



Blyth Academy Newsletter

School Advisory Council

First meeting, all are welcome. September 17 @ 6:00pm

Zak's Next On Campus Visit

Wed. September 19 11:00-3:00

Tuesday September 18

Tuesday is a shortened day, school ends 12:10

School Fees

Due September 30.

International Service Trip

Student information meeting September 19, parent information session Wed. Sept. 26 @ 7:00 pm

Grade 7-9 June Examination Exemptions

This year will see a change in the June examination policy for grades 7-9. Students who meet specific criteria, **at the discretion of the teacher**, may earn an exemption from writing examinations in June. This will encourage students to put forth a solid effort all year and reward those students who have achieved at the highest level. Grade 9 students are **required** to write PAT examinations, there are **NO** exemptions for PAT's.

- Must have a final grade of 80% or higher
- Must not have been absent for more than 10 classes
- Must have demonstrated good behavior
- If, in the opinion of the teacher, the student would benefit from writing the examination their decision is final.
- A student who is granted an exemption and wishes to write the exam can do so without penalty
- Students granted an exemption will be required to complete a culminating project.
- The teacher's decision is final regarding exam exemption

Grading/Reporting

To follow Alberta grading practices, starting this year grade 7 students will be graded on a scale of 1-4 as has been the case in earlier grades. Blyth will be developing an adjusted report card to accommodate this change. For the remainder of this year grade 8 and 9 will receive percentage grades and we will introduce level grades to grade 8 next year and grade 9 the following year.

A New Look at PE Comes to Blyth.

This year, the Blyth Academy Physical Education department is taking an exciting new approach to the senior Physical Education curriculum. In a move that follows a growing trend across Canadian and International schools, the program is moving away from the traditional sport skill development model to one that embraces “functional fitness” and the development of physical literacy across five major areas: Flexibility, Strength, Cardio- Vascular Ability, Balance and Speed of Movement.

Students develop their competency in these areas by learning in a classroom environment the theories and techniques behind a wide range of exercises and tasks. Once students have practiced each task and understand proper technique, they are then asked to perform workouts using these skills that are constantly varied and intense in nature.

Students are asked to challenge themselves and classmates to achieve measurable improvements in their physical literacy across a broad spectrum as the year progresses, as well as an understanding of the science behind the workouts along with an ability to create their own workouts and instruct others in how to effectively perform the movements.

So far response from the grade 11/12 class has been great, with students enduring the heat to engage with their classmates in the challenging workouts. As the year continues, additional classes will be incorporated into these programs with hopefully similar successes to be had.

For more information on the type of classes being run – please read the following link- http://library.crossfit.com/free/pdf/CFJ_MVHS_Burton_FINAL2.pdf

For information on how these programs are integrated into younger students PE programming, read the following-

http://www.crossfit.com/cf-seminars/SMERef/Kids/CFK_TrainerCourse.pdf

Mr. Begley, our Athletic Director and Senior PE, is a certified Crossfit Level 1 and Kids coach and instructor.

Dear Students and Parents,

Please find below a list of After School Activities available on Tuesday afternoons.

Please note these activities are run by outside sources and will have a cost attached to them. When students have been assigned to an activity, they will not be allowed to change or alternate between activities. Students are expected to arrive at their activity by 12:15 and stay until 1:15, unless picked up by a parent/guardian at an earlier time.

Please return this slip asap, and no later than Sunday, September 16th 2018. **Payments will be made on the first day of activities, directly to the supervisors.**

Student Name:

Student Grade and Teacher:

Parent Signature: _____

Choice	Grades	Activity	Price	Dates	Location
	1-6	Mad Science	QAR 360 (6 sessions)	Sep. 25, Oct. 9, 30 Nov 13, 27 Dec. 11	School Science room upstairs
	Ages 5-9	Smash Tennis	QAR 700 (10 sessions)	Sep. 18, 25 ¹ Oct. 2, 9 ¹ , 16, 30 ¹ Nov. 6, 13 ¹ , 20, 27 ¹	School (Inner Courtyard)
		Savs Fitness	QAR 500/month QAR 800/2months	Sundays and Tuesdays ¹	School (Outer Courtyard)
	Age 5+	Pottery	QAR 90/session	Wednesdays	Science Lab
	Age 6+	Fashion Design	QAR 70/session	Wednesdays	Science Lab
	Age 8+	Bubblemaker	QAR 1750 (10 sessions)	Flexible	Not on school campus
	Age 8+	Seal Team certification	QAR 1500 (10 sessions)	Flexible	Not on school campus ²
	Age 10+	Open water certification	QAR 1750 (10 sessions)	Flexible	Not on school campus ²
	Age 10+	Scuba Diver	QAR 1500 (10 sessions)	Flexible	Not on school campus ²
	Age 8+	Try Dive in Pool	QAR 200 (1 session)	Flexible	Not on school campus ²

¹ This will alternate times, tennis/Tuesday fitness classes will be offered every Tuesday but will be at 12:15 - 1:15 on Short days and 2:15-3:15 on regular Tuesdays (transportation to the AJs cannot be provided on regular Tuesdays)

² Transportation will not be provided for activities not on school campus

Pottery, ceramics is a very popular educational program where children have an access to hands on experience. Students can gain practical skills working with clay materials and they can learn different techniques of making sculpture as well as the opportunity to learn how to throw clay on pottery wheels. We bring all the equipment and will provide skilled teaching staff to your school. All items will be fired in our studio and will be delivered back to the students.



Fashion design is a very innovative club for girls. The club allows children to develop their skills with designing clothes, felt toys and other fashion accessories. They will use their creativity and imagination in designing the items they would like to use for their needs. At the end of the club students will be able to demonstrate their designed items they have created during the club time.

All diving activities will be offered through a company named Nomadik Hub (<http://www.nomadikhub.com/>). If you would like to see pictures and find out more about the company.



Dear Parents,

Blyth Academy Qatar - 2019 Tanzania Expedition

Your son/daughter has expressed an interest in the school trip to **Tanzania** which will take place in April 2019 and will be organised by award-winning school expedition specialist, Camps International. We would like to invite you to a brief presentation where you can find out more on;

Wednesday 26th September 2018 in school @ 7pm

This 8 day service based expedition includes working on a meaningful project in a rural community. Traditional Tanzanian activities, a bush walk and picnic and a safari.

It offers students life-enhancing experiences by:

- Enhancing their CV through personal development, discovery and challenge
- Building their confidence, becoming more independent and improving their leadership skills
- Gaining experience in teamwork, time management, financial awareness and resourcefulness.
- Working on a meaningful community project

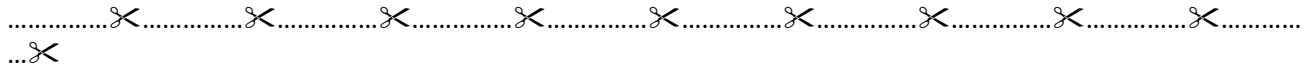
Camps International have provided fully supported expeditions for thousands of International school students across the UAE, offering a wide range of award-winning projects with an unrivalled, proven track record of quality and safety. They are one of only 7 providers to have been awarded the Learning Outside the Classroom quality badge, a government accredited quality and safety assurance.

Operating from offices on four continents, Camps International deliver premium overseas expeditions to schools, corporate teams, gap year students and families.

As places are limited and usually fill quickly, please confirm your attendance. This can be done by completing the reply slip below and returning it to **main reception** or emailing **jemima@campsinernational.com**

For more information please come along next week and Jemima will be happy to answer any questions. In the meantime, their website is www.campsinternational.ae

We look forward to seeing you next week.



I would like to attend the Parents Presentation for the Blyth academy expedition in 2019.

Name of Student: _____ Name of parent: _____

Contact Email address or telephone number: _____

Are you raising nice kids? A Harvard psychologist gives 5 ways to raise them to be kind

By Amy Joyce
July 18, 2014
(The Washington Post)

Earlier this year, I wrote about teaching empathy, and whether you are a parent who does so. The idea behind it is from Richard Weissbourd, a Harvard psychologist with the graduate school of education, who runs the Making Caring Common project, aimed to help teach kids to be kind.

I know, you'd think they are or that parents are teaching that themselves, right? Not so, according to a new study released by the group. (Chat with Weissbourd here.)

About 80 percent of the youth in the study said their parents were more concerned with their achievement or happiness than whether they cared for others. The interviewees were also three times more likely to agree that "My parents are prouder if I get good grades in my classes than if I'm a caring community member in class and school."

Weissbourd and his cohorts have come up with recommendations about how to raise children to become caring, respectful and responsible adults. Why is this important? Because if we want our children to be moral people, we have to, well, raise them that way.

"Children are not born simply good or bad and we should never give up on them. They need adults who will help them become caring, respectful, and responsible for their communities at every stage of their childhood," the researchers write.

The five strategies to raise moral, caring children, according to Making Caring Common:

- 1. Make caring for others a priority**

Why? Parents tend to prioritize their children's happiness and achievements over their children's concern for others. But children need to learn to balance their needs with the needs of others, whether it's passing the ball to a teammate or deciding to stand up for friend who is being bullied.

How? Children need to hear from parents that caring for others is a top priority. A big part of that is holding children to high ethical expectations, such as honoring their commitments, even if it makes them unhappy. For example, before kids quit a sports team, band, or a friendship, we should ask them to consider their obligations to the group or the friend and encourage them to work out problems before quitting.

Try this

- Instead of saying to your kids: "The most important thing is that you're happy," say "The most important thing is that you're kind."
- Make sure that your older children always address others respectfully, even when they're tired, distracted, or angry.
- Emphasize caring when you interact with other key adults in your children's lives. For example, ask teachers whether your children are good community members at school.

2. Provide opportunities for children to practice caring and gratitude

Why? It's never too late to become a good person, but it won't happen on its own. Children need to practice caring for others and expressing gratitude for those who care for them and contribute to others' lives. Studies show that people who are in the habit of expressing gratitude are more likely to be helpful, generous, compassionate, and forgiving—and they're also more likely to be happy and healthy.

How? Learning to be caring is like learning to play a sport or an instrument. Daily repetition—whether it's a helping a friend with homework, pitching in around the house, or having a classroom job—make caring second nature and develop and hone youth's caregiving capacities. Learning gratitude similarly involves regularly practicing it.

Try this

- Don't reward your child for every act of helpfulness, such as clearing the dinner table. We should expect our kids to help around the house, with siblings, and with neighbors and only reward uncommon acts of kindness.
- Talk to your child about caring and uncaring acts they see on television and about acts of justice and injustice they might witness or hear about in the news.
- Make gratitude a daily ritual at dinnertime, bedtime, in the car, or on the subway. Express thanks for those who contribute to us and others in large and small ways.

3. Expand your child's circle of concern.

Why? Almost all children care about a small circle of their families and friends. Our challenge is help our children learn to care about someone outside that circle, such as the new kid in class, someone who doesn't speak their language, the school custodian, or someone who lives in a distant country.

How? Children need to learn to zoom in, by listening closely and attending to those in their immediate circle, and to zoom out, by taking in the big picture and considering the many perspectives of the people they interact with daily, including those who are vulnerable. They also need to consider how their decisions, such as quitting a sports team or a band, can ripple out and harm various members of their communities. Especially in our more global world, children need to develop concern for people who live in very different cultures and communities than their own.

Try this

- Make sure your children are friendly and grateful with all the people in their daily lives, such as a bus driver or a waitress.
- Encourage children to care for those who are vulnerable. Give children some simple ideas for stepping into the "caring and courage zone," like comforting a classmate who was teased.
- Use a newspaper or TV story to encourage your child to think about hardships faced by children in another country.

4. Be a strong moral role model and mentor.

Why? Children learn ethical values by watching the actions of adults they respect. They also learn values by thinking through ethical dilemmas with adults, e.g. "Should I invite a new neighbor to my birthday party when my best friend doesn't like her?"

How? Being a moral role model and mentor means that we need to practice honesty, fairness, and caring ourselves. But it doesn't mean being perfect all the time. For our children to respect and trust us, we need to acknowledge our mistakes and flaws. We also need to respect children's thinking and listen to their perspectives, demonstrating to them how we want them to engage others.

Try this:

- Model caring for others by doing community service at least once a month. Even better, do this service with your child.
- Give your child an ethical dilemma at dinner or ask your child about dilemmas they've faced.

5. Guide children in managing destructive feelings

Why? Often the ability to care for others is overwhelmed by anger, shame, envy, or other negative feelings.

How? We need to teach children that all feelings are okay, but some ways of dealing with them are not helpful. Children need our help learning to cope with these feelings in productive ways.

Try this

Here's a simple way to teach your kids to calm down: ask your child to stop, take a deep breath through the nose and exhale through the mouth, and count to five. Practice when your child is calm. Then, when you see her getting upset, remind her about the steps and do them with her. After a while she'll start to do it on her own so that she can express her feelings in a helpful and appropriate way.

