



PEP TALK

Supporting the education and well-being of gifted learners of Belmont, Carroll, Guernsey, Harrison, and Tuscarawas County

November 2020

Coordinator's Corner

Rachel Winters

I had planned to write a beautiful inspirational story about my students, about our daily courage in the face of the ongoing pandemic (our district is face-to-face four days a week). I had planned to write a story about how we stay positive and support each other through the daily grind of stress and sickness and uncertainty. I had planned to write a piece you could return to again and again to find a little happiness and strength as we navigate this situation together.

Instead let me tell you about the flies in my classroom.

No matter how many times my students squash them with the flyswatter (I am notoriously bad at this and leave it up to the students), there are always two flies in my classroom. Although so far my students have killed twelve flies over the past three weeks, there are still two flies alive and well and buzzing around everyone's heads. Ordinarily, this would be mildly annoying and somewhat mystifying, but these days, considering how often we are obsessively cleaning, the kids and I are 75% convinced that these flies are immortal, or zombies, or something. It is a source of apparently never-ending hilarity for my students to watch me flail my arms around and whack myself in the face as I become more and more irritated by the flies zooming aimlessly around the room.

Because here's the thing. No matter how annoyed I feel, the flies carry on with their little fly lives. They seem undaunted by our ongoing attempts to squash them. At some point in my flailing, I realized the problem was my attitude. They certainly are persistent; I could see that as a positive trait. Flies aren't pretty, they aren't majestic, they're actually kind of icky; the most positive thing I can say about them (because I am not a scientist and actually know very little about flies) is that they remind me of that 80s movie with Jeff Goldblum in it. But they persist.

And so will we. We will continue to get up every morning and show up for our students so they know we care about them. Our mask-wearing and endless hand-washing will continue to matter and the pandemic will end. We will survive, and someday soon, we will begin to thrive again.

I guess I feel a little inspired after all.

The Unlearning Cycle

(Why We Learn and How It's Changing)

Marina Colombo

Information is coming at us faster than ever before. Do we need to unlearn to learn with deeper understanding? How should education work to keep up with all the new? Will our ideas of what learning looks like need to change? Should we accept and embrace the unlearning cycle? Does our inability to unlearn create bias due to our experiences, upbringing and environment?

Read more about this here: [The Unlearning Cycle \(Why We Learn and How It's Changing\)](https://rb.gy/ezs6u) by A.J. Juliani (<https://rb.gy/ezs6u>)

The winners of September's drawing for "Solitaire Chess" are Mickenzie Hughes from Buckeye Trail Elementary and Jenna Coyne from Shadyside!



Fold-it offers a unique, innovative cloth-folding game experience that is simple to learn, but difficult to master. Your goal is to cook recipes the fastest, based on the order cards. When the order card is revealed, everyone starts cooking at the same time. Game play: Each player takes their individual recipe cloth and folds in it such a way that it only shows the items displayed on the card. When you finish cooking an order, quickly grab a fold-it token. When there are no more fold-it tokens remaining, the round is over. If you made the wrong order or did not grab a fold-it token because you were the last to finish, you have to discard one of your three Star tokens. Once a player loses all three of their Star tokens, they're out of the game. Be the last player left with Star tokens and – you win!

Two or more players - Ages 8 and up

[Sign up for this month's game here! \(https://forms.gle/e8ZnZFizPWHZLExA7\)](https://forms.gle/e8ZnZFizPWHZLExA7)



STEM Activities: Thanksgiving Parade

Lisa Stupak

The Macy's Thanksgiving Day parade has been an American tradition since its inception on November 27, 1924. Historically, each year more than 3.5 million people have lined the street to watch the parade while fifty million television viewers tuned in. The parade is a living example of STEM/STEAM in action! Everything from the Broadway show tunes and floats, to the giant balloons and bands display STEM in our lives.

This year, the parade promises to have a different look. With the COVID-19 pandemic going on, some things will definitely change. Why not have your students create some projects around the parade theme? In honor of National STEM Day on Nov. 8th, let's look at some STEM activities:

S - Science

The huge balloons that begin on 77th street and Central Park are filled with helium. Teach your students about chemical reactions and have them create a safer gas (like baking soda and vinegar) to inflate a balloon they will design. [This video demonstrates](https://youtu.be/Uy_y3ml1VeU) (https://youtu.be/Uy_y3ml1VeU)

T - Technology

Have your students use technology to research the history of balloons and/or parades. They should take notes to help with the various activities in this STEM. These links provide some helpful information on these topics:

[A Short History of Ballooning](https://rb.gy/0xxst8) (<https://rb.gy/0xxst8>)

[History of Parades](https://rb.gy/gdsqbn) (<https://rb.gy/gdsqbn>)

E - Engineering & A - Art

After researching, the students are now ready to problem solve and create their own parade balloon.

They will be using the materials & supplies they learned about in the Technology step. Encourage students to think outside of the box and create their own unique balloon that they would like to see in the parade. This step also uses the A-Art (in STEAM) as they create and decorate the balloon.

M - Math

There are numbers everywhere involved with balloons, parades, etc. Have students create at least 3 math problems with their STEM project for the rest of the class to solve. You may give them some information, or have them obtain it in the research phase. Some data examples might be: 2.5 miles for the parade route, 12,00 cubic feet of helium to fill the balloons, 350,000 people watching every quarter mile, 90 minutes to fill each balloon with gas, 20 people to hold down each balloon, etc.

STEM Activities: Thanksgiving Day Parade

Student Name: _____

These STEM/STEAM activities do not have to be followed in S - T - E - (A)- M order. For this particular activity, you should start with T - Technology. Look over what is asked in each of the other steps so that you can gather the needed information in your technology searches.

S - Science

After learning about chemical reactions, watch [this video](#). Determine a way you can use a chemical reaction to inflate your balloon. Describe what method you will use here and get approval from your teacher.

T - Technology


Use technology to research & get a general understanding of the following. Take notes as you go and use an extra piece of paper if you need more space.

- Basic chemical reactions
- Safe chemical reactions you can do in school
- History of balloons & what I will need for mine
- History of Thanksgiving Parades
- Materials needed for balloon design, inflation, control, etc. (ex. Balloon, water bottle, baking soda, vinegar, etc.)
- Statistics about balloons, parades, etc.

E - Engineering & A - Art

Plan and build a balloon that is unique to you. Sketch it out below and label what makes it unique. With teacher approval, Build & decorate your balloon.

My Balloon:



M - Math

Create 3 math problems using some of the statistics that you discovered in the Technology step for the other students in class to solve. Make sure you have the answers!

Example: The distance of the Macy's Parade times the average number of people watching in person per quarter mile = how many people per parade route? Answer may be: 2.5 Miles /350,000 people per quarter mile = 3,500,000 people per parade route

My Math Problems:

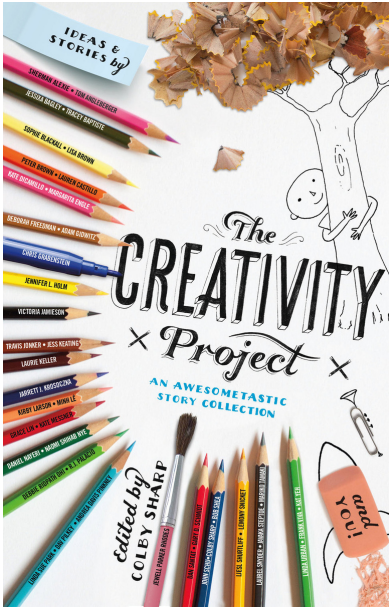
1. _____
2. _____
3. _____

Answers:

1. _____
2. _____
3. _____

The Creativity Project

Amber Toriseva



The Creativity Project is a compilation of story starters and ideas by renowned authors and illustrators. Edited by Colby Sharp, these amazing authors and illustrators used their talents to respond to over 40 different collaborative prompts. These prompts consist of: taking photos, writing stories, drawing pictures, or anything they can dream up. This innovative book offers something to every reader and creator. Some examples of the prompts are listed below. Feel free to try out these activities in your classroom, and if you like them, you can snag the book for under \$9 on Amazon. This book is a great resource for teachers to focus on creativity and collaboration in the classroom..

Prompt #1

Think of an abstract idea. For instance, you might choose “joy” or “hunger” or “intelligence.” Now imagine that abstraction as a character. It can look like a person, an animal, or create your own invention. Once you’ve got the character in your head, set it in motion. Make it DO something. “Joy” might ride a bicycle. “Hunger” might go to the movies. “Intelligence” might dig a hole. Tell me the story of what happens.

Prompt #2

“I Remember”.....Set a timer for five minutes. At the top of a sheet of paper, write the words “I Remember.” For five minutes, list as many things as you can that you remember. They can be good memories, bad memories, funny memories - your favorite teacher, holiday, birthday party, etc. Anything goes. Pick one and begin creating.....

Prompt #3

You have a new audio translation app on your phone. Just as you click on it for the first time, your dog starts barking and words begin to appear on the screen.....

For more information on The Creativity Project, please visit:

<https://www.mrcolbysharp.com/creativity-project>

Understanding the Twice-Exceptional "2e" Student

Lisa Burrell

2e = two or more exceptionalities such as: dyslexic and gifted, ADD and gifted, Autistic and gifted. These students are gifted in one or more areas and also have a learning disability. Up to 3% of our students fall into this category. Meeting these students' needs can be a challenge yet very rewarding. To gain a deeper understanding of students with exceptionalities, [click here to watch a video by Seth Perler: https://youtu.be/9TuvjZsuMiU](https://youtu.be/9TuvjZsuMiU)



Upcoming Events

November 7

Reading Festival

November 8

National STEM Day

November 13

County HS Art Show
Meeting - Belmont

November 20

County Spelling Bee
Planning Meeting -
Belmont

November 26

Happy Thanksgiving!

Contact Us!

Lisa Burrell

330-308-9939 ext. 8216

lisa.burrell@ecoesc.org

Tuscarawas Valley, Carrollton

Marina Colombo

330-308-9939 ext. 8214

marina.colombo@ecoesc.org

Dover, Rolling Hills

Lori Robson

330-308-9939 ext. 8209

lori.robson@ecoesc.org

Executive Director, Educational Services

Sarah Spies

330-308-9939 ext. 8226

sarah.spies@ecoesc.org

Programming and Communications
Coordinator

Lisa Stupak

740-695-9773 ext. 8403

lisa.stupak@ecoesc.org

Bellaire, Bridgeport, Martins Ferry, and
Shadyside Schools

Amber Toriseva

740-695-9773 ext. 8409

amber.toriseva@ecoesc.org

Barnesville, St. Clairsville, and Union
Local Schools

Rachel Winters

330-308-9939 ext. 8239

rachel.winters@ecoesc.org

East Guernsey