



A Calvin Christian School Publication

# i in TOUCH

2018 - 2019 / Issue 2

**PLAYGROUND  
INITIATIVE**

**CHILDREN'S  
MENTAL  
HEALTH**

**CAPITAL  
CAMPAIGN**

# ABC - Arn Boonstra Connections

by Arn Boonstra, Principal



One of the tasks that I have as principal is to read the report cards of each student here at Calvin Christian School, just over 500 reports! The job can be time consuming and tedious. I have waffled back and forth over whether I should read them all, or if I should seek help from the vice principals or someone else. I always come back to

academic mindset, perseverance, learning strategies, and academic behaviors," in order to be successful in and out of school (<https://www.responsiveclassroom.org/about/principles-practices/>). You can imagine the challenge in evaluating the above competencies. When I read this list of competencies, I can't help but feel that these are amazing attributes that we should all strive for. Achieving even a small degree of success in these competencies means an individual will be better prepared for the challenges and demands of life, and even more importantly, for God's call for us to live a life of service and gratitude.

In reading through the report cards, I frequently come across statements that allude to the students' progress in achieving social and emotional growth--comments like, "Sandra gets discouraged when a challenge suddenly seems too difficult, or if something doesn't turn out 'right' the first time" or "William is encouraged to take risks in his learning." More recently our staff has been discussing the importance of students taking more responsibility for their own learning and to develop a resiliency when it comes to new challenges. Many students balk in these situations, and perhaps for good reasons. Peer dynamics, family life, and student/teacher relationships are just a few ways in which students may be hesitant to rise to the challenges placed in front of them. Do you ever wonder about your own role in supporting your child's social and emotional development? What messages are you sending your children when it comes to perseverance, empathy, responsibility, and cooperation?

I love the fact that our JK and SK teachers take their students to the forest a few times a year, rain or shine, warm or cold. The teachers are encouraging their students to persevere in the face of challenging weather conditions and to overcome. There is no shortage of opportunities to develop social and emotional competencies. Life is chock-full of challenges and struggles. Some of the challenges can be too overwhelming for teachers, and perhaps even for parents, to be able to support a child. This fact speaks to the reason we as a staff are exploring the hiring of a school counsellor to support our

the importance of the principal reading the reports so that he gets a better handle on who the students are in his school. I better understand some of the challenges that our students face, but I also get to see some of the skills and talents of the students as reported on by their teachers. Reading report cards is time consuming, but important. I am privileged to read all 500 reports.

The Calvin Christian School report card reflects on two main areas: student academic progress and student social progress. And although most of us understand how the tracking of academic progress generally takes place, even that component of evaluation is different than in the past. CCS has committed to a philosophy of education that we refer to as Project Based Inspired Learning, which involves a number of "21st century skills," skills such as collaboration, team work, creativity, critical thinking, and problem solving. As you can imagine, accurately evaluating these skills is not a simple task. Teachers use a variety of tools to arrive at a final grade which eventually goes on the report card.

However, what I really want to share with you are some of my observations based on teachers' comments on the report cards. The comments are often associated not just with academic goals, but also with the social progress that the child is making. These observations are reflected in the section of the report card aptly named Growing in Wisdom ... Living in Community. In this section I get a better idea of the social and emotional development of each student. For the past couple of years, CCS has placed a higher premium on the child's social and emotional development, as seen especially through our adoption of the Responsive Classroom practices. Incorporating the Responsive Classroom philosophy, gives teachers the necessary tools to support students in their social and emotional well being.

The basic core belief, as defined on the The Responsive Classroom website is that "students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—

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**MISSION** - The mission of Calvin Christian School is to assist parents by providing for each student a Bible based elementary education in a supportive Christian classroom community that nurtures growth in knowledge, maturity and commitment to God for sharing in the life and work of his people in the world.

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students in all situations. I'm not sure that the struggles that families face are any different than in the past, but I am sure that there is a greater recognition for the need to support students academically, socially, emotionally, and mentally. We are familiar with the necessity to incorporate differentiated learning to foster academic progress and a growth mindset, but we have been typically less equipped to provide some of the social and emotional supports that children might need.

For those reasons I am very excited about our recent implementation of Responsive Classroom practices, so our teachers can provide the basic supports that are critical for a child's well being when it comes to their social and emotional regulation. However, I am just as excited about the potential to tap into the expertise of a professional counsellor when we encounter a child who has broader social/emotional needs and perhaps even mental health con-

cerns. The CCS board of directors is aware of the cost of providing this support for the students, and they are equally aware of the benefits, not only for their own children when it comes to accessing a counsellor, but for any child who might need extra support to help them overcome some of life's challenges and to be the person God created them to be.

It is my hope and prayer that when I read report cards in the future I will see comments that reflect how well a child is adjusting to the challenges of life in addition to their academic progress. Our society has become far more aware of the need to support individuals when it comes to mental health issues. It is time that CCS and other institutions join in the fight to support students who are also faced with mental health crises that might be reflected in social and emotional challenges. •

*"But you are a chosen people, a royal priesthood, a holy nation, God's special possession; that you may declare the praises of Him who called you out of darkness into his wonderful light." 1 Peter 2:9*

## Playground Initiative & Golf Tournament

by Deb VanEgmond, Vice Principal

The Venture Class from Hamilton District Christian High school partnered with the CCS staff and students in planning a playground where students can play safely, participate fully, encounter challenges, experience belonging, and delight in God's creation. This year, through fundraising activities including the 25th anniversary For All God's Children Golf Tournament, the Capital Campaign Drive, and the re-Source Thrift Shop, CCS was able to commit to a Junior playground redesign project! The planning led to a fantastic design that met the criteria for the playground to be awarded the name Play On! National Demonstration Site for inclusivity. This means that the playground has accessible surfaces and is intentionally designed with a variety of challenging and flexible activities for outdoor learning and fun that are suitable for all ages and ability levels. We are very thankful for the work of the Venture class in leading us through the various stages of the project, and to the CCS community for the generous financial support. There will be a special day planned in August when the community will be invited to take part in constructing the playground pieces, under the supervision of the installation company. The volunteer labour can save up to \$10,000 on the overall cost of the project so we are hoping for many helpers. As soon as the construction date is scheduled, it will be shared in a Courier announcement. Lunch will be served and we hope to see you there! •

To donate or to access visuals of the new playground, please visit [ccshamilton.ca/golf](http://ccshamilton.ca/golf)



# Grade 8 Class



## Grade 8 Reflections

Out of the three years of attending this school, I have excelled in more ways than I have at any other school. Christian education has changed my life in so many different ways. The environment is so welcoming and everyone at Calvin is very helpful and kind. The teachers are so helpful and won't stop explaining something until you understand. My favorite memories were probably playing soccer and basketball with all the guys and going to all the sports tournaments.

I feel as though at CCS I got the best education possible, both in my faith and my academics. A good memory from my time here at CCS was Field Day. Even when I wasn't a captain it was still super fun, the events, food, and friends, not to mention it was almost always a beautiful day outside. Overall, my time at CCS has been fantastic!

This year I have learned many new skills and lessons throughout the whole school year. My eyes had been opened to new information and a fresh look on life. Grade eight has impacted me greatly both spiritually, academically, and socially. One of my favorite memories is writing a story about warring tribes in my grade 7 genius hour project. I was able to express my creativity.

I grew a lot through this year, academically and spiritually. On the academic side a subject I really struggled with in my years has now become one of my best subjects. On the spiritual side I have grown closer to God and now pray on my own more than twice a day. That is why I find Christian education so important because if I didn't have it I would never have grown this close to God. My favorite memory here at CCS has to be in grade 6 when we could all dress as our favorite book characters and I dressed as an anime/manga character.

Christian education has taught me not only school work, but important and useful life skills. It has helped me become a better Christian, and a better member of society. The people who helped me get to where I am today, persevered through a lot, and I couldn't be any more grateful for that.

My favorite memory is scoring 5 goals and assisting another 3, along with winning the H.D.C.H. soccer tournament.

A Christian education has meant a lot to me because it helped me learn how everything leads back to God and His salvation plan for us. I feel it has been crucial to grow up in a Christian environment. A positive memory that I have is when we had our Grade 8 retreat and we played tackle football. I was the only one that got tackled before we got in trouble.

Christian Education has meant a lot for me. It's given me a deeper understanding about the Bible and helped me with my faith. I felt more comfortable talking about topics in Bible class because of the Christian environment. A good memory from my time at CCS was the Niagara District Basketball tournament because I got four points for our team.

Being at a Christian school has really helped me grow in my faith. It also helped me realize who God is, how much he loves me, and how he is in control of everything. I grew in confidence, leadership, and academics. CCS has helped me find my skills, and bring them out in the best way possible.

I've been attending CCS for 10 years now and every year has been worth it. It has really helped me grow mentally and spiritually. The hard working teachers and staff put their hearts into the curriculum. My friends are awesome and super friendly. The environment is very positive and fun. My favourite memory is when we were to Fair Glen. The people in our cabin asked the supervisors if we could pull an "all-nighter." They said sure but they knew we wouldn't be able to. We went into bed and talked because there was nothing else to do. One of the people in the room pulled out his 500+ page Guinness book of World Records and started reading. Everyone was asleep within 20 minutes.

My favourite memory from the 7 years I've spent at CCS is from grade 8. On my desk I built a little castle of Popsicle sticks, paper, pencil crayons, and cardboard. It started off with me building a cup holder for my water bottle, it ended up being a paper castle, called Fort Jerry, that took up about 1/3 of my desk.

My favourite memory from my 4 years at this school was acting as a human broom because I was too stubborn to give up Mrs. Wikk's chair. My sweater was extremely dusty.

Christian education means a lot to me. It has given me the ability to grow and learn in my faith. I also believe that being in a Christian environment has helped me.

Looking back, I'm thankful for the amazing teachers and fellow students that taught me more about myself, and taught me more about what it means to be a follower of Christ.

I remember when we went for a jog to Tim Horton's one time for gym class, and we all got timbits!

I go to Calvin Christian School, because my parents want me to have a good education, and there are great people here. Calvin Christian has taught me a lot about Jesus and I always have people around me who will help me.

My favourite memory is when my boot got stuck on my foot and Mr. B and 7 other grade 8's had to help me get it off.

A Christian education means growing in a Christian environment and having Jesus be a part of everything in my life. My favourite memory is when my friends stole my hat, and I fell off my chair and found it taped to the bottom.

# A Day in the Life of a Bus Driver

By Benno Kurvits, Bus Driver

It's 5:30 as I roll over and check my clock. I snooze for another few minutes, then slide out of bed. I clean up, do my stretches, and get dressed. During my devotions, I often receive texts from parents. Then I begin donning my rain pants and other gear. I skip breakfast. Checking to ensure I have my phone, glasses, keys, and wallet, and my helmet is on snug, I head out the door to retrieve my bike. It's now 6:40, as I turn on the lamps of my two-wheeler. I'm invigorated in my twelve-minute ride to my place of work, watching very carefully not to wipe out on any patches of ice. Who am I? I'm an eight-year, veteran school bus driver for Calvin Christian School --- and get this, I still love it. Why so?

It's about relationships, really? The forty kids on my bus have become "my kids" --- at least that's how I've come to view them. After my ten-minute circle check on the bus, I pull around the track at the school and stop to lock the gate before departing. It's 7:08. Good. No pressure to hurry.

Ensuring that I have my overhead lights on at my first pick up, and signaling to my student that it's safe to cross the road, I love seeing every child get onto my bus. "Good morn-

ing," I say, spoken in a variety of tones --- I adapt it to my developing relationship with each one. I get a read on them as they enter. If they say, "Good morning," it's a good indicator their day has started well. If not, I try to gauge whether to say something or just leave them alone. Sometimes, the latter is best.

I watch for stuff they are carrying with them, everything from school projects they've been working on, to encased musical instruments, to sporting gear. Is that going to be a hazard? I ask myself, as I notice the set of skis being carried on.

I pay attention to the various anomalies which occur on the road during any given run, like garbage trucks in front of me blocking the street, emergency vehicles, loading trucks, construction workers, or streets which are too narrow to even attempt to go down with cars parked on both sides. Adjustments, adjustments. Can't be a bus driver without adapting quickly. When I have a second, I glance up at my interior mirror to check on my kids. Is everyone seated and behaving? "Johnny, stop poking your neighbor with your umbrella." It's routine maintenance as I work to ensure I get everyone to school safely.



During my run, I sometimes pick up on conversations near me. I overhear one young boy running through his Bible memory verses with the other two even younger kids sitting with him in his seat --- I kid you not. My heart is encouraged. Somebody's doing something right! A girl behind me begins telling me about her recent vacation, or about her violin lessons. I never get bored.

When we arrive at school, it's usually a "thank you" that I hear from most of them --- a good habit which their parents must have worked into them. I reciprocate with a genuine, "You're welcome," or "Have a good day." They know I mean it. Their parents have come to trust me and I value that trust immensely. I don't ever want to break it. Rather, I take pleasure in that trust and in having it flourish. Like I said, for me, it's about relationships. •



*Children often have ball colour preferences when playing during gym time. When handing out volleyballs in Kindergarten, one little girl refused to take the ball given to her. "I can't use that ball. I am allergic to white."*



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# Wing It!

By Krista Taekema, Teacher

The primary division has been in flutter since January, working hard to prepare for the musical "Wing It!" by John Jacobson and Jacob Higgins. The musical is about a group of baby birds who are afraid to leave the nest and fly. Why would they leave? Mom and Dad bring food and take good care of them. Birds are meant to fly though, and so with some encouragement from parents and family, geese, raptors, hummingbirds and many others, the babies take their first flight.

Everyone from JK-gr. 3 has worked so hard, memorizing lines, dances, poems, developing acting skills and much more. All performances were an amazing success. Students were egg-cited to share their hard work with family and community members, and each performance highlighted the incredible gifts and talents each person has been blessed with. It was a celebration of God's creation, his blessings and hard work.

Thank you so much to all students (gr. 4-8 helpers included!), teachers and parents for your hard work and dedication to make this year's musical such a success.



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- Graduation - June 18
- Last Day of School - June 21 (12:30 Dismissal)
- First Day of School - September 3
- Back to School Social - September 13
- Thanksgiving - October 14
- PA Days for Edifide Convention - October 24 & 25
- Bazaar - November 16
- Christmas Holidays - Dec 20 (1/2 day) - Jan 3
- Back to School - January 6
- Mexican Dinner | Silent Auction | Live Auction - February 22
- March Break - March 13 - 20
- Last Day of School - June 19



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# Children's Mental Health

By Sabrina Jaspers, Registered Social Worker and Parent

Children's mental health is an important and timely topic for many parents and children. Scholars and health practitioners are reporting increasing amounts of depression, anxiety, and self-harming behaviours in children and teens.

As parents, grandparents, and educators, we want to know what we can do about it.

Researchers, academics, psychologists, and scientists have started to connect what variables promote resilience in children. The following strategies include information from recent research, well-known authors in the field of mental health and resilience, and my own experiences working in mental health for over 13 years.

## Connection

Connection and positive relationships are important for children and adolescents. Positive connection helps to promote mental health resilience as children and adolescents learn they have individuals who will love them and help them. Leonard Sax, an American Psychologist and Physician with over 30 years of experience and author of popular books *Boys Adrift* and *Girls on the Edge*, talks about the importance of facilitating mentoring between generations. He and Dr. Michael Ungar encourage parents to set up times for their children to have one on one time with aunts, uncles, coaches, elders in the community, or other trusted adults, who will act as mentors and guides in addition to parents.

## Labelling Emotions

Children who can label their emotions are more likely to be able to navigate them. Parents can support their children by using feeling words in regular daily interactions: "It looks to me like you may be feeling mad. I can see that you are

clenching your fists and that you just threw your toy. Help me understand what you are feeling?" Once a child can label an emotion, he or she will be better able to take the next step which brings us to our next point.

## Teach and Model Coping Skills

Every child, teen, and adult benefits from having a few coping skills in their "tool-kit". Box breathing or 4-7-8 breathing (check YouTube!) is a great skill for older children. For younger children, a breathing technique that replicates "blowing on hot chocolate" can be helpful. Ask the child to take a big

breath in through their nose, and then ask them to slowly exhale over the pretend mug in their hands. Diaphragmatic breathing helps to regulate the nervous system and can stop the body from a fear response. Additionally, parents can model and communicate their coping skills: "Mom is feeling a little stressed, so I'm going to have a hot shower to make myself feel better" is a great way to model healthy coping strategies. Let your children know that you enjoy walks when feeling down, or a run around the neighbourhood helps you to burn off the physical tension from a challenging interaction with a colleague.

## Teach Problem Solving Skills

We want our children to grow up to be able to handle life's situations. The goal is for them to be able to turn their own shirts right side out, make

their own toast, and be able to find their own shoes in the morning, among a few other things! We do not want to promote just tough self-reliance, as we all need help now and then in life. The goal is to help our children learn the skill of problem solving. Pixar's *Finding Nemo* has a helpful scene that illustrates this concept. Nemo is stuck inside a tube that leads to the water filtration tank. Sensing danger, he starts to panic. Nemo's new and more street-savvy friend, Gill, looks at Nemo and says calmly:

"Just think about what you need to do". He pauses for a moment, then works to set himself



free. When a problem arises, we can sit with our children, have them stop, look, think, and then decide what to do, but we are with them as helpers and cheerers! Promoting problem solving skills will help them build the necessary skills to navigate small and big problems ahead without too much fear or panic. Near the end of *Finding Nemo*, there arises another challenging situation! Nemo's friend Dory is caught in a fish net. The viewer watches Nemo stop to think, then decide what needed to be done to help his friend. The problem-solving skill he had learned through Gill's guidance was useful later on.

## Learning Balanced Thinking

The way we think affects how we feel. Positive thinking habits can lead to happy or content moods. Negative or anxious thinking leads to low or anxious moods. When our

children are having a hard time, it's easy for them to say: "My whole day was bad", therefore using a negative mental filter or disqualifying the positive aspects of the day. We can help our children with more balanced thinking by asking questions about what good things happened as well. "I hear that you had a bad day, and I'm sorry to hear that. Was anyone kind to you?" or "Did you play anything fun at recess?" Try to stress that every day will bring its joy and every day will bring its challenges, but as a practice it can be good to sit together and look for the good aspects of the day to promote positive and balanced thinking habits. I often reflect on Philippians 4:8 - Whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable if anything is excellent or praiseworthy think about such things.

## Allow Healthy Risk Taking and Increased Responsibility

Dr. Michael Ungar, Founder and Director of the Resilience Research Centre implores us to increase our children's opportunities of risk and responsibility, what he terms "laddering up". He acknowledges the cultural shift in the last three decades towards protective parenting and states it is doing nothing more than keeping our children "vacuum safe" at the expense of life skills and lessons and resiliency. He asks parents to shift their parenting towards "scaffolding", or an intentional structure of opportunities to give them the life experiences and skills to learn how to function well in society. After reading Ungar's book 'Too Safe for Their Own Good', our oldest son asked if he and his two friends could shovel driveways in the neighbourhood for some extra pocket money. We had to weigh out the risks and responsibility. Ultimately, with faith in God, and a few guidelines in place, we permitted our boy to knock

on doors, offer services, and shovel driveways. He came home with a few bucks of his very own money (and a cute grin on his face). As it turns out, responsibility and hard work come with rewards. Additionally, outdoor play in nature is a wonderful way to promote healthy risk taking, navigation skills, and emotional regulation. Richard Louv talks about the benefits of outdoor play on children's overall well-being and mental health in his paradigm-shifting book, 'Last Child in the Woods'.

### Utilization of Music and the Arts

I am always so pleased when clients have an artistic outlet for expressing emotions.

Music and the arts are often

underused in my opinion. Dance, poetry writing, slam poetry, photography, music, singing, oil or water colour painting, wood working, sketching, and lyric writing or music composition are all beautiful and healthy ways to express ourselves. The arts can be a way for children and teens to externalize, rather than internalize, any feelings they may be having of anger, self-doubt, anxiety, joy, excitement, or grief. Practicing the arts can also teach lessons of mental fortitude, emotional regulation, and promote a sense of mastery or levelling up that isn't from a video game source. When possible, encourage the arts.

It is important that as parents, grandparents, and educators,



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we help children build resilience, and that we identify and support children who struggle with mental health. •

*Sabrina Jaspers is a Registered Social Worker and parent of 3 boys, ages 9, 7, and 7. She has been working in health and mental health for 13 years providing direct treatment to teens and adults. Sabrina is currently completing her Master of Social Work degree through Dalhousie University. Sabrina is a CCS parent and is an active member of Grace Valley Church in Dundas, Ontario. •*

## Rock Your Socks

by Kristen Vos, Paraeducator

On March 20th, many of our classes welcomed a special guest and listened to a special presentation explaining an upcoming event called "Rock Your Socks". Shari van de Pol, and her daughter Constance, visited some classes and shared a video about Down Syndrome. Students learned about the connection between genetics and Down Syndrome.

One interesting part about the message was that, while individuals with Down Syndrome share many of the same challenges and similarities, those with Down Syndrome are more like their own families than like others with Down Syndrome. In fact, while it may seem that Down Syndrome makes individuals different than us, in reality, as individuals, we are more alike than different!

We all have our own challenges and we all have our own gifts and strengths. We are all children of God!



On March 21st, Calvin Christian School staff and students wore brightly coloured socks and "Rocked Our Socks", to celebrate World Down Syndrome Day.

In Canada, approximately 1 in 800 people have Down Syndrome, and we are blessed as a community to have Gloria in our school. In her class, many classmates shared that they were "Rocking their crazy socks for Gloria", and expressed thankfulness in prayer for her, for the blessing she is, and for the gift of knowing her. It was a very touching moment and more than a few eyes glistened with emotion, as we watched Gloria share World Down Syndrome treats with the staff and students of CCS.

We saw her smiling with pride as we as a community celebrated what makes her so special. •



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# Grade 6 Drama Day

by Jacqueline DeJong, Teacher



On Friday, February 1st, all the CCS grade 6 students participated in a Drama Day at the Shaw Festival in Niagara-on-the-Lake. Once there the students were placed into 4 groups- which included grade 6ers from four other Christian schools.

Each group had four different workshops. One involved listening to and practicing British accents, one was a tour of the facility and learning about how the Shaw makes

costumes, props and stage sets, one included learning creative movement in drama, and the final workshop was working in groups to create biblical tableaux.

Students thoroughly enjoyed the day- from interacting with students from other schools, to trying on different hats and costumes, to having fun practicing a dramatic pose. Drama Day 2019 was a wonderful way to hone some of our God-given talents in the fine arts. •



# Grade 6 Drama Club

by Beth Terpstra



I was asked to lead a new extracurricular program this year, a Drama Club for the Grade 6 students. The club met every Tuesday at lunch recess in a classroom. The Grade 6 students were very eager to participate in the Drama Club. In order to run the drama activities most effectively with such a large group of students, we divided the students into smaller groups of about 10 students. These smaller groups were invited to participate for several weeks at a time.

In the Drama Club, we explored important social skills like communicating clearly, expressing emotions, reading body language and speaking confidently. Each week, we

did some fun warm-ups, practiced short scenes and experimented with improvisation, movement and expression. We discussed how to move and speak to tell stories, portray characters and convey emotions. Throughout the year, as students engaged in these drama games, they gained confidence and developed their social skills. Students could transfer these skills to other activities, like giving classroom presentations, speaking at community events, and being involved in leadership activities. The Drama Club also prepares them for any future involvement with acting, performing, or other theatre activities.

It was exciting to see the students enthusiastically engaged and interested in developing these important skills. •

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# Christian Education Week

by Marjolein Eising, Teacher

This year Christian education was celebrated at Calvin Christian School from April 29th to May 3, 2019. It was a week filled with many exciting events, allowing the students, staff, and school community to celebrate faith-based learning that takes place at our Christian school. Here is a summary of what took place inside the walls of Calvin during this week.

On Tuesday, April 30th, Calvin hosted an Open House and Shine Festival. Many guests enjoyed viewing education in action. Classes continued to be taught in the primary division, while the junior and senior division prepared for a Shine Festival during the afternoon. Through the concepts of Project-Based Learning (PBL), students have been working on a variety of projects for the past several months. The pedagogy of this learning is student-led, with the goal of creating beautiful work in the process. The opportunity for students to share their learning with an authentic audience is an important component of PBL; the Shine Festival became a wonderful avenue for this to occur. On Tuesday afternoon, many guests were notably impressed with the beautiful projects that students were able to showcase.

Wednesday, May 1st, was an equally exciting day as we

welcomed Grandparents and Grandfriends to Calvin Christian School. The morning began with a program in the gymnasium, in which the majority of our students participated in one way or another. Our Grandparents and Grandfriends enjoyed listening to the junior and senior choirs, the reciting of poetry, the bell, recorder, and ukelele bands, as well as our concert band. After recess, our classes were bursting with visitors, many of them bringing in delightful bags of treats. Wow! It was a wonderful morning. Our guests were treated to a light lunch before the conclusion of another successful Grandparent/Grandfriend Day.

Christian Education week is a time where we, as a community of believers, can reflect on and celebrate the beautiful blessing of faith-based education. In a world of darkness and sin, it is of utmost importance to teach our children about the unfathomable love of Jesus. As God-given gifts and talents are explored and strengthened, our children can go on to serve God in his kingdom, as his image-bearers. Having our students learn that they are children of the King; that they are jewels in his crown, that's what Christian education is all about. It's good to take a week to fully celebrate this. We hope you had a chance to join us! •

## Shine Festival

by Lauren DeBoer and Kirstyn Bax, Students

If you had been at CCS on the afternoon of Tuesday, April 30, you would have felt a buzz of excitement in the air. Students from grades four through eight showcased their gifts and talents through projects they had completed to parents, siblings, grandparents, friends and neighbours.

Visitors learned and asked questions about various topics including - endangered species from grade four, how we are fearfully and wonderfully made (body studies) from grade five, a look behind the scenes in social studies from grade six, and science fair projects, art, and Canadian history from grade seven and eight.

The students loved showing all the hard work they had done this year and look forward to sharing their gifts with others as they continue to serve God and others in everything they do. •





## Science Fair

by Nathan Wensink, Teacher

If you entered our grade 7 and 8 science classroom in January and February, chances are you would have heard the terms hypothesis, experiment, control groups, and data being tossed around. We were in the middle of our science fair projects.

Every other year, the students have the opportunity to learn the scientific method by getting hands on with a wide variety of experiments, studies, and innovations. The projects ranged from edible pop, to a machine that taped a hockey stick, and even the use of colour in advertisements to increase appetite. After many tests and trials, the students put all of their information together and presented a fantastic open house in the gym for the parents and community members to see what we had worked on.

Thirteen projects also qualified to go to the Bay Area Science and Engineering Fair (BASEF), held at Mohawk College. Several projects received silver and bronze standards, and one student received the inspiration student award.

Two weeks later, some projects also went to Jarvis Christian School for a small Christian School science fair.

The students learned more about the intricacies of God's creation and developed a deeper sense of wonder about the world in which we live. •



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# A Day in the Life of a re-Source Shop

by Marie Jongsma, re-Source Thrift Shop Volunteer

It's Thursday and I know I am going to have a good day. It's the day I volunteer at the re-Source Thrift Shop on Upper Gage. It's a day when I meet my Thrift Shop friends. As I enter the front door I am greeted by Freda, the cashier, and by Kathy and Nancy our "interior decorators". These two ladies make "our store" look like a gift shop with fresh and new displays each day. And, as I enter the back room I get a big, friendly hug from Ettie where along with Corrie, Hilda and Anna I will spend most of the day sorting, measuring and tagging linens and clothing. It's fun opening each large black garbage bag filled with-----what? One never knows. Each piece is taken out and checked for missing buttons, broken zippers, ripped seams and cleanliness. They are then checked for size, are they men's or women's clothing, are they summer or winter clothing. As summer approaches winter clothes are packed in banana boxes to be stored and hauled out again in late summer. The linens also are carefully scrutinized. Are they clean, are there perhaps food spots on a table cloth or an unseemly rip? Very little goes by the sorters unnoticed and nothing is put on the floor for sale unless it is in very good condition. We have another back room where the men do the heavy lifting and work to sort and repair furniture and electrical appliances. Hundreds of books are stored there ready for sorting. Maggie, in her corner by the auction display case, sorts jewelry, earrings, necklaces, watches and more. We are proud of the job we do. It is so satisfying when customers comment on the good quality of our merchandise and the friendly service.

Where and when did it all start, this thrift store business? I Googled "History of Thrift Stores" and learned that the Salvation Army's "salvage brigade" launched in 1897, out of the basement of a men's shelter. Residents went

around the neighborhood with pushcarts asking for used clothes, and they got food and lodging in return. A Methodist minister launched Goodwill, a similar operation in Boston, in 1902, hiring poor and disabled people to collect the goods and do any necessary repairs. In turn, the offerings for sale in those groups' shops gave immigrants a place to find clothes and become "Americanized."

Thrift stores have come a long way since then. We now have online thrift stores such as Kijiji, eBay and others. We have consignment stores, and Habitat for Humanity Restores, where all sorts of house renovation items are sold. We even have places that recycle food to feed the hungry, instead of bringing this food to the landfill.

I read on the internet that "thrift stores are part of a \$14.4 billion industry, (<https://www.ibisworld.com/industry-trends/specialized-market-research-reports/consumer-goods-services/apparel-accessories-stores/thrift-stores.html>), according to an IBISWorld report on the state of the market. And as studies on consumer preferences (<http://fortune.com/2016/08/11/millennials-philanthropy/>) suggest millennials like to shop with companies that donate to charities, the thrift-shop model won't fall out of fashion again any time soon.

No, the "Thrift Store model" won't fall out of fashion anytime soon. We at "our thrift shop" won't let it. We feel so privileged to help support Christian education at Calvin Christian School. We are so proud when at the Annual Volunteers Banquet Chris French, chairperson of the Board, hands over "the cheque" to Calvin Christian School principal, Arn Boonstra. We worked very hard for this moment and it was worth every effort. May God continue to bless Calvin Christian School, it's teachers and students and all volunteers that make Christian Education possible. •

I started shopping at the re-Source Thrift shop when it first opened. I was very impressed with the prices and cleanliness. After becoming a volunteer, I realised how hard the staff worked to maintain this. Every donation that goes on the floor is thoroughly checked for flaws and is cleaned. Customers keep coming back because of the quality/cleanliness and friendly and caring staff. Many charities in addition to Calvin Christian School receive some funding yearly from our sales.

~Sharon W.  
re-Source Thrift Shop Volunteer



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# Project Based Learning

by Judy Vanderwindt, Teacher

**And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God. ~Micah 6:8**

Social justice is an important topic, but it can also be very complex. Adults struggle with how to incorporate social justice into their day to day activities, so how can children be inspired to incorporate themes of mercy and justice in their actions? Grade 2 students were challenged with this driving question in a recent Project Based Learning (PBL) language arts unit: "How can we help people in our community enjoy fairy tales?"

The grade 2 students made sure that their fairy tales would be interesting and exciting for audiences of all ages. Working together, they decided that they would read their fairy tales to kindergarten students and to their grandfriends. The choice to read to kindergarten students was because they might not read very well themselves, which could make it hard for them to enjoy fairy tales on their own.

They wanted to read their fairy tales to their grandfriends because they noted that, "Our grandfriends can't just go to the library and get a book.

I think they would like ours.

Our grandfriends can't drive. Some of them are in wheel-

chairs and can't even see very well. We should bring a story to them. Our grandfriends liked our fun songs. They'll like our fun stories too."

With this very specific purpose in place for their stories, the grade 2 students worked hard and took time to carefully write and illustrate their work. They were sure to include all the elements of fairy tales, knowing that this would help their stories bring enjoyment to others. The completed fairy tales were a great success with lots of people receiving some true joy in the sharing of them.

So, to answer the original question, "How can children be inspired to incorporate themes of justice and mercy into their actions?" The answer is to simply anticipate what the needs of others are, and determine simple solutions to fill the need. Well done, grade 2! Thank you for sharing your delightful fairy tales and bringing joy to so many people! •



## Mexican Dinner

by Thea Voortman, Office Admin.



### *Muchas Gracias!*

A huge thank you to all who supported our first annual dinner and night auction. A wonderful evening was had by all who were able to begin their evening enjoying the delicious Mexican themed meal.

The gym was transformed with festive decor, Spanish music and lively conversation. After dessert, our gym was converted into an auction hall where bids on all of the amazing silent and live auction items brought our fundraising total to \$33,000!

Thank you to all for your overwhelming support of this event! •



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## CCS 2018/19 Capital Campaign



# Yes!



**We need your support to reach the \$100,000 goal for the CCS Annual Drive 2018/19**

Thank you for your support of the 2018/19 Annual Drive which has raised over \$ 66,000 to-date. But we are still in need of the support of our community to help reach our goal!

This year's Annual Drive is focused on Facility and Playground redevelopment. We understand the importance of recess to your child's day. It's a time to play and have fun with their friends, but even recess can be a challenge.

Students with mobility challenges often find it difficult to get around the playground, much less enjoy it. We are committed to providing a fully accessible playground space that meets the needs of children with a wide spectrum of abilities. With the funds received, we hope to find ways in which all children can enjoy their school experience as well as to provide funding to families who struggle to afford Christian education.

We are excited by the work completed in the concept design of our new playground!

Please consider donating to the Annual Drive and help CCS assist parents in providing Christian education so that their children may be "Equipped to Shine".

**Mail your cheque to Calvin Calvin Christian School or donate online at [www.ccs-hamilton.ca](http://www.ccs-hamilton.ca) – Click on the blue "Donations" button.**

If you have any questions please do not hesitate to contact Arn Boonstra, Principal at [aboonstra@ccshamilton.ca](mailto:aboonstra@ccshamilton.ca) or Lianna Reitsma at [lreitsma@ccshamilton.ca](mailto:lreitsma@ccshamilton.ca).

*Yes! I would like to contribute to the 2018/19 Campaign*

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*Help continue to make Christian Education affordable so that our children may be*

*"Equipped to Shine"*





*"Let them praise his name with dancing and make music to him with timbrel and harp."* Psalm 149:3

# iNTOUCH



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