

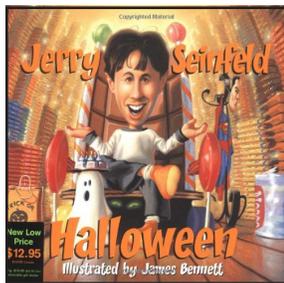


# CRUCHLEY'S COLLECTION

Diana Cruchley is an award-winning educator and author, who has taught at elementary and secondary levels. Her workshops are practical, include detailed handouts, and are always enthusiastically received.

H. Diana Cruchley©2014, dianacruchley.com

## JERRY SEINFELD HALLOWEEN



The picture book version of Jerry Seinfeld's wonderful routine on what Halloween was like to him as a child.

Jerry Seinfeld, Little Brown, ©2002, ISBN 0-316-70625-6

## PERSONAL WRITING

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

1. My best Halloween memories.
2. For Jerry, Halloween was all about candy. Tell candy memories from any time of year.
3. His wonderful Halloween costume was disappointing. Talk about any stories of things or events that didn't live up to what you hoped.
4. Jerry Seinfeld describes his writing routine the type of paper (yellow lined pad) and pen (Bic clear blue), how long it takes. What is your best writing routine?

## THE CANDY VOTE

Around Halloween is a good time to conduct a survey. Obtain 5 different miniature candies - maybe asking students for suggestions first. Create a large chart with 5 columns, pasting a candy on each one. Explain to students the various factors that can affect a survey. (See the attached pages for an explanation of potential biases, and a possible survey). If conducting the survey, ask students to work in pairs to survey 10 students from other classes. If you have a class of 30 this would mean 150 student surveys. Here is an opportunity to ensure they understand how to calculate a percent from raw numbers. To make it easier, for younger students, ensure that only 100 surveys are conducted...results are then automatically in percentages.

## THE CANDY FORCED CHOICE

Create four signs - **Strongly Agree, Strongly Disagree, Agree, Disagree**. Tape on the four walls of the class. Ask a series of candy related questions and have students pre-decide before going and standing under the sign for their opinion. Students under that sign should first discuss their opinion with a partner, then you conduct a class discussion.

Ask the students in the agree, disagree categories first - students tend to gravitate there thinking they may avoid talking - and since this is oral language, we want everyone "in" the game.

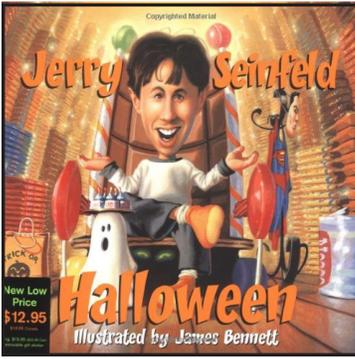
Possible questions:

1. Candy is better than peanuts.
2. O'Henry is better than Smarties.
3. Children should not be given any candy under the age of 4 - to avoid "addiction" and future obesity.
4. Parents whose children have cavities are abusive and should be fined.
5. If there is no real chocolate in the bar, any words that sound "chocolatey" should not be allowed.
6. Deciding what to eat is a decision for parents.



## (NAME OF STUDENT)'S CHRISTMAS

Using *Jerry Seinfeld's Halloween*, students could brainstorm some other important holidays - Thanksgiving, Christmas, Easter. They could then write a version of the book identifying what they thought about this vacation when they were little. For example, the table is going to collapse with all the food. Just take a tiny amount of brussel sprouts and fill the plate with turkey and gravy and stuffing, etc. The title could be *(Name of Student)'s Christmas*.



## JERRY SEINFELD HALLOWEEN, CONT.

### THE HISTORY OF CANDY

As a Rapid Research assignment, students could be asked to research an aspect of the history of sweets. We need to know when, how invented, how made, who invented it if we know, an anecdote about it, etc. Students work in pairs to find 10 interesting facts about their topic and quickly prepare a written list of their facts, and a 1 minute oral presentation - each taking 30 seconds . Some potential topics are:

1. Rock Candy
2. M and M's
3. Chewing Gum
4. Jordan Almonds
5. Pop Rocks
6. Tootsie Roll
7. Ice-cream
8. Cotton Candy
8. Chocolate history
9. Marshmallow
10. Candy Cane
11. Lollipop
12. Jawbreaker
13. Wax lips
14. Life Savers
15. Popcorn
16. Licorice
17. Cracker Jacks
18. Turkish Delight



### DON'T BREAK THE CHAIN WRITING

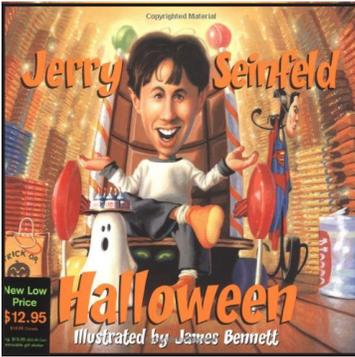
Jerry Seinfeld has a writing method that others are following that is called "*Don't Break the Chain.*" First you say, "*I'm going to write 15 minutes, a good joke, a journal, .... every day.*" Then you get a calendar and each day you do it, you mark with a big red X. The idea is "*Don't break the chain.*" It's as simple as that. No writer's block, no excuses, no "*I'm tired*", no "*I'll do it tomorrow.*" Don't break the chain.

Negotiate a chain length with your students...20 days??...they must write each day for either a specific number of words (ie. 100), and NOT BREAK THE CHAIN.

### YOUTUBE OF JERRY SEINFELD

There is a YouTube of Jerry Seinfeld doing the Halloween routine. it is located at (<http://www.youtube.com/watch?v=MarBVyZVe9s>)

There is also an interesting interview with Jerry Seinfeld on how he writes a routine - in this case, *The Pop Tart*. He always writes on yellow lined paper, with a Bic clear blue pen. He may work on it for years..but first has to choose something minor that was astonishing to him as a child to write about. (<http://www.youtube.com/watch?v=itWxXyCFW5s>)



# WHAT CAN INFLUENCE A SURVEY?

## JERRY SEINFELD HALLOWEEN, CONT.

### 1. Surveys must always be worded positively.

Suppose the survey question was, “Candy should *NOT* be allowed to be sold as it causes teeth to rot.”

Imagine you AGREE that candy should not be sold. In that case you should vote YES so that candy won't be sold.

But, imagine you don't DO NOT AGREE. In that case you should vote NO...to defeat it.

Doesn't feel logical does it? Well, it won't to those being surveyed either.

### 2. The length of the survey affects accuracy.

1-5 questions are fine. Otherwise people stop paying much attention.

### 3. The number of people you survey makes a difference to the accuracy of the results.

Asking 20 students could be fine, but most surveys ask many more than that because they are also collecting demographic information. What is that? It's information about whether boys or girls like it more, whether grades 1 like it more than grade 7 and so on. The more you want to break out the results, the more people you need to survey. Let's say that 20 people are enough to get an accurate result (unlikely though). If you want to know male or female - you need to ask 40 students. If you want to know primary vs. intermediate, and male and female differences you need to ask 80 students. Yikes! If you want to know each grade's opinion in your school, your school may not have enough students.

### 4. The way the question is worded makes a huge difference.

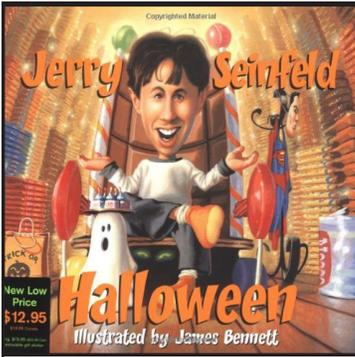
The wording of the question can bias the results in the direction you want. Imagine two different surveys:

1. Because candy causes tooth decay, and because tooth decay causes a huge expense in dental bills, candy should be banned.
2. Candy should be banned.

With those two questions you are likely to get more people to say YES to number 1 - because the cause (whether true or not) is indicated.



*Survey Monkey* is a free on-line program to design a questionnaire and to collate your results.



# CHOCOLATE BAR SURVEY

## JERRY SEINFELD HALLOWEEN, CONT.

For each student, tally in the correct space. Cover the tally area until they have responded. Survey a total of 10 students - not already surveyed.

Point to your favourite bar?

	female/ K-3	male/K-3	female/ 4-7	male/ 4-7
				
				
				
				
				