. The teacher had just about given up any hope of finding a way to handle them and their unsympathetic parents. Nothing seemed to be working. And although what came out of my mouth was meant to be helpful, it was neither good counseling nor an accepted therapeutic intervention.

It had been 15 years since I was in charge of a classroom and I was on shaky ground. I was not sure it was appropriate but, nonetheless, blurted out the following directive:

"I am a teacher. I get paid to teach and nobody, and I mean nobody, will be allowed to prevent me from doing that. I will not allow a student to continually disrupt my class and prevent other students from learning." It seemed to strike a meaningful chord with the teacher.

This approach of dealing with students who continue to disrupt class, despite many invitations to conform to normal classroom behavior, needs to be direct and focused on the fact that they are disrupting the learning of the other students. However, we need both the administration and the parents on our side when we confront.

Parents don't really care if the teacher is upset or their kid's behavior is really stressful and wearing the teacher down. It is not considered legitimate by either the administration or parents if the reason the child was expelled from the classroom was because their behavior was somehow disturbing the teacher. However, if we explain that the child was preventing other students from learning, this may receive more understanding.

"I don't get mad at students who cut up in my class. I invite them to change their behavior at least twice before asking them to leave the class. I explain to them and their parents that I won't allow anyone to prevent me from doing my job, which is teaching students who have chosen not to disrupt the class and intend to learn. I don't get mad at disruptive students, I simply invite them to change their disruptive behavior or ask them to leave for that period or day. Tomorrow is another day and we start over, expecting the best."

If we let students, parents and administrators know that we will not put up with disruptive students because they prevent other students from learning; we may receive more cooperation than if they think we are just chucking kids out of our classes because they bother us. In the climate we find ourselves teaching today, we had better find a stronger position than "that student was disruptive" before we can have them removed from class. Despite how valid I believe this approach is I know it will be challenged vigorously in some communities and schools.

Don't get mad—just do your job and focus on those who most want to learn. How do you make a "not" happen—as in "That is not what I want you to do"? You can't! So, learn to state what you do want or will do, and not what you don't want or won't do.

The above concepts come from Dr. Dan Rosin's new book

"Finding Balance: 101 concepts for taking better care of self".

Dan can be reached by E-mail: danrosin@drcounseling.com, sign up

for his free newsletter on his Web page: www.drcounseling.com, and

the book can be purchased at McNally Robinson: info@grant.mcnallyrobinson.ca

Professional Development Reflections

Learning Communities

A strong body of research has grown which documents there is improved teaching and learning when using learning communities (LCs). LCs are based on the belief that teachers know best what they need to improve their practice. Improved teacher practice translates into improved student learning. LCs support teachers knowing the **why** of their professional development as they are involved in the creation and implementation of their communities.

There are eight common characteristics of LCs if they are run effectively.

1. **LCs are characterized by inclusive environments.** Adults teach and learn from all members. They foster dialogue among its participants.
2. **LCs support change.** They encourage teachers to take leadership in making changes in their school and classroom practices. The collegial support among teachers supports positive change.
3. **LCs are collaborative.** When teachers collaborate, they share ideas and problem-solve solutions to issues in their classrooms. They are supported in taking risks in their efforts to improve teaching and learning.
4. **LCs support autonomy and foster connectedness among members.** Members feel bound by common goals and a vision that were developed collaboratively while respecting each individual's autonomy in their implementation.
5. **LCs hold that reflection is at the core of all adult learning.** Using formative and summative reflection support inquiry into making sense of your teaching practices. "When teachers analyze their work and share critical feedback in a collegial exchange with peers and supervisors, powerful learning occurs." (p. 161)
6. **LCs thrive in a positive school culture and climate.** Strong school culture and climate are supported by collegiality, risk-taking, high expectations, trust and confidence, real support, appreciation and recognition, caring, celebration and humour, involvement in decision-making, protection of what is important, traditions and honest, open communication. In schools where they exist, LCs are most effective and allow the school community to grow.
7. **Trust is at the center of a LC.** Relational trust is the core ingredient. It rests on the foundation of respect, competence, personal regard and integrity. Trust acts as the glue that supports teachers making change together.
8. **Caring is a trademark in a LC.** Caring for each other at a personal level often results from working together in a trusting relationship.

The school principal has a key role to play in supporting the establishment of LCs. Leadership that fosters trust is essential for building LCs where teachers attempt change and take risks. Principals need to foster teacher leadership and to accept that teachers, as professionals in LCs, become the key decision-makers in determining their professional development direction. Training for school leaders to foster and facilitate this type of learning is essential. “The transformation of the school into a learning community begins with the principal. The principal sets the tone for learning by modelling active learning, investing time in the process, and by empowering teachers as leaders.” (p. 112). “A learning community is built by everyone. A learning community will only evolve if the leader actively nurtures and models growth-oriented practices and processes. As the leader of leaders in a learning community, the principal must possess a strong resolve to create and sustain the conditions and culture needed to build capacity in the individual and the organization.” (p. 79-80).

LCs operate over an extended period of time, recognizing that change in practice does not occur in a short time period. Creating time within the regular school day for LC’s establishes an environment of job-embedded learning where professional development is a part of a school’s culture.

“There are three attributes of successful job-embedded learning:

- a) It is relevant to the individual teacher
- b) Feedback is built into the process
- c) It facilitates the transfer of new skills into practice.” (p. 143)

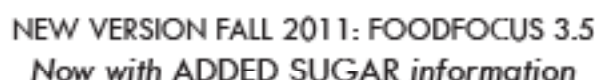
In conclusion, “Professional development cannot be left to chance. Professional development must be planned purposefully and deliberately as part of the workday. Professional development is never the end but rather the beginning of the journey toward learning.” (p. 61) “When a school works toward becoming a learning community, all stakeholders are valued, collaboration is the norm, learning occurs naturally, and reflection is fostered through collaborative conversations.” (p. 112)

Learning communities are an exciting vehicle for this professional learning.

Source:

Zapeda, Sally. (2008) **Professional Development: What Works?** Oxford, OH: Learning Forward.—
For ordering information, go to learningforwardstore.org.

m.H.E.T.O.



- A fast, easy-to-use interface evolved with student use across Canada.
- Revised with the latest Canadian Nutrient File augmented with Added Sugar data
- Updates consistent with CDN Food Guide
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- Select additional nutrients such as trans fats
- French language food names



- is faster and less work for students and teacher but has more options for selecting foods & food quantities
- more clearly indicates compliance with nutrient guidelines (too much, too little)
- is a superior tool to explore changes to a food recall (sort by nutrient, add, delete, change)
- provides immediate feedback and graphics for a more effective and enjoyable learning experience

- Web-based learning tools to help you or your students get started with FoodFocus
- Added sugar content of foods to help students locate empty calories in their diets
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