Education Alive

LOVE OUR CHILDREN





2014 Grade 6 Essay Writing Competition



The annual Grade 6 Writing Competition, organized by the Ministry of Education in collaboration with Pearson Education, culminated with a presentation ceremony on Wednesday 12th February 2014 at Frenches House, in Kingstown.

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The writing competition was introduced in 2004 to emphasize writing as an important strand in Language Arts since this particular strand "appears to have been severely neglected in the teaching of Language Arts over the years..." - Mavis Joseph (Education Officer for Language, Literacy and Communication). Joseph also says: "We are trying to foster a love for composition in the classroom".

The Grade 6 Writing Competition seeks to do the following:

- To promote and support literacy activities in the primary schools
- To foster an appreciation for literacy skills
- To enhance language competencies across the curriculum
- To develop writing skills in the different genres

The finalists in the competition were acknowledged for their talents as writers and the top performers were awarded for their work. They received trophies and other awards, compliments the sponsor, Pearson Education.

Abigail Williams of Stubbs Government School was awarded the first place for her piece "Abigail the Hero" which tells the story of Abigail bringing her neighbour's young son to safety from a house fire.



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Abigail Williams

Stubbs Government School (Winning Essay)

Abigail The Hero

One cool bright day Bernesha, my neighbour decided to fry fish for dinner. She then heard the phone ringing and left the stove on. When she answered Brandonna's granny called from school and said Brandonna had broken her leg.

Bernesha curiously rushed out of the house forgetting her son D.J who was playing happily with his car and plane toys.

Suddenly, the wind blew the curtain next to the stove into the blazing pot. The curtain then was on fire. D.J was still playing and no one was home.

D.J then realized he was trapped because the fire was spreading through the kitchen into the living room where he was playing.

He started to cry for his mother and soon I heard, I looked out the window and saw smoke coming out of the house.

As quickly as possible I called Bernesha on her phone and told her that her house was on fire. So she quickly got down back from Brandonna's school. In the meanwhile I called the fire department and they were coming.

Bernesha started to cry for her precious son who was trapped in the house that was on fire. My mom tried to comfort her but she was too sad to be comforted.

Seeing Bernesha in this situation made me sad. So immediately I jumped into the blazing house that was full of smoke. I started coughing but I was not giving up finding D.J. I could hear my mom outside calling my name in pain and tears. Then I found D.J and tied a clean rag I saw on the floor around his mouth and lifted him up.

Soon I made it out of the burning house with D.J crying. My mother ran to hug me and was crying tears of joy. The Fire Department came and stopped the fire but the house needed repair. D.J hugged me and Bernesha thanked me for saving her only son. Juanita came home and was amazed and disgraced by the damage of the house. My mom offered them to stay by us until repair to the house was finished and so they did.

Not only did I save D.J, I became his hero. The whole neighbourhood cherished me and I was their hero too. I will never forget the day that I risked my life to save one.



Kristen Glynn of Windsor Primary School was adjudged the 2nd place winner.

Kirstin Glynn

Windsor Primary School (2nd place winner)

Locked in the Cupboards

It was a hot summer's day and our parents had to go to work. But there were no babysitters to look after us, so I was in charge.

"I want to play a game," Carl demanded.

"What game do you want to play?" I asked.

"I don't know," he replied.

"Okay then, let's play tag." I said.

We were running up and down breaking expensive vases and were throwing pillows all about breaking more expensive things, it was ground zero. Pillows were on the floor, vase pieces were scattered and other expensive things were turned into garbage.

"Let's play a different game," Carl requested.

"Okay, but first we have to clean up this mess." I replied.

"Okay," Carl answered with an upset voice.

The house was so clean you couldn't tell the difference, except for all the missing vases and other things we broke. We both decided to play hide and seek. I went to hide and Carl was going to seek. He found me then locked me in the cupboard I was hiding in.

"Let me out!" I screamed.

"No," he replied.

I was stuck in there for three hours with nothing to drink or eat. It was dark and I was scared and needed to use the bathroom. Then I heard someone coming up the stairs.

I shouted, "I'm in here!"

The cupboard slowly began to open then I woke up,

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it was only a dream. I learned that you should never underestimate a two year old or the power of the dark. After that experience I learned to treat my sibling better and remembered to always carry a flashlight with me where ever I went.



Denai Alexander of Dickson Methodist School placed 3rd. Both 2nd and 3rd place winners wrote on the topic "Locked in the cupboard".

Denai Alexander

Dickson Methodist School (3rd place winner)

Locked in the Cupboards

One hot sunny afternoon, my mom decided to get some ice-cream for my little brother Charlie and I, since we were well-behaved children. She told me to baby-sit my brother while she was gone.

I asked my mom if I could invite my friend Coleen to our house and she said yes I could, so I quickly called her to come by our house. It was quite a journey from her house to mine so my little brother and I decide to play hide and go seek as we waited for her arrival.

Charlie had to find me, so I quickly hid in the drinks cupboard. Charlie saw that the drinks cupboard was shut because he knew my mom never left it open so he locked the cupboard while I was in it. When I decided he couldn't find me I tried opening the door but it was locked tightly. Luckily my friend Coleen came into our house at that moment.

"Where is your sister Charlie?" She asked.

Charlie told her we were playing hide and go seek and he couldn't find me. Coleen helped him to look for me but they still couldn't find me. I began to scream "help, help" so they could hear me and Coleen heard me and opened the door. She asked "why were you locked into the cupboard?" I told her Charlie did that to me accidentally. She took the key and opened the cupboard and I got out.

Then mom came home with the ice-cream. We all told her the story as we sat and ate the delicious ice-cream. Mom started to laugh. She thought it was very funny. I did not!





Group picture of finalists with Mrs. Albena Jack of the Language, Literacy & Communication Department.

Spotlight

History of the Stubbs Government School

The former school building had served its time. It was an old, wooden structure which had housed infants and lower school students for decades and evoked many cherished memories.

When the building was deemed unfit for operation, preparation of the site for a new edifice began (1982). By the end of November that year, work was completed. Teachers and pupils thoroughly cleaned the old furniture. They scrubbed and polished the furniture, making them look new again. This added to their feeling of "newness". Early the following year, records and furniture were transported to the new school building and on February 21st, 1983; elated teachers and students proudly marched into their new space. The school operated as an Infant School until October 7th, 1983 when the Ministry of Education expanded the institution's scope and its official name was declared. The Stubbs Government School was born.

In 1984, the first set of students was presented for the Common Entrance Examination. Since then, the school has been successful in many activities, including the Jaycees Spelling B competition as early as 1987 when Sylna Ambris and Curlene Trotman won the B.T. Marksman Trophy for Spelling Supremacy. As recent as 2014, Abigail Williams won the Ministry of Education & Pearson Education Grade 6 Essay Writing Competition.



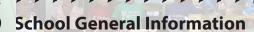




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Name of School: Stubbs Government School

Address: Stubbs P.O.

Contact: Miss Erline James (Principal)

Mr. Cetroy Wilkes (Deputy Principal)

Email address: Stubbsg.education@mail.gov.vc

Telephone Number: 458-0296

School's Motto:

Education is your life: Guard it well



CDEA for 2014 and beyond



This year, the Ministry of Education is presenting the 1st cohort of students for the CPEA. The Common Entrance exam is now defunct.

The next few weeks then, will be critical ones for teachers and parents and particularly students of Grade 6; as internal assignments are being completed and the final exam approaches. Following registration, marks for the internal assignments should be submitted by March, samples of the assignments by April and then in May, the students will take the final exam.

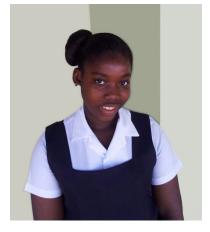


Natallia Turtin Mary Hutchinson Primary School

CPEA has changed learning in the class-room. We get to do things we have never done before like book reports, projects, more story writing and making student prepared tests. Students

should be serious about their work, do a lot of reading, learn to work in groups, do research and prepare to work hard.

The CPEA is an assessment of the key literacies mathematical, language, scientific and civic literacies. Students leaving the primary system really should have certain knowledge/skills/abilities/competencies in the above areas and so the CPEA model is designed to develop students and assess them accordingly.



Jaydel King Barrouallie

Barrouallie Government School

There are group assignments so children can learn to work together. These assignments also take you outside the classroom to research stuff.

One activity we did outside was to interview people. Interviews can help to boost your confidence and help you learn new things.

The CPEA model has two components: Internal Assessment and External Assessment.

Internal school-based assessment comprises assignments, through which students have the opportunity to accumulate up to 40% of their final CPEA grade. The internal component of the CPEA requires students to produce a book report, a writing portfolio and project. Students' teacher-made self assessment and tests are also a part of the internal assessment.



Adre George Stubbs Government School

What I like about the CPEA is the book report. The good thing about the book report is that you get to give your own summary of it. You get to pick your favour-

ite character, even though it is not the best one, and you get to recommend the book to someone else. The report helps me because my teacher gives me feed back and this helps because I learn where I am weak and where I am strong. Feb 2014



Kheyla Miller
Canouan
Government School

With CPEA, we get to work on different projects. My favourite project is one I did on St. Vincent and the Grenadines. I was able to find out more information about my country.

The CPEA model is clearly more developmental and student-friendly than the Common Entrance. It emphasizes formative assessment alongside summative assessment.



Shakira Melville Kingstown Prep School

I like writing. You have to make a plan first and then you put things into a sequence. My teacher comments on grammar, spelling, creativity and organisation.

The Education Media Unit managed to capture a few more students who spoke about their experiences, specifically with the internal component of the CPEA:



Krysten Barbour St. Mary's R. C School

CPEA allows parents to help their children by being there for them at home.

Parents could give them little quizzes, then question them, study

with them a lot and that is how we will do well in school.



Lezray Ollivierre Paget Farm Government School

The CPEA has made learning in the class-room easy and more interesting. I definitley think that i will do well in the CPEA examination because I am working hard on my

book reports, projects and assignments

The students covered quite a few important things, including the importance of meaningful feedback given by the teacher in a timely manner, as well as the importance of parental involvement to students' success in the CPEA.

For the CPEA external assessment, students will be given three (3) tests in Mathematics, English Language and Science. Each paper will have 50 multiple choice questions and students will have 75 minutes to complete each test. The final exam will be conducted just like the Common Entrance exam, where all students would complete the 3 papers in one day, in several centres throughout the country. The final exam amounts to 60% of the overall CPEA grade.





One of the major concerns today in our society is violence; in fact, we've already recorded 5 homicides for the year, 4 of which have been declared murder.

Violence is hurting people or animals on purpose. Everyone has disagreements or conflicts now and then, but we need to teach our children from very early, that in any given situation, they do not need to resort to violence.

As children grow, their emotional needs change. It is important then that we understand children's needs so that we can help them to develop into positive well-rounded adults. As you know, children's values are influenced by their personal experiences, their relationships with family members, teachers, counsellors, friends and classmates, as well as their exposure to books, television, church, sports and social clubs. We must teach our children that violence is wrong.

Violence may take the form of name calling, swearing at someone, shouting insults, threatening to hurt someone, hitting, pushing, tripping, grabbing, kicking, robbing, stabbing and shooting. Damaging property, for example breaking windows or painting words on walls, is called "vandalism"- another form of violence.

Violence hurts everyone. Young people who are violent often grow up to be violent adults. They are more likely to commit crimes and go to jail. Young people who are victims of violence often feel helpless and angry. Violence hurts schools and communities too! It makes it hard for people to feel safe where they live, learn, work or play. It's hard for us to do our best in violent environments.

Babies aren't born violence. People learn violence by example, by things that they may see, hear or experience as they grow. Researchers believe that young people learn to be violent from messages they receive from the family, the society, toys and games, the news, music and music videos, TV and movies.

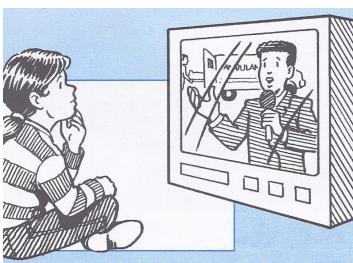
Children learn violence from their families. This is sad, but true. Some people are victims of violence in their



own homes or they may see an adult in their home use violence on someone else. Either way, children get the wrong message. They may think it's okay to hurt other people to "teach them a lesson", to show them "who's boss" or simply to get what they want.

Young people may also grow up hearing things like "Don't become a chicken!" and "don't get mad, get even!" These messages suggest to them that finding peaceful ways to solve problems is a sign of weakness but the truth is, it's really a sign of strength!









Some products also send the wrong message, the message that violence is "normal" and even a way to have fun! For example, consider: toy guns, knives, hand grenades, war games and action figures like toy soldiers and robots with weapons and let's not forget the video games that involve destroying an "enemy".

People sometimes say that bad news gets more attention than good news. A story about violence at school, for example, is likely to get more time on TV than a story about children at the same school helping the homeless. Hmmm!

Some songs and videos suggest violence is "macho", "cool", sexy or exciting but it's actually not! On TV and in movies, too often we see "good guys" as well as "bad guys" use violence to solve conflicts and get away with it. Some cartoons are among the most violent programs of all.

We must help our children to say: "No way to violence!" We must provide them with discipline and guidance. It is also important that parents help their children to develop not only good values, but also the life-skills critical to putting those values into practice as we guide them along the pathway to becoming responsible, independent and contributing adults. Developing life-skills such as decision-making, problem solving, conflict resolution, critical and creative thinking are important aspects of children's development.

The Health and Family Life Education (HFLE) Programme in schools, serves to help children to develop good life-skills. Hence it is important that we all support the incorporation of the Health and Family Life Education programme in all pre-primary, primary and secondary schools. Parents should ask their school principals about the HFLE programme today.



Inter - Primary Secondary Schools' Athletics Championships 2014

Meet the Jeam

S.V. G Education Media Unit



Marla Nanton
The Voice of the Unit



C. RoseMarie Lewis
The Face behind the Designs



Shaun Millington *The IT Guy*

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