



# LA GAZETTE DU TIGRE

## Lord Tennyson Elementary School

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## MONTHLY TIGER



**March 1, 2018**

Dear Families,

We wanted to say a big “thank you” to all of our students, families, and staff for making Tennyson a great place to learn together. We just celebrated pink shirt day with two fantastic student-run assemblies, and classes will be working on various initiatives to promote kindness, respect, inclusion, and empathy towards others. We always appreciate our families reinforcing these concepts at home, and we will continue to do so in our everyday work with the students. We have all been working hard on using common language that promotes social and environmental responsibility, through our RALE matrix (R-respect, A-attitude positive, L-leader, E-effort maximum). We have attached to this newsletter a handout created by UBC professor and researcher Dr. Kimberly Schonert-Reichl related to Fostering Kindness and Empathy in children, and also a VSB document related to the differences between peer conflict, mean behaviour and bullying, and how to address these. We thought these two documents might be of interest to our families. February has been a fun month at Tennyson with students engaging in various sports activities, extra-curricular groups, field trips, leadership activities and many learning opportunities in the classroom and throughout the school. Students certainly enjoyed the snow that fell on several days, as well. With just over two weeks of school prior to spring break, we look forward to enjoying this time together, and we wish all of our families and staff members a wonderful, fun, and relaxing break. Thank you for your ongoing support of your child’s/children’s learning, of our amazing staff, and of the school as a whole.

Merci,

Doug & Regina  
Tennyson Admin Team

### **School Sports**

A huge thank you to the teachers and parents who are working with our Intermediate Basketball teams. We have a Girls’ Basketball team, and a Boys’ Basketball team at each grade level from 6-7. Tennyson is hosting home games, and the teams are attending games in other schools. This is a wonderful opportunity for our students to represent Tennyson in the school district, as well as to develop basketball skills, teamwork/cooperation with others, and to be

*Principal: Douglas Roch*  
*Vice Principal: Regina Vosahlo*  
*Admin Assistant: Veronica D’Angelo*



*Director of Instruction: Magdalena Kassis*  
*Official Trustee: Judy Zaichkowsky*  
*PAC Chair: Tam Cummings*

physically active. A big thank you to our coaches M. Carrier, Mr. Kravariotis, Mrs. Davies and Mrs. Samson and to our teacher sponsors Mme Adrienne, Mme George and Mme Davidson.

### **Quebec Exchange 2018**

Our Grade 7 students had an excellent exchange with our partner school in Laval, Quebec (Laval is located just outside of Montreal). The week saw a variety of French language/cultural/historical activities, as well as the opportunity to speak French with the host families. Highlights included ice fishing, visiting a Cabane à Sucre and having a traditional Quebecois meal with lots of maple syrup, visiting Quebec City, various activities in Montreal, and a lot of outdoor fun in the snow. We look forward to our Quebec twins coming to Vancouver in May.

### **Tennyson Pink-Shirt Day/Kindness Initiatives**

We celebrated the Pink Shirt Day at Tennyson with our first assembly of the year 2018 on Wednesday, February 28th. Our focus this year was on appreciating the diversity of our school community. The students across grades did a great job sharing their actions and experiences of kindness and inclusion.

Throughout the month of February, the students in all classes also reflected on what it means to include everyone in their school community. For their Pink Shirt project, all classes contributed to “Inclusion Trees - Arbres d'Inclusion” where each student received a leaf and on it described one way of including all members of the community here at Tennyson. Bon travail!



**Classroom News** (a small selection of the many classroom activities happening at Tennyson)

#### **Inuit Soapstone Carving**

Students in Divisions 6, 7, 8, 9, 10 and 11 had an opportunity to learn more about the Inuit art technique called soapstone carving. The Grade 3 and 4 students learned how to carve Canadian animals using the Inuit art technique. Soapstone carvings have been used in Inuit culture to express Inuit stories and their way of life. Using soapstone carvings, the Inuit peoples preserve and pass on life stories of incredible skill and

resourcefulness from one generation to the next. The carved objects depict day to day activities that the Inuit were involved in such as hunting. Tennyson students have explored this skillful Inuit art technique and have shown appreciation for the Inuit art and way of life. Bravo!



### **Ice Skating at the Kitsilano Rink**

Grade 1 students in Divisions 15, 16 and 17 have been going ice skating at the Kitsilano Rink once per week in February. Whether playing hockey or perfecting their skating technique, the students have all enjoyed their time on the ice in the company of their classmates, as well as getting some consistent physical exercise through a classic Canadian winter activity.



### **Tennyson Parent Advisory Council (PAC)**

We wanted to thank all of our PAC members for all of your support of our school. Did you know that every parent in the Tennyson Community is a member of the PAC? School PACs have an executive that is elected by parents who attend PAC meetings. Many parents come to the PAC meetings, and we encourage you to attend! Our PAC has an amazing website where you can check out the various parent-sponsored initiatives/events, and find out a lot about Tennyson. Both the school website and the PAC website have a lot of information. For the school website, we will be featuring articles about the great things happening at Tennyson, so please check it out! Here are the links:

PAC website: <http://www.lordtennyson.ca/>

School website: <http://tennyson.vsb.bc.ca>

# Kindness Booklet

## "Fostering Children's Compassion and Empathy"

by Kimberly Schonert-Reichl

### *Ten Things Parents and Caregivers Can Do to Promote Emotional Understanding and Kindness in Young Children*

- 1. Ask your child how he or she is feeling.** When you ask about your child's feelings, you are communicating that you care and value his or her emotions.
- 2. Talk about your child's feelings and the feelings of others that are communicated through facial and body expression.** When your child is sad or happy, you might say "I can tell how you are feeling because your face and body are telling me." When a child's friend or sibling is showing a feeling (such as sad), point out to your child that child's feelings that are expressed through facial and body expressions, and discuss the experiences and situations that lead to the various types of emotions.
- 3. Use a wide variety of emotion words in your interactions with young children.** When you are talking to your young child, use a number of different emotion words to talk about situations or events. Point out the emotions of others and use opportunities to expand your child's emotional vocabulary, including words such as guilt, satisfied, pride, anxiety, fear, and excitement.
- 4. Label emotions and describe the situations that lead to those emotions through children's literature.** In early childhood, children are just beginning to develop their emotional literacy skills, which include an emotional vocabulary. Use any opportunity to point out the emotions of others and give those emotions names. Children's books provide a wonderful opportunity for this.
- 5. Engage young children in activities that help you and others.** Like all of us, children want to help and contribute. Provide many opportunities for your child to help you (in household chores or other activities). Developing this early in development will help children see this as a normal part of life.
- 6. Demonstrate caring and kindness through your own actions.** As we often know, children often can learn more from our actions than our words. Acknowledge your mistakes with your children (e.g., say "I am sorry"). Show forgiveness to others and your child.
- 7. Talk about kindness and the good feelings that arise when doing kind things for others.** When your child is helping, tell him or her how good it feels. Communicate your own pride and happiness to your child for his or her helpful behavior.
- 8. Promote gratitude.** Encourage your child to give thanks. Model gratitude and point out to your child all that he or she has to be thankful for in his or her life.
- 9. Use a positive and restorative approach to discipline and model empathy when your child has done something wrong.** When your child has done something wrong, use this

as an opportunity for discussion, using a child-centered approach in which you take your child's perspective – that is, put yourself in his or her shoes and view the world from that point of view. Engage your child in problem solving – and discuss how he or she could do something different in the future that would end in a more positive way, you might say “What could we do if this happens again, what would be a way to solve this problem?” Also, help your child develop a restorative approach – that is, to find ways to repair harm when harm has been done. For example, if he or she has harmed another child intentionally or by accident, ask him or her what they could do to help the other child feel better.

- 10. Help your child develop a “caring” identity.** When your child is engaged activities that are caring and kind, you should recognize that behavior as part his or her identity – “you are such a kind and caring child because you did [the behavior that demonstrated kindness and caring.]”

***Five Things Parents and Caregivers Can Do to Promote Empathy  
and Kindness in Middle Childhood and Adolescence***

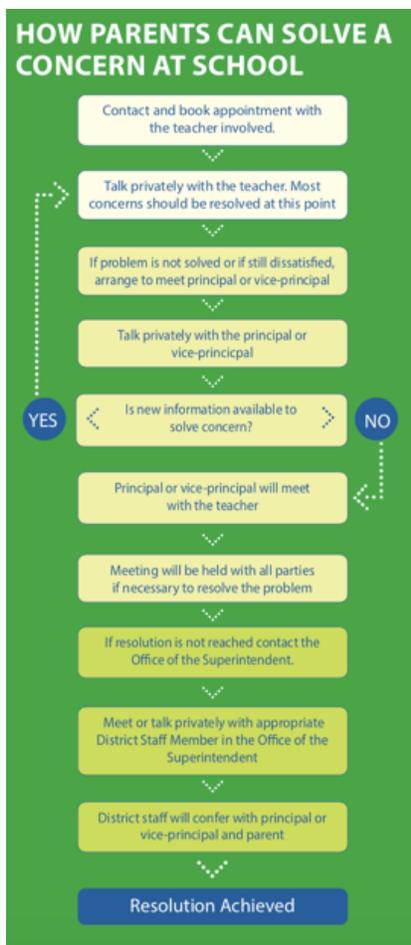
- 1. Develop your child or youth's pro-social value orientation – that is, “caring” identity – by engaging your child or youth in activities that benefit others.** Recent research tells us that when you engage children and youth collectively in activities that benefit other human beings, you develop something that Ervin Staub calls a “pro-social value orientation” that is, an orientation that centers on helping and caring for others. Recent research also tells us that people who help others also report greater happiness and well-being in their lives.
  
- 2. Foster the development of moral purpose through promoting your child's or adolescent's engagement in activities that benefit the local and world community.** William Damon, professor and development psychologist at Stanford University, tells us that adolescence is particularly a critical time for youth to develop a sense of meaning and purpose in their lives. They need opportunities to engage in activities that help them develop a sense of who they are in the world and how they can contribute to making the world better for all. Engage him or her in conversations about what matters and how he or she can make a difference. Facilitate the engagement of your child or youth in these local activities.
  
- 3. Model empathy, caring, and forgiveness.** As we often realize, our children and youth often learn more from what we do than what we say. Adolescents in particular are astute observers of how our actions are in or out of sync with our words. Show caring and understanding in your interactions with your child and the others with whom you interact. Talk about the good feelings that come from helping others, and engage your child in opportunities to reflect about their own feelings and experiences about helping others. Acknowledge your mistakes with your children (e.g., say “I am sorry”). Show forgiveness to others and your child.
  
- 4. Don't pay your child for household chores.** Research by Joan Grusec and her colleagues shows that older children who are expected to do household work that benefits members of the family, and who are expected to do it on a routine or self-regulated basis, are more likely to show spontaneous concern for the welfare of others. Work that focuses attention on what is one's “own,” or is based on frequent requests for assistance, is clearly not positively related to the development of concern for others.
  
- 5. Encourage your child or adolescent to have a “gratitude” journal.** Groundbreaking research in the area of positive psychology is showing us that people who take time in their daily lives to reflect on those things in their life for which they are grateful, gain many positive benefits – including greater happiness, optimism, and overall emotional and physical well-being. These individuals are also more likely to provide emotional support and help to others – suggesting that gratitude motivates individuals to do good.

## Author Visit for Gr 6s and 7s

The Grade 6 and 7 classes hosted a visit by well-known Canadian author Susan Nielsen. She spoke about following one's passion in writing or in whatever one enjoys doing, and how important it is to always strive for one's best – that this is achieved through resilience and learning through one's mistakes and challenges, and to not be afraid to try again. The students (and teachers!) enjoyed her humorous anecdotes, her tips on being a good reader and writer, and even heard her read just a bit of her upcoming book! A big thank you to Mme Côté for organizing the visit, to our PAC for sponsoring it, and to our Gr 6 and 7 teachers for their participation!

## Communication with Teachers

We appreciate the involvement of our families in each of our student's learning, and for all of your support of the school and of our amazing teachers and support staff. I believe that a positive relationship between families and school staff yields excellent outcomes for students. If you have a question or concern about an aspect of your child's learning or regarding something at school, it is important to have a private conversation with the teacher. This is the best way to move forward, while maintaining a strong relationship. Here is an excerpt from the VSB's pamphlet on how to resolve a concern at school:





### IMPORTANT DATES

**March 6<sup>th</sup>: Kindergarten Vision Screening**

**March 16<sup>th</sup>: Report Cards go Home; last day of school prior to spring break**

**April 3<sup>rd</sup>: Back to school after spring break**

**April 9<sup>th</sup>-13<sup>th</sup>: Scholastic Book Fair**

**April 16<sup>th</sup>-20<sup>th</sup>: Tennyson Spell-A-Thon**

**April 27<sup>th</sup>: Professional Development Day (non-instructional day; no school)**





## PEER CONFLICT, MEAN BEHAVIOUR AND BULLYING

### What's the difference?

When a child is having a problem with her or his peers, it can be hard for parents to know what is really happening – is it bullying? Or is it something else?

Each type of behaviour must be handled differently, to keep children safe and help them learn how to get along with others.

#### Peer Conflict

Conflict between and among peers is a natural part of growing up. Children will have times when they disagree and can't solve their own problems. They may even become so frustrated that they say mean things or act out physically by hitting, kicking or trying to hurt.

If it's peer conflict you will be aware that these children:

- usually choose to play or hang out together;
- have equal power (similar age, size, social status, etc.);
- are equally upset;
- are both interested in the outcome; and
- will be able to work things out with adult help (after calming down).

Adults can respond by helping the children talk it out, and see each other's perspective. This is often referred to as "conflict resolution".

#### Mean Behaviour

Children may try out behaviours to assert themselves – sometimes saying or doing mean things – such as making fun of others, using a hurtful name, taking something without permission, leaving a child out, or "budging" in line.

If it is mean behavior, usually:

- it is not planned and seems to happen spontaneously or by chance;
- it may be aimed at any child nearby;
- the child being mean may feel badly when an adult points out the harm they've caused.

When adults see mean behavior they should not ignore it. Adults should respond quickly, firmly and respectfully to stop the behavior, to let kids know that their actions are hurtful and to re-direct children to more positive behaviour.

This quick response stops children from developing a pattern of mean behaviour as their way of interacting with peers, and prevents mean behavior from escalating into bullying. It is a lot easier to correct a child for one nasty comment than to change a pattern of cruelty that grows over time.

#### Bullying Behaviour

Bullying is serious behavior that has three key features – all three must be present for the situation to be considered bullying:

- Power imbalance -- One child clearly has power over the other(s), which may be due to age, size, social status, and so on.
- Intention to harm -- The purpose of the bullying behaviour is to harm or hurt other(s) – it's intended to be mean and is clearly not accidental.
- Repeated over time -- bullying behaviour continues over time, and gets worse with repetition. There is a real or implied threat that the behaviour will not stop, and in fact will become even more serious.

The effect on the child who is being bullied is increased fear, apprehension, and distress. Often by the time adults find out about what is happening, the child has tried many ways to stop the bullying but cannot do so on their own.

Adults must address the bullying behaviour and ensure the safety of the student who has been targeted. They also need to reassure the children who may have witnessed the behaviour that adults are taking care of it.

When schools respond to bullying, staff will also help the child who has been bullying others to take responsibility for their actions, and change their behaviour. They will monitor the situation to ensure the bullying stops, and will support the child who has been bullied to regain confidence and a sense of safety. Staff may follow-up with the students who observed the behaviour to help them learn what to do when they see bullying.

The “conflict resolution” style of bringing the children together is not recommended in bullying situations, until considerable time has gone by and all children are feeling safe enough to talk about what happened so that relationships can be healed.