

MINERAL POINT MIDDLE SCHOOL Scoop

March 2014 🐾 *Education... That's the Point.*

"But I Like To Sit With My Friends!"

We know! That's why we do "it". "It" is *Mix It Up At Lunch*. *Mix It Up At Lunch* is a light-hearted attempt to get students to break out of their normal social routines and sit with other students at lunch. Students are randomly assigned to lunch tables and then given a fun task that requires them to interact with each other to be successful. Some grumbling can be heard if you listen carefully but most students understand the underlying goal in this uncomfortable endeavor. The goal is to begin to break through some of the walls that exist between different groups of students. We want them to get to know each other and appreciate the differences among them instead of using the differences to separate from each other.

Mixing It Up At Lunch isn't going to do away with prejudice or "fix" our intergroup relation issues but hopefully it will plant a seed in the mind of some, to question some of the opinions they have formed of other students and ask themselves what they have used as the basis for these judgments. 🐾

"Prejudice is a great time saver. You can form opinions without having to get the facts." – E. B. White

Mix It Up At Lunch Winners



Winter Fun Scattegories



Martin Luther King Bingo

This issue of the Middle School Scoop features guest contributions from Mineral Point Middle School students!

UPCOMING EVENTS

Friday, April 4

Gr. 7-8 Kalahari Band trip

Tuesday, April 8

Track meet at Dodgeville with Cuba City

Tuesday, April 15

Track meet at Platteville

Friday, April 18

Good Friday - Two hour early release

Tuesday, April 22

Track at Cassville Invitational

Thursday, April 24

Track at Dodgeville with Southwestern and Iowa-Grant

Monday, April 28

Parent/Teacher conferences, 4:00-7:30 p.m.

Thursday, May 1

Track meet at Darlington with Cuba City

Tuesday, May 6

Track meet at Dodgeville with Platteville

Tuesday, May 6

M.S. Spring concert, 7:00 p.m.

Thursday, May 15

Track at Lancaster Invitational

Tuesday, May 20

Track at Darlington Invitational

Monday, May 26

Memorial Day – No Classes

Band to march in Memorial Day parade, 10:00 a.m.

Wednesday, June 4

M.S. Awards program, 1:00 p.m.

Grade 8 Graduation, 2:00 p.m. – reception to follow

Thursday, June 5

6th grade field trip to Dodger Bowl and Blackhawk Lake

7th grade field trip to a movie and Gov. Dodge State park

8th grade field trip to Mount Olympus, Wisconsin Dells

Last day of classes for students.

Scrumdiddlyumptious School Lunches

By *The Man in the Pink Shoes*

Have you ever read about school lunches with purple food and eyeballs floating in the tomato soup? Mineral Point lunches are much, much better than those lunches, although there are a few complaints.

The food is pretty good at Mineral Point, but because I always seem to be at the end of the line (because my locker is so far away) I never seem to get any of that food.

I understand that there has to be limit on the calories, nutrition, etc., ect. But that shouldn't mean that the kids should just get less and less food. Especially for a growing child (although I'm not growing, just staying at a steady 4'10"). Here's a quote to fit the story. "There once was a man from Peru, who dreamed he was eating a shoe. He woke up with a fright, in the middle of the night, to find his dream had come true." Sound familiar? Well that's kind of what I go to bed dreaming of, because I'm so hungry!

In the end, I guess all I'm saying is that maybe Mineral Point could serve some larger portions of food for the students. 🐾



The Outdoor Report

By *Owen Stephenson*

Have you ever been shed hunting? If not you might not even know what a shed is. A shed is an antler dropped by a deer, elk, moose, and other member of the deer family.

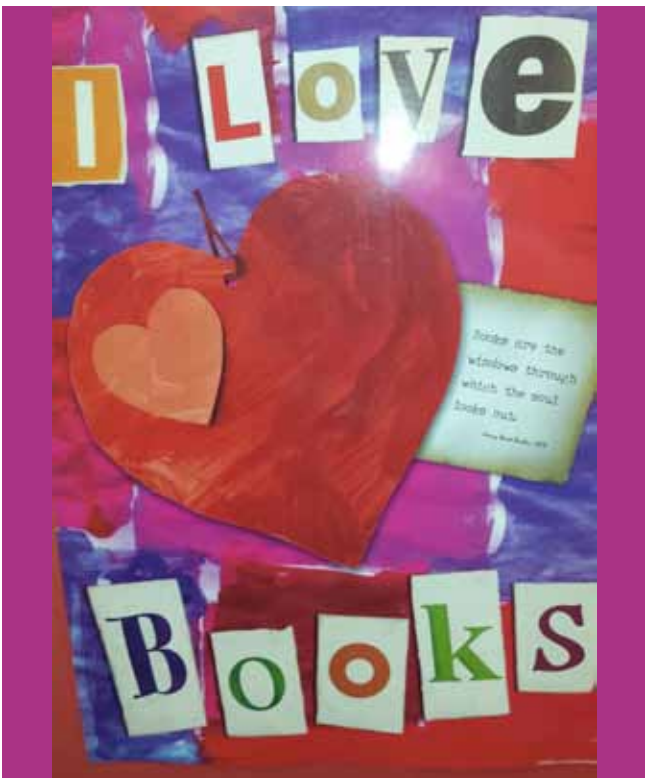
Shed hunting is like any other kind of hunting, except you are looking for the animal's antlers not the whole animal.

All you need to go shed hunting is some land frequented by deer, boots, yourself, and maybe a couple of friends. Depending on the time of year, you may also want some warm clothes.

The best time to go shed hunting is in the spring, especially March through May. The reason for this is if you try to shed hung too early, you will have a hard time finding them for two reasons. The first is that white sheds will blend in if there is still snow on the ground. The second is that the deer typically drop their sheds after the snow is gone. Also if you wait to go shed hunting until the summer the tall grass will make it like trying to find a needle in a haystack.

You may be wondering why the deer even shed their antlers. The answer is because this is how their antlers grow. If you have ever seen a group of male deer, or bucks together, you may have seen that one buck has only 4 points, and the other might have 10. Deer shed their antlers every year to grow from a 1 year old 4 pointer into a 3 or 4 year old 10 pointer. The antlers get bigger each time they grow back. The biggest shed I've found is from a three year old with 5 point on one side.

Well, that's all for this edition of The Outdoor Report. Happy Hunting! 🐾



Meet the Teachers!

By Zula Flannery



Ms. Harrison

7th-8th Grade English-Reading Teacher

Q: What is your favorite color?

A: Pink

Q: What is your favorite animal?

A: Penguin

Q: Where did you attend college?

A: University of Wisconsin-Lacrosse

Q: When did you graduate college?

A: 2007

Q: What sports did you play in high school?

A: Basketball, softball, and volleyball

Q: What is your favorite dessert?

A: Anything chocolate

Q: What is your favorite place you've ever traveled?

A: Mexico

Q: Where would you like to travel?

A: Italy

Q: Why did you want to teach?

A: "I wanted to teach children to love English and reading."

Q: When is your birthday?

A: December 21 🐾



Mr. Chambers

7th-8th Grade Math Teacher

Q: What is your favorite color?

A: Blue

Q: What is your favorite animal?

A: Deer

Q: Where did you go to college?

A: Luther

Q: When did you graduate college?

A: "A long time ago"

Q: What sports did you play in High School?

A: Track, baseball, football, and basketball

Q: What is your favorite dessert?

A: Anything chocolate

Q: What is your favorite place you have ever traveled?

A: Colorado

Q: Where would you like to travel?

A: Alaska

Q: Why did you want to teach?

A: "I wanted to help kids."

Q: When is your birthday?

A: July 6 🐾



Middle School Math Team Results

On Wednesday, March 19, Mineral Point Middle School traveled to Boscobel for the annual SWAL Math Team Contest. Each school was allowed to bring ten participants with at least four of them being seventh graders. The schools participating this year were Boscobel, Cuba City, Darlington, Fennimore, Iowa Grant, Mineral Point, Riverdale, and Southwestern.

Each participant worked individually and had to complete several challenging problems covering a variety of math concepts. Each problem was assigned a point value based on the level of difficulty. Students earned points by answering the problems correctly. These problems were divided into four sections. Each section had to be completed in 15 minutes.

Seventh grader, Allison Moseley, earned 56 points (64 possible) to lead Mineral Point and finished in a tie for 3rd overall out of 80 participants. Allison was only 3 points short of the

first place total of 60 points. Seventh grader Brady Palzkill and eighth grader Haakon Schriefer each had 55 points putting them in the fourth place position overall. Eighth grader Jacob Wedig tied for fifth place overall with 54 points. Seventh graders Abby Shannon and Mitchell Schaaf also earned gold medals at the competition.

Earning silver medals at the contest were eighth graders Dawson Cenite and Billy Carrington, and seventh grader Sarah Toay. Seventh grader Noah Stanton brought home a bronze medal.

Students deserving recognition, but not participating, were alternates Jacob Moellers (8th grade) and Zoe Hay (7th grade).

The team was coached by Middle School math teachers Mike Chambers and Deb Soper. 🐾



“Everything you
can imagine
is real.”

Pablo Picasso

Student artwork by Evelyn Hendricks

Book Hooks

By Maddie Faull

Divergent by Veronica Roth



Beatrice Prior, a frail girl from abnegation, has to decide where she belongs. Society is split up into five categories, called factions, which are based on your values. The factions are Abnegation (the selfless), Erudite (the intelligent), Dauntless (the brave), Amity (the peaceful), and candor (the honest). On

a particular day each year, all sixteen year olds are required to take an aptitude test to figure out where they belong. Then they must decide whether to stay with their family or transfer to a new faction. On choosing day they are presented five bowls in all of which contain a certain item to represent each faction, then they are forced to pick one and decide where they belong. 🐾

What Actually Happens Behind the Table

By Brady Palzkill

Hi, today I'm going to explain what I actually do when I play music for the school dance.

1. This is CD player number 1. This sends music to number 2, which I'll talk about later.
2. This is the mixer. This is where I can adjust the volume, tempo and pitch of songs. It takes the input from number 1 and 3. I can choose which player is going through the speakers with this.
3. This is CD player number 2. This is essentially the same as number 1.

That's it! Quite simple but you just need to know what to do, how to do it and when to do it. 🐾



Local Business Profile: High Street Sweets

By Zoe Hay

Q: What do you sell?

A: We sell all kinds of candy and chocolate. We also sell granola that's made in Mineral Point.

Q: Why did you start your business?

A: We wanted to have a business on High Street and we thought a candy store would be fun for kids.

Q: Did your previous profession lead you to this?

A: No, not really. I was a lawyer and that's not too much fun.

Q: What is your favorite thing that you sell?

A: Chocolate.

Q: Why did you pick the location you are at?

A: We chose the location because the upstairs and downstairs were perfect for expanding our lodging business. We liked the building because it is small and historic.

Q: Is that what you always wanted to do?

A: No, but I am happy doing it.



Q: Who are your employees?

A: Jessica James, Anna Eisenzimmer, Cassidy Ottoway, Elise Powers, and Mary Jean James.

Q: When did you start your business?

A: Last summer.

Q: Are you looking for employees?

A: Not at this time.

Q: Who helps you run this?

A: In addition to the employees, everyone in the family helps out. 🐾

Lacrosse

By Lily Wong

Lacrosse is a team sport played using a rubber ball and a lacrosse or crosse stick. There are four kinds of lacrosse: men's field lacrosse, women's lacrosse, box lacrosse, and interlacrosse. Box lacrosse, also known as indoor lacrosse, is an indoor version of lacrosse. Interlacrosse is a non-contact form of lacrosse.

The object of the game is to score by shooting the ball into the opponent's goal using the lacrosse stick to catch, carry, and pass the ball. There are teams of ten in men's lacrosse while there are teams of twelve in women's lacrosse because women aren't allowed to intentionally check someone.

The equipment needed for lacrosse is pretty basic. For men's lacrosse, men are required to wear pads, helmets, and gloves since there is a lot of contact in the game. In women's lacrosse, women don't need pads and aren't required to wear gloves or helmets but the goaltender must wear gloves and a helmet to protect herself from the ball.

Lacrosse is a mix of basketball, soccer, and hockey. The sport is one of the oldest team sports in North America, dating back to the 17th century when Native Americans first played the sport. Then, it was called stickball because they used a simple wooden stick shaped like a giant spoon. And instead of using a rubber ball, they used a wooden ball. Traditional games were major events that could last several days.

Lacrosse is currently the fastest growing sport in the US. Even though it's a popular sport, it's a very dangerous one. Field lacrosse is sometimes referred to as the fastest sport on two feet, which is pretty much true. Also, the ball can get up to 90 miles per hour and because the ball is made of solid rubber, it can cause some serious injuries if someone gets hit in the right place.

Rules vary with each type of lacrosse so if you're looking for the official rules you'll have to find the official rulebook for the type of lacrosse you're interested in. 🐾



Wrestling Recap

By Danny Pittz

The Mineral Point wrestling team had five state qualifiers this year! They were Frank Baker 126 lbs., Ross Sigenthaler 138 lbs., Scott Pittz 152 lbs., Nate Cody 195 lbs., and Brenyn Schmit 220 lbs.

Frank Baker won his first match on Thursday night, but then lost his next two matches meaning he couldn't place. Ross Sigenthaler also won his first match Thursday; he lost his first match Friday and won his second match, and proceeded to take 5th place. Scott Pittz won his first match Thursday night as well. Scott then won his first match Friday, but lost in the semifinals and proceeded to take 3rd place in the tournament. Nate Cody did not wrestle on Thursday night but he did wrestle on Friday. Nate lost his first match Friday in overtime and then he also lost his second match, which made him ineligible to place. Brenyn Schmit was Mineral Point's most successful wrestler placing 2nd. Brenyn won his first match Thursday night in overtime. He also won both of his matches Friday, which took him to the finals where he lost. Overall, Mineral Point had a very successful state tournament this year! 🐾

Swim with the Students

Several elementary, middle and high school students will be taking a few field trips to UW-Platteville. Our Mineral Point students will have the opportunity to, "swim with the students." The UW-P Adaptive Aquatics class has partnered up with Mineral Point Schools to make this happen. A special thanks to Mrs. Swenson and UW-Platteville for organizing these events. 🐾

From the Desk of Ms. Dahl



Worth quoting:

"At no other time in the life cycle are the chances of finding one's self and losing one's self so closely aligned."

– Erik Erikson

"It is during the middle years that young people form their own answers to the fundamental questions of life."

- John Lounsbury

Middle Level Education Month

March was the official month of Middle Level Education Month. The Association for Middle Level Education has joined the National Association of Secondary School Principals, The National Forum to Accelerate Middle-Grades Reform, Adolescent Success and Let's Move Active Schools to declare March the official month to focus on students ages 10-15 and celebrate middle level education.

The key messages for the celebration are

- The importance of parents being knowledgeable about young adolescents and being actively involved in their lives.
- The understanding that healthy bodies plus healthy minds equal healthy young adolescents.
- The realization that the education young adolescents experience during the formative period of life will, in large measure, determine the future for all citizens; and
- The knowledge that every young adolescent should have the opportunity to pursue his or her dreams and aspirations, and post-secondary education should be a possibility for all.

We hope you enjoyed the March edition of the Mineral Point Middle School Scoop, with the story contributions from our students. 🐾

Just for fun:

Teacher: I thought I told you to stand at the end of the line.

Student: I tried, but someone was already there!

Southwest Wisconsin Youth Risk Behavior Survey

On the following pages is the April issue of "Parents Make a Difference Newsletter" – "Teens Under Pressure." This newsletter uses 2013 Southwest Wisconsin Youth Risk Behavior Survey data.

Highlights from this issue:

While adults serve as a primary influence for youth in the early years, peers play an increasingly important role throughout the teenage years (Guzman, 2007). Many parents worry that peer influences will cause their teen to reject family values and lead to risky behavior.

Read the full newsletter to explore how parents can play a valuable role in the lives of today's teens by helping them establish positive values and strategies for dealing with negative situations.

Thank you to Deb Ivey and Ruth Schriefer from the Iowa County UW-Extension for sharing this information. 🐾



Parents Make A Difference!

Teens Under Pressure

April 2014

"We are born believing. A man bears beliefs as a tree bears apples."
- Ralph Waldo Emerson

Individuals begin forming beliefs about the world as they learn and grow. Parents and educators strive to encourage youth to adopt positive beliefs that will lead to good choices.

While adults serve as a primary influence for youth in the early years, peers play an increasingly important role throughout the teenage years (Guzman, 2007). Parents might feel hurt by the change in their relationship with their child as the teen chooses to spend more time with peers than with their parents (Gengler, 2011). Teens may also struggle to adapt to new types of relationships during adolescence.

CHARACTERISTICS OF TEEN RELATIONSHIPS

Friendships tend to become more complex throughout the teenage years with multiple layers and several groups making up the teen's social network. More exclusive and constant relationships form in the teenage years than in earlier years (Gengler, 2011). Relationships are often formed with those of about the same age who share similar experiences. The peer relationships help teens develop talents, interests, social skills, independence, and provide emotional support (Guzman, 2007).

Many parents worry that peer influences will cause their teen to reject family values and lead to risky behavior. Guzman (2007) stated, "More often than not, peers reinforce family values, but they have the potential to encourage problem behaviors as well."

DO SOUTHWEST WISCONSIN TEENS STAND UP FOR THEIR BELIEFS AND RESIST PEER PRESSURE?

The 2013 Department of Public Instruction Youth Risk Behavior Survey reached 5,354 Southwest Wisconsin 7th through 12th grade youth. On average, 85% of the survey participants reported they "agree" or "strongly agree" that they stand up for their beliefs. Chart 1 illustrates the responses by grade level.

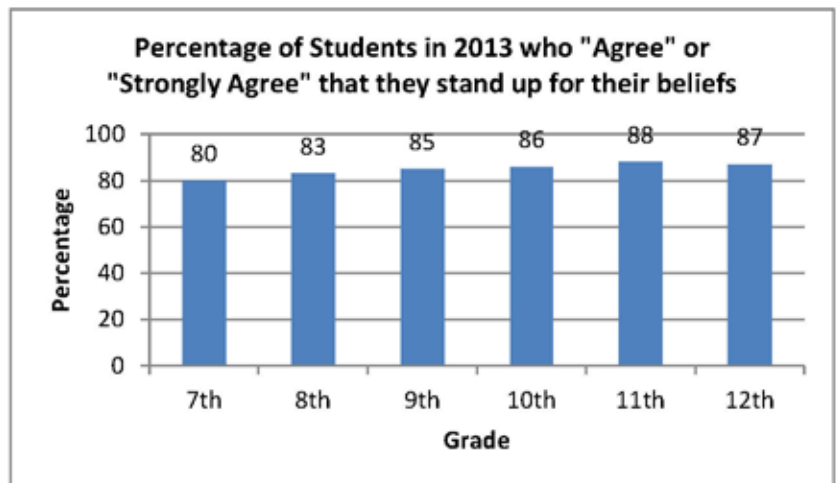


Chart 1: Percentage of students in 2013 who responded they "agree" or "strongly agree" that they stand up for their beliefs.

Students were asked: "Do you agree or disagree that you can resist negative peer pressure and dangerous situations?" An average of 76% of the students answered that they "agree" or "strongly agree" that they can resist negative peer pressure and dangerous situations. Chart 2 illustrates the responses.

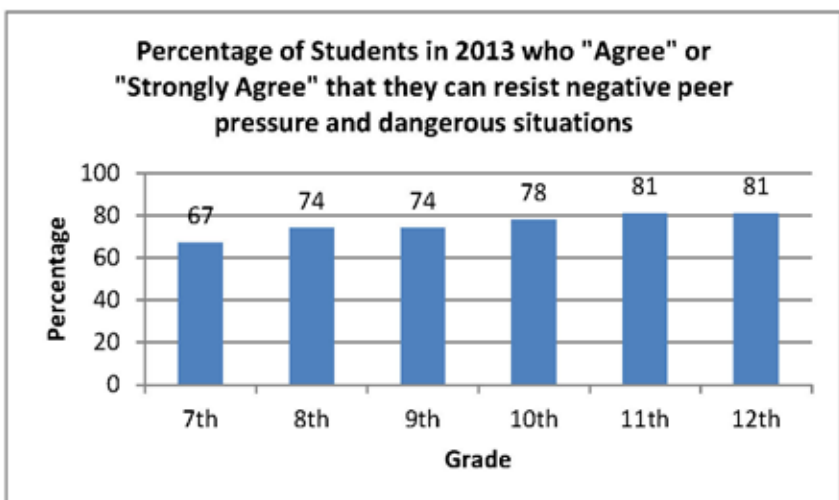


Chart 2: Percentage of students in 2013 who responded they "agree" or "strongly agree" that they can resist negative peer pressure and dangerous situations.

LOOKING BACK IN TIME

A 2001 assessment of 5,704 Southwest Wisconsin youth perceptions and behaviors revealed that 91% of the respondents "agreed" or "strongly agreed" with the statement, "I stand up for my beliefs and can resist negative peer pressure and dangerous situations." Chart 3 illustrates the 2001 responses by grade level.

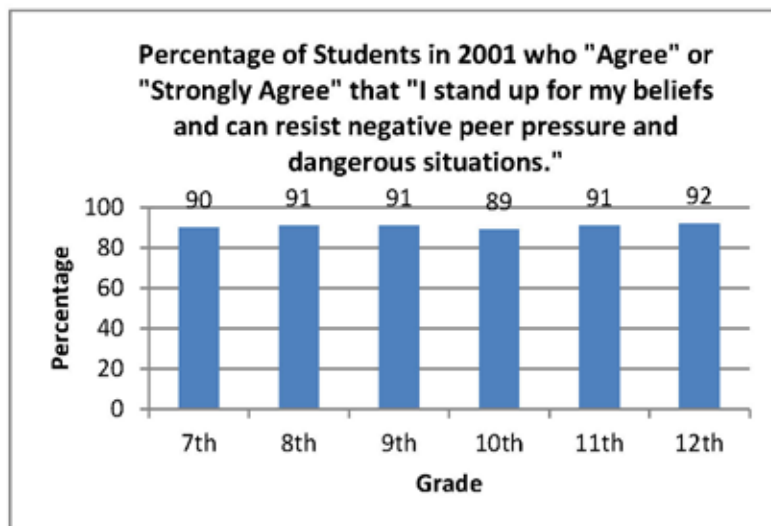


Chart 3: Percentage of students in 2001 who responded they "agree" or "strongly agree" that "I stand up for my beliefs and can resist negative peer pressure and dangerous situations."

When the 2013 results are compared to the 2001 data, there is a noticeable decrease in the percentage of students who will agree to stand up for their beliefs and resist negative peer pressure and dangerous situations today. The specific reasons for the change are unclear. However, parents can play a valuable role in the lives of today's teens by helping them establish positive values and strategies for dealing with negative situations.

HOW PARENTS CAN HELP

As teens begin to take on more adult roles and start mapping out their own lives, conflicts between the parent and teen may result. Parents can work to minimize conflict by considering the following strategies:

- Include teens in decision-making and rule-setting that affects their lives.
- Encourage positive relationships between adults and teens. Adults can serve as good role models for healthy relationships and can support teens as they establish peer relationships.

- Teach youth ways to say "no" to negative pressures by role playing potential difficult scenarios (Guzman, 2007).
- Get to know your teen's friends. Don't rush to a quick judgment based on first impressions, but rather take time to show an interest in your teen's friends.
- Make your home a welcoming place for your teen and their friends.
- Maintain open communication with your teen.

If you do become concerned by your teen's choice of friends, be careful not to openly criticize them. Be clear about the family's values and clarify some non-negotiable rules that involve your teen's health and safety (Gengler, 2011).

Parents have the primary influence on a child for most of their early years. Whenever the youth reaches adolescence, parents can feel like they are losing control of the child as the youth pursues relationships with peers. Parents should keep in mind that not all peer influences are negative. At the same time, parents should strive to teach the child positive values as well as strategies for escaping negative situations. Most importantly, parents should remember to keep working on their relationship with their teen. The relationship may change, but both the parent and teen can grow through the experience.

Resources:

- Emerson, R.W. (1892). *Conduct of Life*. Boston, MA
- Gengler, C. (2011). *Teens and Their Peers*. University of Minnesota Extension.
- Guzman, M. (2007). *Friendships, Peer Influence, and Peer Pressure During the Teen Years*. University of Nebraska-Lincoln Extension.
- Schmitz, T., Ivey, D., Schriefer, R., Kenney, C., Parsons, T., & Tennessen, T. (2002). *Southwest Wisconsin Youth Survey*. University of Wisconsin-Extension.

"Parents Make a Difference" is a product of the Southwest Wisconsin Youth Risk Behavior Survey (YRBS), a program of the Department of Public Instruction, University of Wisconsin-Extension and local school districts. This newsletter is adapted from the UW-Extension newsletters "Whose Kids?...Our Kids!" This issue of "Parents Make a Difference" was written by Sarah Hopkins, UW-Extension Grant County and reviewed by Bev Doll, UW-Extension Grant County; Amy Mitchell, UW-Extension Crawford County; Mary Knellwolf, UW-Extension Lafayette County; Jennifer LaTour, UW-Extension Richland County; and Ruth Schriefer and Deb Ivey, UW-Extension Iowa County. Thanks are extended to the 5,354 7th to 12th graders from Southwest Wisconsin who participated in the 2013 YRBS survey. Contact UW-Extension for further information: Grant County (608) 723-2125; Lafayette County (608) 776-4820; Crawford County (608) 326-0223; Iowa County (608) 930-9850; or Richland County (608) 647-6148. Or visit our new website at: <http://www.cesa3.org/yrbs.html>