

# FOCUS

## On Learning



## Project Based Learning

Captures hearts and minds page 19

**Ready, Set, Graduate!** Ab Ed to post-grad page 11

**TRADES MAKE THE GRADE** pages 12 to 17

*Check out the new SD59 website!*





**Kathy Sawchuk**  
Superintendent & CEO

Welcome to the 2014 edition of *Focus on Learning*. Highlights include Project/Inquiry Based Learning, expanded dual credit opportunities and primary literacy.

We have been asking students to tell us about their learning experiences and have heard they feel engaged when the learning is designed around their interests. They have also said it must contain the right level of challenge and feel important.

Also this year, we are releasing a video that captures Project/Inquiry Based Learning in action. Students, parents and teachers share their perspectives on the changing face of education. We appreciate the excellent work Studio TGP put into making the video and this year's *Focus on Learning*. We hope this magazine and video will give you insight into the need of educators to be responsive to our ever-changing world. Literacy and numeracy continue to be the essential foundation, but we need to ensure our young people develop into confident learners who can think, solve problems, collaborate and communicate.

In April, the second 'Beautiful Work Fair,' in conjunction with the Dawson Creek Trade Show, showcased the accomplishments of students and teachers. Pictures are on our website and pages 20 and 21 in the magazine.

This year we offered two dual credit programs in Chetwynd (page 16). We are thankful to our partners at Northern Lights College for the key role they played to make this happen. Also new this year is the Primary Project, a significant program for young learners featured on page 7. Good work comes from good people supporting learning. We thank the people who are so committed to this very important work.

We hope you enjoy this year's *Focus on Learning*.

*Kathy Sawchuk, Superintendent & CEO*



## OUR VISION

Collaborating, outcomes oriented communities of learners.

Expanded learning opportunities for students.

Delivery models based on best knowledge and practice.

## OUR MISSION

To enable each individual to realize his or her full personal potential.

## CORE BUSINESS

To provide a quality education for each student.

Declining enrolment continues to be the story for School District No. 59. While Elementary enrolments have stabilized over the past few years, Middle/Secondary numbers continue to drop. Over the past 14 years, the District enrolment has declined by more than 1,600 students (31%). This is not an isolated trend. Province-wide, the student population has declined by more than 70,000 students

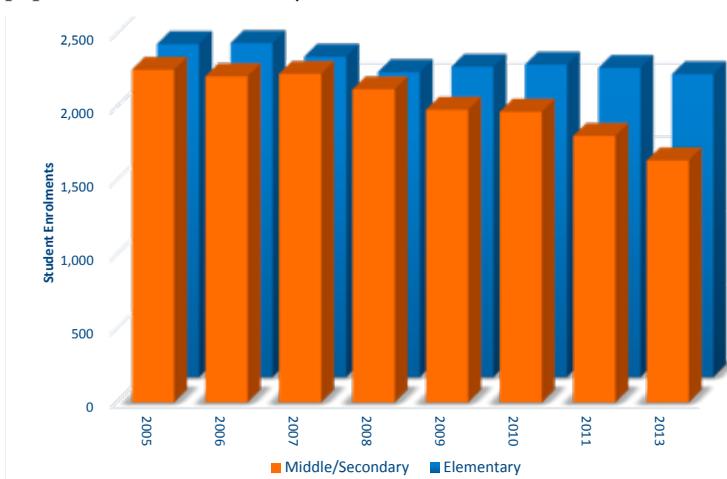
since the 2001 — 2002 school year.

The government's Funding Protection formula has slowed the impact of the enrolment decline on the overall District funding. However, Funding Protection is gradually being removed. Because of this the District expects to lose approximately \$600,000 per year in funding over the next few years.

Temporary extra funding has allowed the District to invest heavily in literacy, numeracy and career projects, as well as in streamlining its operations and administration. It has also been able to delay the full implementation of cuts in response to the 25% reduction in transportation funding.

The next few years, however, will be difficult as we deal with funding reductions. The investments made in education and in streamlining operations leave us in a good position to weather the coming storm.

*Gerry Slykuis, Treasurer*



**Electoral Area I**

**Sorene Kampen**  
Chetwynd & Rural Area



**Anita Prescott**  
Chetwynd & Rural Area

**Electoral Area II**

**Sherry Berringer**  
Tumbler Ridge

**Electoral Area III**

**Richard Powell**  
Board Chair, Dawson Creek



**Tamara Ziemer**  
Board Vice-Chair, Dawson Creek

**Electoral Area IV**

**Wayne Ezeard**  
Pouce Coupe & Rural Area



**Judy Clavier**  
Rural Area Surrounding

Project based/inquiry based learning is spreading through our District giving students a chance to be involved in hands-on, cross-curricular learning experiences. The confidence, curiosity, empathy, collaboration and reflection our students are displaying encourages us to continue supporting this style of teaching and learning. It is inspiring to see our teachers provide passion/interest-based learning experiences that focus on 21st century competencies and strong foundational skills. School District No. 59 continues

to be a provincial leader in this regard along with our dual credit programs that enable our students to enter industry trades upon high school completion.

Thank you to all our teachers and staff for continuing to support student learning in so many innovative ways. We are proud of the work that has been done in the past year by all of our staff, students and parents and look forward to supporting this work in the future.

*Tamara Ziemer, Board Vice-Chair*

The District Parent Advisory Council encourages each school in the District to have a representative attend the monthly meetings where school PACs are informed about issues within the District. Having a representative from each school ensures the information received at District PAC keeps flowing to all parents. The District Parent Advisory Council would also like each school within the District to be an active member of the provincial organization, BCCPAC. There was no cost to individual PACs to become members this year, as the District PAC paid for all who joined.

The District Parent Advisory Council was able to send two representatives to the 2013 fall conference in Kelowna. Our representatives came back with a wealth of information to share. Members of DPAC also attended a winter

retreat in Fort St. John in January 2014. In addition, two representatives will be heading to Vancouver for the spring conference and AGM in May 2014.

Parents are not always fully aware of the many aspects of School District operations. There is definitely a lot to consider with the changes being made to our education system. It is important that we, as parents, are there to express our opinions and learn what 21st Century Learning is all about and how it will affect our children's education.

I encourage any interested parents to contact the principal of your school for more information about your PAC or DPAC.

*Kim Grant, District PAC Chair*

**SCHOOL DISTRICT NO. 59  
(PEACE RIVER SOUTH)**

Focus on Learning 2014  
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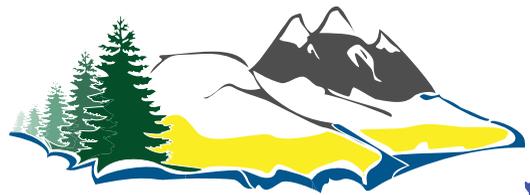
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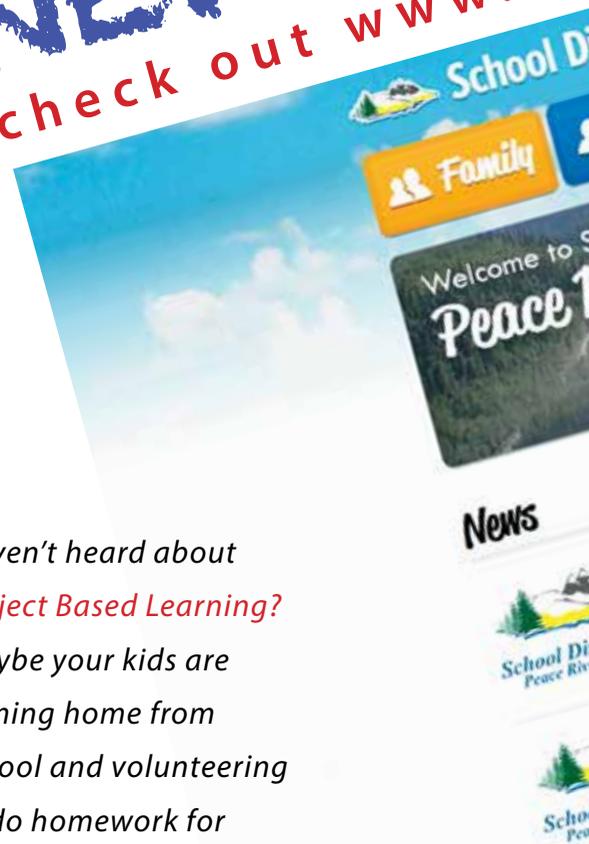
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*We invite your comments, story ideas, photos and questions. Please contact Keith Maurer at 250-782-8571.*

**ON THE COVER:**  
Veronica Phinney and her classmates have great things to say about Project Based Learning at Devereaux School. See page 19.



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check out [www.sd59.bc.ca](http://www.sd59.bc.ca)

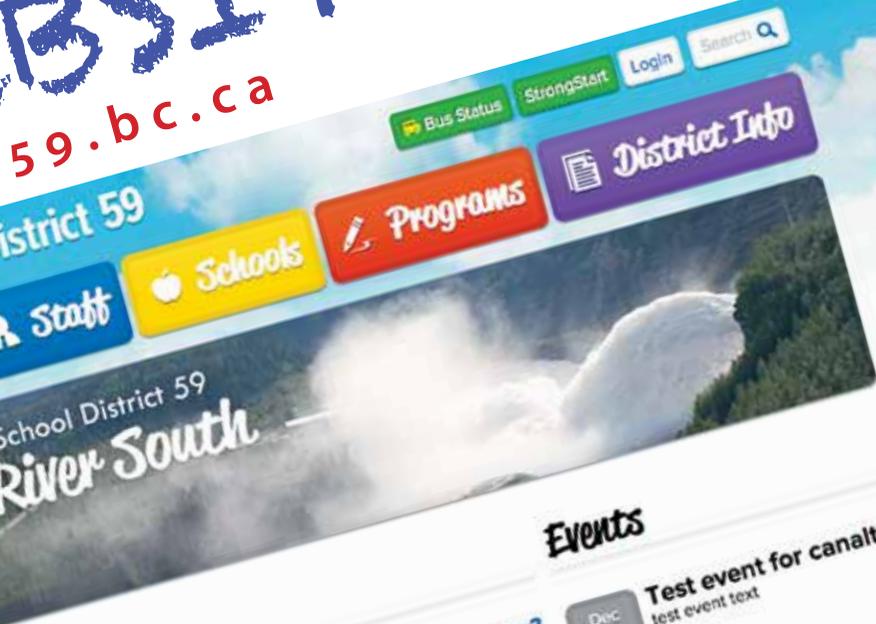


*Haven't heard about **Project Based Learning**? Maybe your kids are coming home from school and volunteering to do homework for the first time in their school career. If you're wondering why and what, check out the new short video, **Learning for Life**. Find out what it's all about.*



# WEBSITE!

59.bc.ca



School District No. 59 is thrilled to announce our *new user-friendly website*. Everything you need to know on a daily basis, easy to find your way around with an updated fun new look. Check it out! Let us know what you think — we'd love to hear from you.

### Events

Dec 13 Test event for canalta  
test event text  
[View Full Calendar](#)

**Stop Stealing Dreams - What is School For?**  
Click here to view a video clip from Seth Godin's response to the question, "What do you think we should do about education?"

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**Tate Creek Proposed Closure Public Meeting - Questions and Answers**  
Questions and answers from the public meeting held on December 2, 2013.  
Please Note: Attachment #1 - Tate Creek Cost of Closure has



Project Based Learning is Learning for Life  
**NEW VIDEO!**





# THE PRIMARY PROJECT

*Every child in Kindergarten this year will read at grade level by grade 4*

Researchers have learned two things about primary age school children. If they can't read at age level by grade 4, they will likely have difficulties in many areas of life as an adult. But given support before the end of grade 3, most children *can* learn to read at age level regardless of all other factors such as socio-economic and literacy levels at home. The Primary Project is the District's response to this new knowledge; a commitment and a program to ensure 95 per cent of children in the District are reading at grade level when they reach grade 4.

Originally envisioned as a pilot project with early learning researcher Dr. Janet Mort, the project quickly became a district-wide initiative due to the overwhelming support of primary teachers. "We were hoping for ten teachers but virtually every teacher who was able to participate signed up," says Candy Clouthier, Director of Instruction. "It's a lot of extra work for them so we weren't expecting such support."

Last August, volunteer teachers spent two days with Dr. Mort to launch the project and begin learning new techniques and practices. Teachers have continued to meet once a month, managing their own professional development in order to learn and support each other in the challenging task.

The good news is that intervention during the K to 3 years is extremely effective. Children with cognitive deficits advance further and all children learn self-regulation skills that benefit them in their years at school, careers and in life.

So what does a Primary Project classroom look like? It looks like a lot of fun! Mrs. LaCarte's class at Canalta Elementary School is a great example. Bright colours, lots of cool stuff to play with, lots of hands-on. Called Play Based Learning, all subjects are integrated and learning is accomplished through project-based activities. During a two-hour session each morning, foundational skills — reading, math and self-regulation (or learning how and what you need to learn) — are taught. The lessons are absorbed through play activities that reinforce what has been taught. Social studies and science are part of the fun rather than specific, isolated subjects taught separately. Literacy Helping Teachers also visit classrooms and children are referred to the Reading Recovery program for additional assistance where needed.

"It's a lot of extra work but any teacher wants to see the kids flourish. This first year, it's been exciting to see it work with the children," says Mrs. LaCarte. "That's the test, what makes it worthwhile." ○

*Left: Jheric Beyer, Arielle Spencer, Ellie McNair and Billy Campbell work together to solve puzzles.*

*Below left: Kendra Huzel, Mercedes Strong and Karys Pearson practice writing, one of their favourite things to do at school.*

*Below right: Nelson Broadway and Steele Schram play Restaurant, writing out orders and adding up the bill.*



# FROM MOOSE! TO MANAGEMENT

*International Education Program creates cultural cross pollination*

It's a long way from Harbin, China to Dawson Creek. But, after trying a school in Toronto, Qin Crystal Sajia arrived in Dawson Creek on the weekend of Chinese New Year, enrolled in grade eleven and hasn't looked back. School yes, every day, but she's also tried hockey, snowmobiling and cross-country skiing with her home stay family, the McDonalds. Neil, Deirdre and their daughters, Hannah and Amelia, live on a country property south of Pouce Coupe. "When my parents saw a picture of me in front of the house, they couldn't believe it. 'So much space!' they said."

So why Canada and why Dawson Creek? Crystal, a petite fashionista with a Kitty Kat backpack and sparkling red bows on her shoes, says "I want to go to a Canadian university. And in the Toronto school, too many Chinese! I want to learn English!"

Brad Booker, International Education Coordinator, arranged Crystal's home stay and watches over her on behalf of her parents. "They put a lot of trust in us. And the McDonalds have turned out to be a great home-stay family. They're both teachers and can help Crystal, and her teachers as



*Crystal at home with her host family, the McDonalds. From left: Amelia, Neil, Crystal, Hannah and Deirdre.*



*Crystal, second from right, joins a group of fellow students in the Learning Assistance Centre at Dawson Creek Campus. From left: Jonnel Semilla is from the Phillipines and has lived in Dawson Creek for two years; Jean Chiang, from Taiwan, has been here one year; Efawy Fabon arrived from the Phillipines in March of this year and Dana Rose Viterbo, also from the Phillipines, has lived here for one year.*

*Above right: Crystal is not intimidated by winter and has enjoyed learning about and trying Canadian winter sports including snowmobiling. When her parents saw this photo, they couldn't believe it was taken in the McDonalds' front yard. "So much space!"*

well, because they understand the issues. They're doing this for the opportunity to meet and help someone from another culture."

There are plans to extend the cultural exchange with as many as ten young people arriving from Brazil next year and a program that will see four students from Dawson Creek attend a culture camp in China this summer.

Pat Strasky is the Learning Assistance Coordinator on the Dawson Creek Campus. She has introduced Crystal to some English Language Learning students, two of whom speak Chinese. "We have more and more kids enrolling who have limited English skills yet they may speak three or four other languages. They help each other a lot. A very impressive bunch."

Crystal comes from a city of nine million. "There's no time to go to the country. It's a very, very long way away." For this adventurous student, doing 'country' things seems to have been a bonus that came with the chance to practice her English. ○



Learn more about the International Studies Program



# HANDYMAN EVENT AT CANALTA



Enthusiasm ran high as Ms. Wright's grade 4/5 class sampled trades occupations thanks to the efforts of parents, SD No. 59 tradesmen, college instructor Tim Roberts and grade 10 students Nick Skytte, Donovan Querin and Darian Rudolf.



The Handyman Challenge introduced students to construction trades in preparation for building ga-ga pits (used for playing a form of dodge ball) for their school playground and for the Pat O'Reilly Outdoor Education Centre at Gwillim Lake. The Industry Training Authority, YES 2 IT program provided funding for materials for the project.



Students practiced painting skills on doghouses (that were built in the Peace Region Skills Canada competition), welded copper rings that will become wind chimes, and plumbed together marshmallow launchers. Students also constructed scale models of ga-ga pits using popside sticks as 2 x 4s.

Competition was keen in all four events and students were excited to take home the things they'd made!





Monica Wannop and Dalton Haney are two of more than one hundred and sixty aboriginal students headed for graduation from South Peace Secondary in Dawson Creek.



More about  
AB ED here!

## AMBITION, SUPPORT, SUCCESS

*Aboriginal Education students aim for graduation and beyond*

Monica Wannop and Dalton Haney have stopped by Ronda Nelson's office in the Welcome Room at Dawson Creek Secondary School to talk about the Aboriginal Education Program. Monica, an energetic redhead, is headed for a career in nursing. Dalton is a lanky young man with a quiet air and big, brown eyes whose goal is to become a surgeon. The DCSS students have been part of the Ab Ed Program since it started in 2010.

Parent and community Aboriginal Advisory Councils concerned with the rate at which aboriginal youth were graduating, partnered with the District to develop the program. Classroom relationships are the single most important factor in a child's success at school. Ronda, Aboriginal Education Support, and her colleague, Grad Coach/Coach Mentor Julie Hamilton, work with the 161 aboriginal students at Dawson Creek Campus and their teachers to help develop and support those relationships.

*"I feel lucky. It's been good to have the support and caring."*

For Dalton the program has made a difference. "I feel lucky. It's been good to have the support and the caring. The Welcome Room is a good home base at school, it's quiet and welcoming and the staff are really friendly."

Monica has also appreciated the help. "The program helps with everything: academics, life skills, school, someone to talk to when I've needed to. Julie and Ronda check up on us, they listen and they care."

Thirty two per cent of School District No. 59 students identify themselves as aboriginal. When the program started, there was a 30 per cent gap in graduation rates between aboriginal and non-aboriginal students. In just four years, the gap has narrowed significantly. Dalton and Monica will graduate and carry on to post secondary training along with many of their school mates, headed for excellent career prospects with the help of the skills, and the successes, from their high school years. ○



# GROWING A COMMUNITY

*Little Prairie Elementary plants the seeds of life-long learning*

Lots of ideas start out small, but at Little Prairie Elementary a really good idea is growing into something big and beautiful.

Last fall, learning at the school centered on a Potato Festival. “We had a huge celebration of potatoes,” says Principal Margot McKinley. “It started with growing them, but the learning goes beyond that. Each class started with an essential question. Some weighed and priced them and some of the older students were talking about world hunger and famine. It encompasses so much beyond simply planting a potato patch.”

This year, the idea has grown into a greenhouse project. “It’s a big-time partnership with the Chetwynd Community Gardens,” says McKinley. “They have made a 100 ft. by 100 ft. plot available to use towards building an outdoor classroom at the Pine Valley Exhibition Park.”

It’s the idea of students learning by doing, hands-on, about agriculture, nutrition and growing your own food. “We agreed to build a 30 ft. by 40 ft. greenhouse, plus a garden shed and to put in grow-beds for vegetables,” says McKinley.

Just like the potato patch, the learning

opportunities in the outdoor classroom are endless and an excellent way to engage students. The school gardens are not just places for plant science and ecology; they are places for art, music, math and creative writing.

“This will provide hands-on, authentic learning that can meet the needs of all learners. Students will expand their knowledge about food production, preparation and consumption and how it affects their health, the environment and their communities,” says McKinley. “In the garden we can teach about sharing and teamwork, values that are so important to our vision as a school.”

Little Prairie Elementary has made a transition from a traditional school to being a school that embraces Inquiry or Project Based Learning.

“We are an Inquiry Based Learning school, but we also use Restorative Practices and Habits of the Heart,” says McKinley. “We want to be known as a school that values academic excellence, healthy choices and strength of character.”

At Little Prairie, each school year is an opportunity for students to grow and reap the rewards of life-long learning. ○

*“The community has been absolutely amazing. They have been contributing time, money, materials and equipment. It’s very exciting to see the support.”*



Above: Students working on a tool shed they started inside the school's multipurpose room and then assembled under the direction of Brad Booker at the Pine Valley Exhibition Park. Left to right: Jady Pruden, Calvin Groves, Jonah Slater, Michael Deck, Austin Lindsay, Makenzie Chuckree and Keegan Smith.

Top left: The greenhouse is up! and everyone is pretty pleased with their efforts. Now to start planting and harvesting.

Right: As the tool shed is pieced together, the students explained what the work and the learning meant to them. "I like building things like the shed. It's fun to work outside and you're always learning something," says Austin Lindsay. "My Papa has a farm and there's always something to do. So working on the shed is just like that," says Michael Deck.



Mayor and Council of the City of Dawson Creek commend the administration and teachers in School District No. 59 for their ongoing efforts to assist our young citizens in realizing their full potential and reaching their life goals.



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# TRADE CAREERS, SEE THE WORLD

*Mining industry offers options and alternatives at the TRSS Job Fair*

Hope Hacquoil does not fit the stereotype of a student thinking about a career in mining.

It's true that despite efforts the trades are still male-dominated, but that's not the stereotype she's busting here. Or rather, it's not the bit about the boys ruling the trades. No, it's the stereotype that trades are the only entry point into a career in the mining industry. And it is this stereotype that Teck Coal was addressing at the Tumbler Ridge Secondary School Job Fair in February that Hope attended.

Hope has the benefit of parents who both work in the mining industry; in fact, her parents work for Teck. Her father, Scott, works as a Purchaser, while mother, Lindina, works as an Administrative Assistant. But Hope is defining her own path. "I want to be a mining engineer," she says.

After the job fair, Hope remains confident in her choice. "I saw a lot of jobs, but one of the reasons I picked mining engineering is because it's very broad. I was thinking about getting into chemical engineering, but it's a bit narrow."

With the mine closures happening in Tumbler Ridge (putting both her parents out of work), she's still interested in her chosen career. "The closure makes me think a lot about how prices go up and down and how coal is not a

reliable resource, but being a mining engineer is definitely a job you can take with you. You can go to oil and gas, or other mines like copper or zinc — there's a wide range."

Her plan is to go to university next year and head right into engineering which should take about five years to complete. As part of a co-op program she will also be able to work in the field while attending university.

One of the reasons mining is appealing to her is that it offers the opportunity for travel. "That's one thing about the job — you can go all over the world. You can go to Australia, you can go to Europe. Of course, I'm also prepared that there might be a time where it will be hard, but I can always switch companies or industry. It gives me a lot of opportunities."

The need to educate young people about these options inspired Teck to participate in the education fair. Ray Proulx, Senior Coordinator of Community and Aboriginal Affairs, says, "A lot of kids are familiar with equipment operator, truck driver, the other trades to some extent. We wanted to demonstrate the diversity of careers. We're always looking at ways to engage the community in a proactive way, and we hope it will plant some seeds, so kids will consider a career in mining." ○



**Mike Bernier, MLA**  
Peace River South

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# TRADE FOR SUCCESS

*Opportunity arrives at CSS with College partnership and trades training*

You might not expect welding to rekindle a passion for learning but if you ask, several students will tell you it can happen. When Chetwynd Secondary School partnered with Northern Lights College to bring two dual credit programs to the Chetwynd campus this year, the game changed for many students.

Dual Credit programs enable high school students to take college-level training starting as early as grade 11. By graduation, students may have up to two levels of technical trades training under their belts and are on their way to achieving the coveted Red Seal designation. Students who are university bound see the benefit of a dual credit program that can lead to a job that will pay their university expenses.

The 28-week Welding Level C program started in November 2013 with five students and varying levels of enthusiasm. Students got practical and theoretical experience fabricating, constructing and repairing with steel and aluminum. A two-week work practicum was also part of the program. “I wanted to do this course so I could learn a skill that no one in my family has accomplished!” says one student. “It will help me get on track with school so I can graduate.”

Mid-way through the year, all five are keen. “I loved my practicum! It was a great opportunity to

put my learned skills to work and learn new skills,” says another. Their trades experience has made the connection between traditional school courses and career opportunities easy to see.

Twelve students started the Oil and Gas Field Operations program in February. Many were not connecting with traditional education; commitment and enthusiasm were in short supply at the start but mid-way through, things have changed significantly.

One student went into the program to point himself in the right direction for the career he wanted. He started out struggling, sitting at the back of the class but has now moved himself to the front and is working hard. He is taking the course seriously and has decided that he will continue

his education after he works in the field for a bit. Another student who hardly came to school in the last two years is among the top in the class. He attends classes, participates and does his homework. “I love it! I see a purpose for getting up and going to class. I actually want to be there.”

All are looking forward to doing practicum placements with local businesses and by mid-June when the program ends, each will have the professional and technical knowledge they need to pursue a self-supporting career in the oil and gas industry, with the added benefit of greater self esteem and the opportunities that brings. ○

*“The program is great!  
I find myself trying to  
excel in this program to  
the best of my abilities.”*



*Fire up your future!  
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program today!*



*Far left: Danny Diesel, Instructor Hassan Fard, Kase Gansevles and Brice Vossler.*

*Above right: James Friesen, Jordan Skwira, Johnathan Ganson, adult student, George LePrete, adult student and Raven Cardinal with the welding carts they made.*

*Right: Cain Rose, Hannah Beers and Lyndon Anderson.*

*Bottom right: Keegan Comeau and Murray Swanson.*





*Top: Cadence Spenner, Raea Sipple, and Kennedy Smith enjoy the process of planning a project.*

*Centre: Veronica Phinney, Cadence Spenner, Raea Sipple and Brittany White demonstrate their popsicle stick luge track.*

*Bottom: The Red Panda Team of Jessica Wessell, Jasmine Nault and Emma Lang with their pizza box luge.*

Scan to watch the recently released video about Project Based Learning: *Learning for Life.*



# LUGE TRACKS AND — MATH?!

## *Project Based Learning teaches math principles at Devereaux School*

You might not expect an Olympic luger to need mathematics to succeed. Nor would you imagine a class of grade four, five, six and sevens could teach themselves math by building model luge tracks but when you visit Mrs. Campbell's class at Devereaux School you quickly find out there's a lot of math and a lot of learning in the world of luge.

Before the Sochi Olympics in February, Mrs. Campbell's class met Canadian luge athlete Sam Edney through the on-line Classroom Champions program. The idea for a Project Based Learning (PBL) module grew out of the things the students learned from Sam. The question was, how can we use our math skills to build a miniature luge track?

"It was their idea to build luge tracks as a math project. We start by brainstorming ideas for learning modules as a class. They have fantastic ideas and it starts the learning process. I take their idea and make sure the learning outcomes are contained in the project concept," explains Mrs. Campbell.

The criteria were set — at least ten curves including an S curve, less than 30 seconds to the bottom, an incline at the bottom and a full explanation of how the track was designed and worked. The tracks were to be built of recycled materials.

Teams of three and four started by drawing blueprints to scale on graph paper. After critiquing their concepts to be sure they'd work, the building began. Out of the project came research and a working understanding of gravity and its effect on our bodies, g-force, vertical drop, scale, length, aerodynamic drag and thousandths of a second.

But it turns out it's not all about math. Some of the most interesting outcomes concerned group process and the challenges of working as a team.

Students worked through issues until everyone felt included and able to participate. Critiquing is also an important part of PBL activities. Students learn how to give helpful criticism and how to accept critique in the quest for improvement.

When each team had a luge track and a written report detailing their learning in all areas as well as reflections on the project and the process, the pride and enthusiasm was unmistakable.

One opinion summed it up. "We liked working together, and being able to build the track ourselves!" And when Olympian Sam Edney visits in May, there will be a lot of pride in the equation too. ○



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Students built all the household items that were part of life in a pioneer's home including a wood burning stove, telephone, radio and cupboards. Left, back row: Trinity Heartt, Tayanna Mazanek, Alexis Romanyshen, Marissa Kuenzl. Front row: Garret Green, Keira Heartt, Marshall Baran and Dominic Gouchey.

# THE BEST QUESTION EVER!

*Beautiful projects start with an essential question*

At the Kiwanis Trade Fair, students' and teachers' work filled the curling rink with 100 tables covered with beautiful projects demonstrating creativity, thoughtfulness and knowledge.

The first goal of the event was to celebrate the students. "It brings the kids appreciation for what they are doing," said Jackie Klein, District Support Teacher for Inquiry Based Learning.

The second goal was to educate the public about what is happening in the schools by showing all the amazing projects the students had completed. And

finally, said Klein, "We want teachers to see what others are doing and start reaching out to make connections and find inspiration for their own teaching."

Two great examples of how detailed and deep learning can be come from Tate Creek and Parkland Elementary schools.

The essential question for Adriana Bankowski's Kindergarten to grade 3 class was: What is the best thing we can do for our community?

Their answer was to host a traditional harvest



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dinner and family dance that celebrated the history of Sudetens living in the Tomslake area. The evening included a play written and performed by the students about the challenges the Sudetens faced as they forged a new life in Tomslake.

Learning about the people and history of the Sudetens included visiting the Walter Wright Pioneer Village, the Tomslake Sudeten Museum and visiting with people from the community such as Debbie Mazanek and Eric Schindler to learn about the life and the traditions of the Sudetens.

A big part of the story was learning what it means to be a member of a minority. “Now we understand why they came to Canada,” said Bankowski. “They came looking for freedom and peace.”

Students at Parkland Elementary wanted to theme their project on the Winter Olympics. They decided to make their essential question: How can we design a biathlon track that addresses environmental issues so as to minimize negative impact, while recognizing the cultural practices of the chosen location?

What did their learning experience include? An important first step was to get permission to use paint ball guns in the biathlon. A group of eight students made a presentation to the School Board about how they could do it responsibly. The students received permission and were congratulated for their “very well organized and thorough presentation.”

“It was nerve-wracking, but after you got through it you knew it was worth it,” said Kim Smith. “It boosted my confidence so now I can talk in front of a group of people and be comfortable doing it.”



*At Parkland Elementary, the ambitious Olympic biathlon project included building the track, targets and a track setter — and lots of skiing. On the left, Kim Smith holds the paint-ball targets and Griffin Frederickson holds the track setter built to set and maintain the race course.*

Research for the project included presentations on the importance of the Olympics and the value of sport to the mind and body, mountain climbing and how to control your adrenaline, the different skiing techniques and how to use paint ball guns safely.

The students then mapped and scouted the terrain, made blueprints for the biathlon track, made and tested the track setter and built the track.

After all the hard work, marksmanship and skiing practice — it was race day. The students skied the two kilometre track they had built, shot targets, skied penalty laps for misses and then skied two more kilometres to finish the race.

“The day of the race was pretty crazy. You had to ski four kilometres plus lowering your adrenaline to be able to shoot,” said Griffin Frederickson. “I like this way of learning because you’re actually doing it instead of reading about it.”

The essential question at the end of the exhibit was: How can we make it even better next year? ○



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# Let's conserve water now!



City of Dawson Creek monitoring water flows in the Kiskatinaw River Watershed.



## STAGE 1

### Water Conservation Measures from May 1 to September 30

Providing clean water is one of the City's biggest expenses. Daily water use within the City can double during the summer months, due mostly to outdoor watering and vehicle washing.

The City's 4-stage bylaw will help conserve water by designating watering days and times for residents, and working in stages to accommodate hot weather and lack of rain.

- **Even-numbered address** watering days: Wednesdays and Saturdays between 4:00 a.m. and 9:00 a.m., and between 7:00 p.m. and 10:00 p.m.
- **Odd-numbered address** watering days: Thursdays and Sundays between 4:00 a.m. and 9:00 a.m., and between 7:00 p.m. and 10:00 p.m.
- **Hoses for washing** boats and vehicles must have automatic shut-off devices.

## LEARN ABOUT YOUR WATER

[www.dawsoncreek.ca/water](http://www.dawsoncreek.ca/water)

- **The Kiskatinaw Watershed**
- **Water Treatment & Distribution**
- **Water Utilities**
- **Water Conservation**

*If you have questions or concerns regarding the Kiskatinaw Watershed please contact the City Watershed Steward at:*

**Toll Free: 1-855-782-1793 or (250) 782-1793**

**E-mail: [watershed@dawsoncreek.ca](mailto:watershed@dawsoncreek.ca)**

*Inquires about water treatment or distribution contact the Water Resource Manager at:*

**250-782-3114 or email**

**[jkalinczuk@dawsoncreek.ca](mailto:jkalinczuk@dawsoncreek.ca)**



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