

# **THE MABELLE B. AVERY INFORMER**

*Vol. 4 Dec. 2018*



*Clay Krevolin, Principal*

## **Administration**

**On behalf of the MBA Administration and staff, we would like to extend our Best Wishes for a *Joyful* and *Healthy* Holiday Season and New Year. Cherish the time you spend with your family and friends.**

**MBA Generosity Prevails for Holiday Giving**--Making a difference with children is something that MBA prides themselves in. As a school, we really came together to support the *The Network Against Domestic Abuse Holiday Gift Giving Program*. We should really be proud of our generosity to make the holidays special for a lot of children.

**I want to send out a heartfelt thanks this year's contributors** who sponsored a child:

- Marika Kraus, Jessica Wolf, SHS/MBA Music Department students raised over \$1,500 and sponsored 3 kids. Collectively, they made a monetary donation, bought numerous individual gifts and purchased three gift certificates for bicycles at a bike shop
- Christine Righter
- Rob Kapner and his family
- Kathy Brewer, Betsy Walsh, Clay Krevolin and the Central Office Staff
- Bailey Russell's local gymnastic team
- Grade 6 Team
- Grade 7 Team, Jean Mandrola and Diane Jennings
- Grade 8 Team

## ***“Real News About Drugs and Your Body”***

I continue to be extremely concerned about the health ramifications of middle school students practicing vaping and their use of E-Cigarettes. For many of us, we have very limited knowledge of what is happening and the effects on children. I found the following article *“Real News About Drugs and Your Body”* and thought that you would find the contents informative and something that you would take time to discuss with your child. *The article is from Scholastic and the scientists of the National Institute on Drug Abuse, National Institute of Health and the U.S. Department of Health and Human Services.* I found this article extremely informative and timely. Please let me know if you have any questions.

Thank you,

Clay Krevolin, Principal

# E-Cigarettes: What You Need to Know

As lawmakers and scientists respond to a growing industry, there are many good reasons for teens to take a pass on this latest trend.

**Y**ou may have seen electronic cigarettes (e-cigarettes) in stores, in advertisements, or being used. But e-cigarettes, while increasingly popular, are not harmless. Created as an alternative to tobacco cigarettes, e-cigarettes are sophisticated mechanical devices designed to deliver the same highly addictive nicotine

that is in tobacco cigarettes, without the other harmful effects of tobacco.

#### What's Happening

In the past decade, e-cigarettes have become a more than \$1 billion industry in the United States, with over 460 brands on the market. Many adults

## How Do E-Cigarettes Work?

E-cigarettes provide nicotine through an aerosol (instead of through smoke, as with a tobacco cigarette). Puffing on the mouthpiece of the cartridge activates a battery-powered device. A heater then converts a liquid solution, which contains nicotine, flavors, and other chemicals, into an aerosol (commonly called "vapor") that the user inhales. The act of inhaling this aerosolized solution is sometimes called "vaping."

Cartridge containing a liquid solution made up of propylene glycol, glycerol, water, nicotine, flavorings, and other chemicals

Vaporizer (heating device) that turns the liquid solution into an aerosol (commonly called vapor), which can be inhaled

Battery that powers the device

 **More Info:** For additional facts about the brain and drugs, visit [scholastic.com/heads-up-and-teens.drugabuse.gov](http://scholastic.com/heads-up-and-teens.drugabuse.gov).

From Scholastic and the scientists of the National Institute on Drug Abuse, National Institutes of Health, U.S. Department of Health and Human Services

## Research

who use e-cigarettes are current or former smokers looking to stop nicotine cravings, quit smoking, or cut down on tobacco cigarettes. However, e-cigarettes may not be that helpful for quitting, since at least 75 percent of adults who use e-cigarettes also use tobacco cigarettes.<sup>1</sup>

And although most states prohibit the sale of e-cigarettes to people under the age of 18, more and more teens are using them. In fact, recent surveys<sup>2</sup> show dramatic increases each year in the number of teens who have tried an e-cigarette, as well as in the number who have used them in the past month. This is at a time when smoking tobacco cigarettes is at an all-time low among middle and high school students.

### What's Ahead

With e-cigarette use on the rise, the federal government is considering regulation of how e-cigarettes are made and sold. If this happens, rules on safety, advertising, and warning labels may govern e-cigarettes just as they currently do for tobacco cigarettes. At this time, e-cigarettes are not guaranteed to be safe. And consumers should not assume that advertising claims are scientifically proven.

As for the science on the risk of e-cigarettes and the possible benefits for current smokers, research is just beginning. But there is already a growing body of evidence showing that teens would be smart never to start using e-cigarettes.

### What Are the Risks for Teens?

Nine out of 10 adult smokers started smoking tobacco cigarettes before age 18. This is because if people start smoking in their teens, when their brains are still developing, they are especially susceptible to the addictive effects of nicotine (and other drugs as well). Once someone is addicted to nicotine, it's very hard to quit. Early studies show a strong link between teens using e-cigarettes and smoking tobacco cigarettes. Researchers will continue to study e-cigarette and tobacco-cigarette use among teens, to understand the relationship between the two.

### What Is the Effect of E-Cigarette Aerosol (Vapor) on the Body?

E-cigarettes contain propylene glycol, glycerol, nicotine, flavorings, water, and additional chemicals. Tests of the liquid in some e-cigarettes have also found toxic ingredients, such as formaldehyde (a chemical that may cause cancer). Health experts do not yet know the effects of these chemicals on people who use e-cigarettes or who are exposed to secondhand e-cigarette aerosol. Research is under way to measure exposure to nicotine and other chemicals from the aerosol to better understand risks.

### How Does Nicotine Addiction Affect the Brain?

Research studies have found that nicotine may make animals' brains more receptive to the effects of other drugs. Some

experts think this could also be true for people. If so, a young person who uses an e-cigarette or a tobacco cigarette may find other drugs, like cocaine, more rewarding. This "priming effect" on the brain increases the likelihood of further drug use and possible addiction. To further study this possibility, researchers will track young people who use e-cigarettes to see if they are more likely to become addicted to other drugs.

### Do E-Cigarettes Help Smokers Quit?

Some studies show that e-cigarettes help people quit tobacco cigarettes, and others suggest that they interfere with quitting. As more research is conducted, the effectiveness of e-cigarettes as a quitting aid will become better understood. Meanwhile, smokers who want to quit have other good options with proven effectiveness. Find out more at [teen.smokefree.gov](http://teen.smokefree.gov) and [cdc.gov/tobacco/campaign/tips/quit-smoking](http://cdc.gov/tobacco/campaign/tips/quit-smoking).



### Warning! Accidental Poisoning

Calls to poison control centers involving e-cigarettes jumped from one per month in 2010 to 25 per month in 2014.<sup>3</sup> The liquid in e-cigarettes can be toxic if someone drinks it, sniffs it, or touches it. Children under 5 years old made up more than half of the poisoning cases.

NICOTINE & TOBACCO RESEARCH, OXFORD JOURNALS, 2014.  
MONITORING THE FUTURE SURVEY 2014, NATIONAL INSTITUTE ON DRUG ABUSE AND NATIONAL YOUTH TOBACCO SURVEY 2013, CENTERS FOR DISEASE CONTROL AND PREVENTION.  
CENTERS FOR DISEASE CONTROL AND PREVENTION.

[Click here to view on-line article](#)

## ShopRite Act of Kindness Award

For the month of November, the owners of ShopRite and Mr. Krevolin presented the ShopRite Kindness Award to Amber Emrick, who was nominated by the 7th Grade Team. Congratulations Amber!

## Seventh Grade: Swinging to Success

On October 23rd and 24th, the 7th grade had a resoundingly successful field trip to the Adventure Park in Storrs. This field trip was taken with our advisory groups, so that each teacher got to know their advisory students better, and the group worked together and got to know each other. After a tutorial of how to use the equipment, students spent time challenging themselves to complete different courses throughout the park. As teachers, we witnessed students encouraging each other, problem solving, facing fears, stepping outside of comfort zones, and interacting with peers with whom they don't normally interact. This experience helped unite students, staff, and teachers as a team and created camaraderie throughout the grade. In the days and weeks following, we have seen an increase in positive and appropriate risk taking within the classroom, improved behavior at lunch, and a rise in self-confidence and self-reliance amongst all students. The experience of "challenge by choice" and in the moment problem-solving truly benefited our students and we look forward to sharing this experience with future classes. When asked for feedback, students had overwhelmingly positive things to say:

- ❖ *The field trip required teamwork and motivation.*
- ❖ *We worked together to solve problems and push ourselves to limits we never thought we could reach.*
- ❖ *The field trip made me want to go to school.*
- ❖ *We helped each other. This made me a better person because I like the feeling of helping someone and I will do it more often now.*
- ❖ *When a student felt like giving up others gave some encouragement and helped them accomplish the course.*
- ❖ *The field trip showed me there are so many other ways to solve problems.*
- ❖ *The ropes course got me outside of my comfort zone and provoked me to try something new. School is not just sitting in a classroom all day and doing work, it's about trying new things and accomplishing your goals.*
- ❖ *This field trip taught us that we are better people than many think we are.*
- ❖ *The field trip forced us to communicate in ways we don't/can't in a classroom.*
- ❖ *It was just so nice to see students working together and overcoming challenges together on the ropes course.*

- ❖ *The ropes course allowed us to make friends and overcome new challenges.*
- ❖ *I pushed myself to do something I never did before.*
- ❖ *We all learned something new about ourselves.*
- ❖ *The ropes course taught us skills we will use throughout our life.*
- ❖ *Was easily the best field trip I've ever had.*

## Social Studies

### Grade 6 - Mr. Gieras

For the last two weeks, the students have been studying ancient cave drawings. The focus has been on the Lascaux caves in France. First, the students examined 10 posters of the Ancient Cave Art in groups. They did this in class with the lights off and used flashlights to examine the posters in a cave like atmosphere. They also viewed a video that showed the inside of the famous caves. Currently, the students are creating their own drawings along with a written description about the meaning of their personal drawings and the history of cave paintings.



### Grade 7 - Ms. Reynolds

The students have wrapped up the South Asia Unit by comparing and contrasting three civil rights activists from different regions and time periods: Mahatma Gandhi, Martin Luther King Jr. & Malala Yousafzai. The objective was to demonstrate how Gandhi's beliefs and values transcend generations and continue to impact the world. We ended the unit with the viewing of the powerful document, *He Named Me Malala*. We will be transitioning into our next region of study, South America, by mid-December. One of the topics within the unit is the Amazon rainforest. Students will focus on 6 interest groups that either have an economic or cultural connection to the land to answer the essential question, "How should the resources of rainforests be used and preserved?". The other topics of the unit include population growth and child labor. The last two regions of study for the year are East Africa and Central America.



## Grade 8 Boston Field Trip

The eighth-graders and their teachers participated in a field trip to Boston on Thursday, October 25, 2018. The trip was organized by the eighth-grade team of teachers to enhance the curriculum and for the enjoyment of the students. Our first stop was at the Boston Tea Party Museum where we attended a re-enactment of a town meeting that took place the night before the Boston Tea Party. Students were encouraged to participate during this meeting with shouts of Fie! and Huzzah! In addition,



the students were given the opportunity to throw tea into the harbor off a ship at this interactive museum. Next on the agenda was a duck boat tour of Boston. Riding through the city, enthusiastic tour guides provided a historical perspective about the city and events leading up to and after the American Revolution. Finally, we arrived at the Museum of Science for an IMAX movie entitled *Dream Big: Engineering the World*. As a culminating activity students are reading *Johnny Tremain* in Language Arts classes and are making connections to many of the sites we saw and were exposed to during this wonderful trip.

## Grade 8 History - Mr. Szafir

The eighth grade social studies curriculum is focused on the study of United States history, beginning with American Revolution and ending with Reconstruction after the Civil War.

Students have learned about the causes of the revolution, American Revolution, and the forming of our government.

Students took part in classroom debate of Patriots v. Loyalists, learned changing gender roles, 18th century society and different note taking skills.



The eighth grade travelled to Boston during the end of October to experience first hand what they learned. The field trip included an IMAX movie at the science museum, tour of Boston on the Duck Boats, and a visit to the Boston Tea Party Museum.

Students are currently learning about the formation of the Constitution of the United States. They have explored not only the process of establishing it, but also how the Constitution impacts a citizen's everyday life.

Each class had a guest panel including the Superintendent, Director of Curriculum, Administrators, and school Resource Officer. They had the opportunity to ask questions about student rights and rights they have that are protected under the Constitution.

Classes are currently researching different landmark Supreme Court Cases and creating posters to present in class.

History trivia:

- How many people died at the Boston Massacre?
- What article of the Constitution outlines the powers of the President?
- How many amendments are in the Bill of Rights?
- How many Justices serve on the Supreme Court?

## **DATES TO REMEMBER**

Tues., 12/11 7 PM	MBA Winter Concert
Fri., 12/24-1/1/2019	Holiday Recess - No School
Mon., 1/21	ML King, Jr. Day - No School
Fri., 1/25	End of Quarter 2