

# Welcome



Sean Higgins  
Niamh Higgins  
Ruby Sadgrove

A very special greeting to our newest pupils at St Bernadette's



## Young Leaders' Day

St Bernadette's School will be represented at the **National Young Leaders' Day** being held at the Dunedin Town Hall this coming Monday the 29th of May. St Bernadette's is sending 6 students to the Leaders' Day and this year children have been selected by their peers. The year 6 children have nominated someone from the class who they feel would be a good representative from the school. Those with the most nominations were: Parry, Drew, Ruby d G, Monique, Olivia and Sasha. It's great to be chosen by the teacher, but very special to be chosen by your classmates.



Mercy Awards were presented to the following children at this morning's assembly:  
Toini, Nathan, Monty, Gracelyn, Sylvie, Elise, Louis, Isla, Isaac, Anna and Tai.

	29	30	31	1	2	3	4
5				Mass R4	Pr Ass R7		Feast of Pentecost
6	Queen's Birthday Holiday	6		Mathathon Test	Pr Ass R5	10	Reconciliation 9.30 Mass Brunch and Learn

# Friday Newsletter

16 Forbury Rd Dunedin, Phone/Fax (03) 4557-408  
Email: office@stbernadettes.school.nz Web Site: stbernadettes.school.nz



## To fidget, or not to fidget!

The latest craze among children is fidget spinners. Along with these comes the old debate, does fidgeting help or hinder learning? An investigation was conducted in Room 1 on Thursday to help add some clarity to this question. Mr Shaw and Mr Byrne asked the children to take a pencil through to the library. They were then told they were going to have a memory competition. There was no mention of fidgeting or an investigation.

The children were given a piece of paper and then asked to listen to a series of number strings. Before each number string they were to put their pencil down and listen to the number string. The list of digits would be read out and they would be asked to pick up their pencil and write down the digits in the correct order on the paper. There would be nine different number strings, the first had two digits, the second has three and so on up to ten digits. At this point the children had no idea that the exercise had anything to do with fidgeting. They were told it was a competition and there would be a prize for the person who recalled the most correct digits in the right place.

At the conclusion of this part of the investigation the class was told the purpose of the exercise.

There was going to be a second series of number strings and they were encouraged to fidget as they listened. The class took a few minutes to hypothesise and predict what might happen. Would the scores be different? Would fidgeting help or hinder? Would fidgeting assist particular children or gender?

The students were asked to go back to the classroom and find something to fidget with. There were a variety of objects forthcoming, including fidget spinners, pencil cases, pieces of paper, rubbers, bracelets and pens.

Then the second part of the experiment took place. The same rules, ten strings of numbers and a prize for the winner who recalls the most numbers in the right order. The only difference was that they were encouraged to fidget as the number strings were read out. Before the marking took place more predictions were made about what the scores might be like and whether we felt more confident about our own individual scores while fidgeting or while not fidgeting.

Here are the results:

- 5 students scored higher while **not fidgeting**.
- 1 student scored the same on both tests.
- 21 students scored higher **while fidgeting**.
- The highest score while not fidgeting was 45 out of 52.
- 1 student scored the maximum 52 while fidgeting.



*Above:* Olivia scored 52 out of 52 while playing with a Fidget Spinner

*Left:* Monique and Arna top scored in the non-fidgeting test scoring 45/52.

Even the most sceptical among us would have to concede that in this particular memory test, fidgeting clearly assisted most people.

The class had a very sound discussion following this activity. More questions were raised, such as; Why does fidgeting help some people to recall? Would it work in all learning situations? Would it help with visual recall? Does fidgeting help boys and girls equally? Why does it help certain people?



May 26th  
Term 2  
Week 4  
2017



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