

"I want The Three Bears!"

These days parents, caregivers and teachers have lots of options when it comes to fulfilling that request. You can read a picture book, put on a cartoon, play an audiobook, or even ask Alexa.

A newly published study gives some insight into what may be happening inside young children's brains in each of those situations. And, says lead author Dr. John Hutton, there is an apparent "Goldilocks effect" - some kinds of storytelling may be "too cold" for children, while others are "too hot." And, of course, some are "just right." Hutton is a researcher and pediatrician at Cincinnati Children's Hospital with a special interest in "emergent literacy" - the process of learning to read.



For the study, 27 children around age 4 went into an fMRI machine. They were presented with stories in three conditions: audio only; the illustrated pages of a storybook with an audio voiceover; and an animated cartoon. All three versions came from the Web site of Canadian author Robert Munsch. While the children paid attention to the stories, the MRI machine scanned for activation within certain brain networks, and connectivity between the networks.

"We went into it with an idea in mind of what brain networks were likely to be influenced by the story," Hutton explains. One was language. One was visual perception. The third is called visual imagery. The fourth was the default mode network, which Hutton calls, "the seat of the soul, internal reflection — how something matters to you."

The default mode network includes regions of the brain that appear more active when someone is *not* actively concentrating on a designated mental task involving the outside world.

This study helps us understand the science of how children's brains interact differently with screens and books.

Animations - be they in cartoons, games, movies, apps - all hyper-stimulate young brains. This builds brain pathways that are different to the pathways children need to learn to read, and to continue to be a reader who can make sense of text.

This applies to very young children but children are never too old to share a story with an expert adult asking questions, sharing feelings and predictions, and just enjoying the story together.

These reading experiences continue to build their literacy brain all the way through primary school.

Mem Fox reminds us: "Reading should be like chocolate, not medicine."

The Goldilocks Effect Continued...

In terms of Hutton's "Goldilocks effect," here's what the researchers found:

In the audio-only condition (too cold): language networks were activated, but there was less connectivity overall. "There was more evidence the children were straining to understand."

In the animation condition (too hot): there was a lot of activity in the audio and visual perception networks, but not a lot of connectivity among the various brain networks. "The language network was working to keep up with the story," says Hutton. "Our interpretation was that the animation was doing all the work for the child. They were expending the most energy just figuring out what it means." The children's comprehension of the story was the worst in this condition.

The illustration condition was what Hutton called "**just right**".

When children could see illustrations, language-network activity dropped a bit compared to the audio condition. Instead of only paying attention to the words, Hutton says, the children's understanding of the story was "scaffolded" by having the images as clues.

"Give them a picture and they have a cookie to work with," he explains. "With animation it's all dumped on them all at once and they don't have to do any of the work."

Most importantly, in the illustrated book condition, researchers saw increased connectivity between - and among - all the networks they were looking at: visual perception, imagery, default mode and language.

"For 3- to 5-year-olds, the imagery and default mode networks mature late, and take practice to integrate with the rest of the brain," Hutton explains. "With animation you may be missing an opportunity to develop them."

When we read to our children, they are doing more work than meets the eye. "It's that muscle they're developing bringing the images to life in their minds." Hutton's concern is that in the longer term, "kids who are exposed to too much animation are going to be at risk for developing not enough integration."

Overwhelmed by the demands of processing language, without enough practice, they may also be less skilled at forming mental pictures based on what they read, much less reflecting on the content of a story. This is the stereotype of a "reluctant reader" whose brain is not well-versed in getting the most out of a book.

One interesting note is that, because of the constraints of an MRI machine, which encloses and immobilizes your body, the story-with-illustrations condition wasn't actually as good as reading on Mum or Dad's lap. The emotional bonding and physical closeness, Hutton says, were missing. So were the exchanges known as "dialogic reading," where caregivers point out specific words or prompt children to "show me the cat?" in a picture. "That's a whole other layer," of building reading Hutton says.

In an ideal world, you would always be there to read to your child. The results of this small, preliminary study also suggest that, when parents do turn to electronic devices for young children, they should gravitate toward the most stripped-down version of a narrated, illustrated ebook, as opposed to either audio-only or animation.



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For more info: <https://bit.ly/2JoFYW>

HASS in Studio 9

During HASS in term three, Studio 9 has been learning about Business and Economics. We learnt a lot about Trade, Producers and Consumers, Products and Services, Profit and loss and Fair Trade.

We contacted our school uniform producer to see if the cotton was fair trade and looked at the challenges associated with changing to ethical uniforms. We researched where in the world fair trade producers farms were mainly located and how fair trade is advantageous to them.



We finished the term with a 'Shark Tank' project where students had to come up with an inventive idea, a product or service that people would need or want, and design a pitch to reel in the sharks as investors.

We had to cost our item, design and make it (if possible) and discuss competitors and how our ideas compared. Our millionaire Sharks, Sir Marmaduke, a Record Label owner and producer, Grace Plowman, a Marketing expert and Linda the Lid Lady, revolutionary lid designer, listened to all our pitches, asked difficult questions and decided whether they would invest or not in our companies. The students put a lot of effort into this project and came up with some really inventive ideas!

Thank you to our Sharks for being great sports and helping out assessing our work. It was a lot of fun!



S4 in the Kitchen



The kitchen has been firing again this term. Students have prepared, made and devoured some amazing food with great assistance from Sam and all our volunteers.

Although hard to name only a few, our favourite dishes have been Veggie Spring Rolls, Silverbeet & Herb Risotto, Rhubarb Brownies, Kale & Tomato Pasta, Sautéed Jerusalem Artichokes and Sweet Coconut Rice. More information about the program and recipes can be found at www.bpskitchen.weebly.com



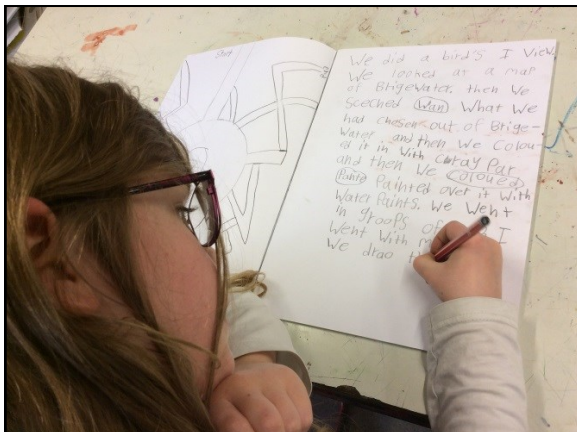
STEAM

This term in STEAM students have been working in their Peramangk Groups.

Students have enjoyed working with their peers from Reception to Year 4 building, making, visualizing, designing, exploring, coding, painting and much more.

The Term 3 program has included using binary code to make name necklaces, designing and making flying machines, LEGO challenges, free construction and aerial view art.

More information about the program and photos can be found at:
www.steambps.weebly.com



Opening of Student Parliament - Friday 3rd August 2018

"Honourable Members, The Queen..." SLAM!

That was the start of the opening of Student Parliament. Did you know when Parliament is opened at the Houses of Parliament in the Palace of Westminster the door is slammed on the Queen?! It is to symbolise the independence of Parliament from the Crown. It takes three knocks on the door from the Usher of The Black Rod to grant access. And so it was at our opening last Friday.



Queen Barb was joined by Mr Josh Teague MP, Member for Heyesen in the South Australian Parliament. He took the Speaker's Chair and called for nominations. Lotte was duly elected and dragged to the chair. It is tradition to drag the Speaker to the chair as in the early days of the parliament at Westminster the Speaker often lost their head when the King was unhappy with the decisions made by Parliament.

Our Prime Minister Romanie outlined her election promises and all the Ministers reported their progress and priorities to the House.

We were joined by the elected Studio representatives and we will lead the work of the Student Parliament with them in the coming weeks.



S9 - Planting at the Bridgewater Mill

At the end of term 2 we were invited to take part in a project with Arbury Park Outdoor School and The Bridgewater Mill. There was a small patch of land at the end of their new decking which needed some plants. Wally from Arbury Park Outdoor School, and a familiar face as a serial volunteer parent at BPS, coordinated the work and it was a great afternoon.

We soon had around 100 native plants spread throughout the space. It was a total transformation.

Next time you're out walking the Heysen Trail by the Mill and Inn, stop and have a look at how the garden is growing. Won't it be amazing in years and years to come to see it and think "I planted that!"



SAPSASA NETBALL

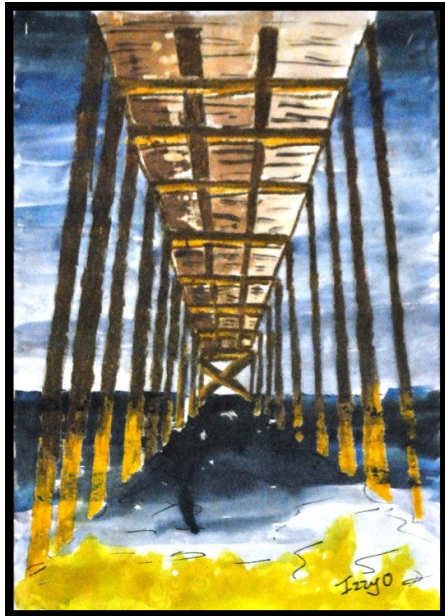
The Knockout Netball team had a fabulous run in 2018.

The girls displayed great determination and skill to make it to the semi-finals, defeating Aldgate, Uraidla and Labethal Lutheran in the process.

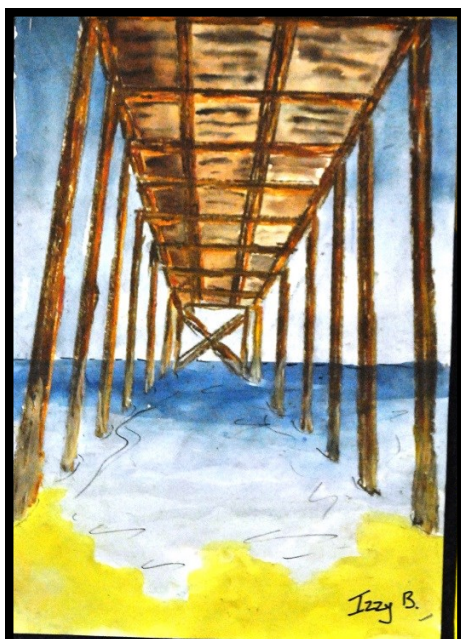
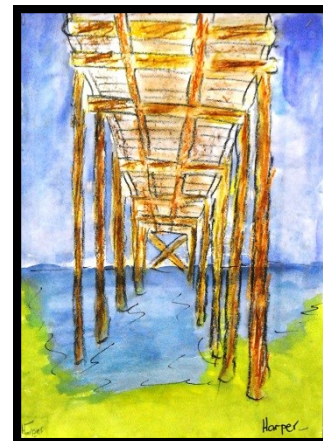
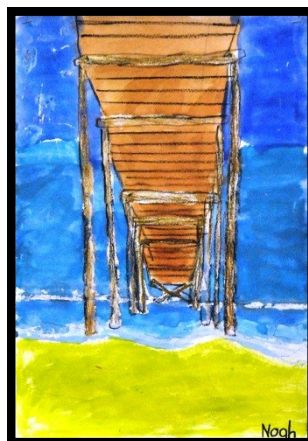
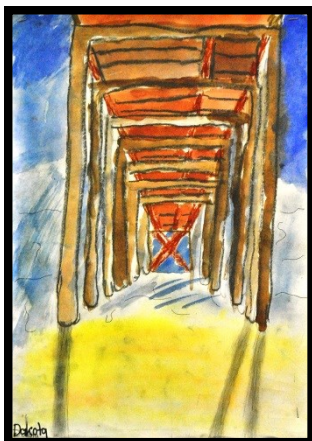
The semi-final against Woodside produced some fantastic play from both teams, however Woodside were too strong in the end.

Well done Bridgey Netballers!





Studio 2 have been working on perspective in art with Heather VK.



Studio 7 & 8'S Zoo Excursion

Studios 7 and 8 had a wonderful day at the zoo this term. Both studios are studying animals, habitats and animal ethics. The zoo provided the perfect learning experience for our young learners. An education officer at the zoo was able to discuss animal habitats and lead us through classification of animals. The children took note of the enclosures the animals are housed in and appreciated the superior living conditions our zoo animals experience compared to those in the past. Without the volunteer parents accompanying us, this day would not have been possible. Thank you.

Hilary Agar



Festival of Music

Some of our students performed on stage at the Adelaide Festival Theatre as part of the Public Primary Schools' Festival of Music.

The Primary Schools Festival of Music, an official state icon, is a public school-based music education program which is a collaboration between the Department for Education and the SAPPS Music Society, which gives all SA public primary students the opportunity to perform at a prestigious venue.

The commissioned work was entitled "Next Stop: North Terrace" which was a series of songs composed by local musician Mark Simeon Ferguson about the North Terrace cultural precinct. The concert ended with a spectacular sea of colour.

In between there were a number of Assisting Artists from public primary and secondary schools, other choir items that presented different musical genre, and two pieces that specifically showcased the talents of the orchestra.

It was a spectacular event that our students enjoyed being a part of.

Thank you to Claire for her expertise, patience and hard work.





BOOK WEEK





Humanities and Social Sciences

JUNIOR PRIMARY HASS



To tie in with the excursion to the Adelaide Zoo, we have been looking at Habitats during HASS this term. We discussed how the habitats have all the plants that animals need in them, and how different climates play a part.

We learnt how to read maps, including the map of the Adelaide Zoo. We used grid references, cardinal directions and the key, and planned our own walks around the Zoo. We looked at where the animals in the Zoo came from, learning about the different continents in the world and their habitat in their home countries.



MIDDLE PRIMARY HASS



During HASS this term we have focused on Geography. We have looked at our local area and the world as a whole. We learnt about the elements of a map, including Cardinal Directions, grid references, key and scale. We looked at human made and natural landmarks and how these are represented on a map, and how to give directions to get from one place to another.

Studio 3 enjoyed designing their own map of a place of their creation, including a key, scale, compass, human made and natural landmarks. They were very creative!

Studio 4 completed a project categorising natural and human made landmarks in Australia, finding them on a map of Australia and labelling States, Territories and Capital Cities. We also had a go at creating our own globes on balloons and with plasticine. This is much harder than it looks!



Studio 2 made videos to enter in the ABC Education competition- 'Where I Live'. They looked at what made their local environment special, local landmarks and why they love living in the hills. They used their knowledge of IT to make a movie with voice overs, photos, video and music.

The Studio 2 non-choir group looked into fair trade, in readiness for Business and Economics education. We had a lot of interesting discussions and learnt a lot about international trade, ecological and ethical products and how fair trade helps farmers and producers in developing countries.

This term all classes have been developing a sense of wonder, curiosity and respect about places, people, cultures and systems throughout the world, past and present, and an interest in and enjoyment of the study of these phenomena.





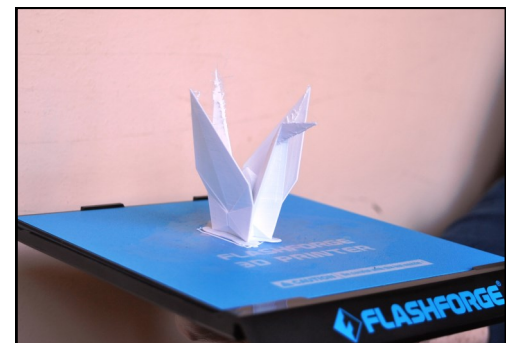
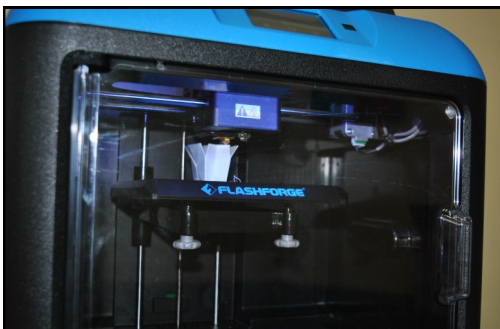
Stuido 4 in the Garden



3D Printing

Ian has returned once again, to set up our new 3D printers. They are amazing! His first three efforts of a figurine got better each time.

Then came the making of a crane (of course), fold marks and all...





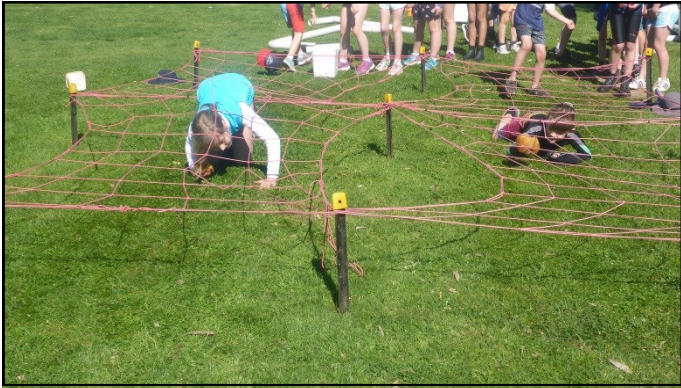
Adare Camp- Studio 3 & 4

In Week 7 Studio 3 and 4 went by bus to Adare Camp in Victor Harbor. We went for 2 nights. We were divided into 4 tribes. My Tribe was the Hurricanes. The overall learning intention for camp was how to work well in a team. The activities focused on encouragement, participation and communication.

One of my favourite activities was the Water Obstacle Course. When I first saw the obstacle course it looked amazing. We had to line up facing each other in a zigzag pattern. At the end of the line there was bin full of water with a sponge in it. We had to pass the sponge down the line then squeeze it into a bucket. That was pretty hard to do because you couldn't squeeze out the water when you were passing it down. I think I did pretty well at this and worked well with my team.

Kate





Sri Chimnoy Peace Runners

Our school enjoyed a visit from the Sri Chimnoy Peace Runners this term. There is a beautiful video of the runners here <http://www.peacerun.org/> along with more information.

These men and women represent a group of international runners who run each year to spread a message of peace. They do not raise money, they just run and speak with people along the way. The Peace Run concludes each year with runners converging in Rome, where children's art work from around the world is displayed on the walls of the Colosseum.

The runners came to our school to meet our Sadako Committee, a small group of BPS children who made a thousand paper cranes to acknowledge Sadako and the role children can play in influencing the world. The runners were so impressed with their work that they presented them with an unexpected honour. The children received the **World Harmony Run Torch Bearer Award**. Our school community can be very proud of their achievements.

They are in good company, with recipients including: Archbishop Desmond Tutu, Xanana Gusmao, Archie Roach, Ron Clarke, Rob de Castella, Sudhahota, Carl Lewis, Billie Jean King, along with other heads of state, humanitarians, and athletes. The torch has also been presented to Nelson Mandela, Mother Theresa, Queen Elizabeth, and a couple of Popes, to name a few.

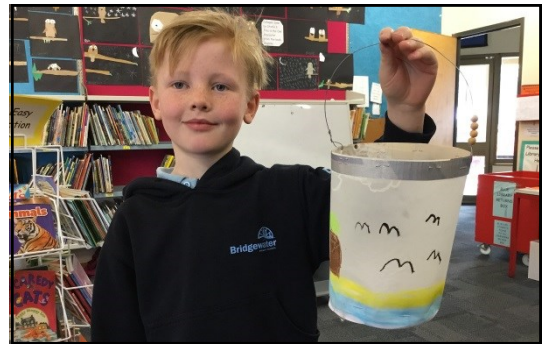




The buildings are a collage of various card and paper, then overlayed by printing with paint, using the edge of card to create the finer details of the city scape. Well done JP's and Heather VK!



Lantern Making...



Lantern Walk

In Week 8 this term we held our annual Twilight Lantern Walk. The theme this year was "Peace". We were lucky enough to have the Peace Run ambassadors attend as well as our local Aboriginal Elder, Ivan "Tiwu" Copley. It was a lovely evening of singing, soup, smoking (cleansing) ceremony and community. The sight of the students silently walking through our beautiful school and their singing for peace moved the whole community.

Thank you to all those that attended and a special thanks to the soup makers and helpers on the night.





Walk a Mile

BPS's 'Walk a Mile' for the Hutt Street Centre was postponed due to bad weather. However, we raised \$437.40 and managed our walk in the last week of term.

Josh Teague MP, Member for Heysen, kicked off the collection of goodies for Hutt Street Centre with his generous donation.

Thank you all for your support.

Knitting at BPS



Do you know...

We have a volunteer, an ex-parent from many years ago, who comes into BPS each week during Thursday lunch time to show a group of keen children how to knit.

Thanks Shirley, your time and dedication to our knitters is very much appreciated!



True story...

A teacher overheard a conversation between two JP children at BPS.

The names have been changed to protect the innocent.

Jimmy: How did you get that wristband?

Billy: You just be really naughty, then work hard, and they just give it to you!

