

# n e w s

News from the trunk!

Thursday March 9th, 2023

THEY SHOOT  
THEY SCORE!



MS/HS BASKET-  
BALL SEASON!



## Letter from the Superintendent Bridget Davies

Dear KAS Community,

Today we finish Quarter Three and look forward to the break. School will resume again on Sunday March 19th.

I would like to share some important reminders regarding communication, school attendance and punctuality. The partnership between home and school is vital in this regard.

- If your child is sick please let us know as soon as possible
- If your child needs to travel or not attend school please let us know in advance
- Arriving on time to school is incredibly important, please support your children in making sure they get enough sleep and get up in time to arrive to school
- Attending school regularly is essential, please do consider this as you make decisions about travel etc.

Many thanks for your support.

Best wishes,  
Bridget

## Letter from the Principal Bruce Doig

We are just at the start of March break and I want to wish everybody in our community a well-deserved break. Looking back, I am amazed at our students as they played against adversity, developed skills, and developed perseverance in what they do. Specifically I am talking about our basketball teams. Earlier in the season they played a set of games at KICS, where our HS Boys and HS/MS Girls' teams lost. Our MS Boys' team won, but it wasn't an easy game and the KICS boys challenged them throughout the game.

Fast forward a month and a bit and KICS visited our court for return matches. Here are the big take-aways. Our student-athletes never gave up. Their perseverance level was amazing as they played hard the entire game. Although our HS Boys were defeated, the score differential was significantly better. This is promising for next year as we build on our return to sports. Our HS/MS Girls were really nervous going into the game. I found out later that they were afraid and didn't want to play. Well, fast forward to game time and you would never know it. Our girls scored the first two baskets and gained confidence with each minute of play. Even after the KICS girls came back to tie it, our girls didn't waver and, in the end, won the game. What an affirmation for all their hard work at practice! Our MS Boys came into their game with no expectations of an automatic win, played hard, and when challenged, rose to it and won again.

This was a growing year for basketball after three years of no sports. However, this was a growth year for our athletes as they learned the value of playing for fun, not giving up, and working as a team to achieve their goals. Congratulations to all the players and coaches!

# Saying

**Mad as a hatter**, meaning completely crazy, didn't originate from Lewis Carroll's *Alice in Wonderland*. Its origins date from the 17th and 18th centuries — well before Lewis Carroll's book was published. In 17th century France, poisoning occurred among hat makers who used mercury for the hat felt. The "Mad Hatter Disease" was marked by shyness, irritability, and tremors that would make the person appear "mad."

Minette van der Bijl  
HS EAL Teacher



## The Importance of Effective Communication

During Advisory classes, the Grade 6 students have been exploring the importance of communication. Whether verbal, non-verbal or written, they are learning how to communicate their needs, wants, feelings, etc in a healthy and helpful manner. This is done through games, role-play, watching videos, class discussions, etc.

Through this process students are reflecting on why there are at times disagreements, misunderstandings and/or conflicts within their community. They discovered and agreed that issue lies with unhealthy and ineffective communication. Communication requires two people. One person who is communicating, and the other who is receiving the message. You can repeat the same words over and over, but if the recipient is not listening, then your words are not being heard. As a grade 6 community, we realised that there are some aspects of communication that we need to practice if we want to communicate effectively. For example, learning to listen to understand versus listening to respond.

The first type of communication explored was verbal. The importance of thinking before you speak was emphasized upon students. Sometimes words are said without prior thought that could be hurtful or misconstrued. Taking a moment to think about what we are saying, and whether it is True, Helpful, Inspiring, Necessary, or Kind (T.H.I.N.K.) helps alleviate a lot of hurt and upset. The next is to listen with empathy. Think about what you are hearing. Try to understand the different perspectives. Make an emotional connection with the speaker. When you listen with empathy, you can then express appropriate responses, which will in turn increase your ability to effectively communicate. Students were also guided towards thinking about their tone of voice and its inflection. Is your tone open and welcoming or aggressive and hostile? Verbal communication is a lot more than words. It's a combination of multiple factors that must all be considered if they want to communicate effectively and get the response they desire.

Another mode of communication we explored is that of non-verbal. Gestures and body language are large factors that influence how recipients perceive a speaker. The way the body is positioned, hand gestures and facial expressions can change a speaker from being assertive to aggressive. Students acted out the same sentence, but with different body language and gestures and realised that their non-verbal communication can completely change the meaning or the intent of the content they want to express. It is important to consider how your non-verbal communication affects a recipient and how it influences their engagement levels.

Throughout these discussions, the grade six community were encouraged to self-reflect on their own practices and how they can use the knowledge learnt to further their relationships. Effective communication is a life-long skill, but with these on-going foundational discussions, the sixth graders are starting to reflect and become more aware of what it takes to effectively communicate.

Erini Seif  
Grade 6 Advisor





**KAS STUCO PRESENTS**

*Gift of Giving*

**DONATE MONEY TO CELEBRATE AND APPRECIATE OUR KAS SUPPORT STAFF!**

☾ Donations will fund our annual Ramadan gifts for the staff ☽

**The deadline is March 23!**

**Drop off in the library!**

**Poster by: Bracy Matta Gr.10**



**Grade 12 College Prep Class!**



# The Power of One Books

**“You know you have read a good book when you turn the last page and feel a little as if you have lost a friend.”  
-Paul Sweeney**

Ray Bradbury was ahead of his time when in 1953, he wrote his Science Fiction book, Fahrenheit 451. During the Cold War, there was an abundance of distrust amongst citizens for spying and treasonous acts against democracy and freedom of choice.

**“Fahrenheit 451 is an amazing prediction of the present that we are living in.” -Mohamed Mohamed, Gr 9**

In Fahrenheit 451, Bradbury wrote about a futuristic, dystopian society that burned books and those who possessed them, because they “upset and stirred”. They didn’t want intellectuals in this society;

“If you don’t want a man unhappy politically, don’t give him two sides to a question to worry him; give him one, give him none. We stand against the small tide of those who want to make everyone unhappy with conflicting theory and thought”.

Grade Nine students got down to researching book burnings, from ancient times to the 21st century. They found evidence of book burnings throughout our historic ages. Books were burned for having philosophic, political, religious and scientific ideas that were unorthodox and novel. The evidence that surprised them the most, was the book burnings in Texas, USA, in September, 2022. Books are still in danger today.

**“The book was interesting and amazing.” -Daniel Matte, Gr 9**

This brilliant book, Fahrenheit 451, offered students a glimpse into authors’ writing styles and an introduction to the author’s point of view, which we are studying soon. It was a demonstration of many topics in English Language Arts, including punctuation and how writers use punctuation to tell us how to read their text: intonation, expression, action, short pauses and long pauses etc.

Grade Nine students were quite engrossed in how Bradbury developed his characters in Fahrenheit 451. Through discussions, I felt their emotions being stirred by the author’s word choice and figurative language for the careful exposé of these vivid characters. Their favorite character was Clarisse, who represented freedom and nature. Bradbury created this character in a way that made students appreciate their learning opportunities and the environment presented to them by mother nature. They compared Clarisse’s love of nature with the technology that can rob them of it.

I chose this book because I wanted my students to experience the use of figurative language in an author’s style. I didn’t not, however, anticipate the wealth of writing techniques it presented. The characters in Fahrenheit 451 were so well written that we couldn’t resist using them for our Character Analysis unit.

-Layla S. Saad

