

Feature
Building Resilience in Our
Children During Crisis

TMS Class of 2020:
Celebrating Our
Graduates

Physical Distancing:
What We've Learned

GOING BEYOND

The Official TMS Magazine | Spring 2020



SPECIAL SPRING RESILIENCE ISSUE

Sharing accomplishments, key learnings,
and moments of joy during **Learning @ Home.**

TMS
ESTABLISHED IN 1961



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Comments and ideas are welcome and can be sent to: tmsmarcom@tmsschool.ca

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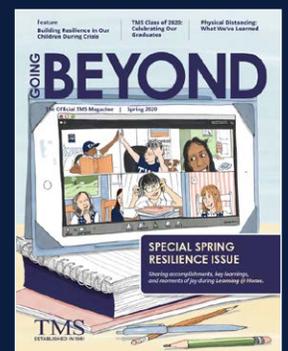
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**Thank you to all student,
faculty and parent contributors.**



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Resilience Issue
Illustration Created
by: Clare Mallison



“ Beginning at March Break, our lives changed quickly and completely, the lives of our students changed unrecognizably. It has brought each of us face-to-face with some of our deepest fears, worries and limitations. But what also occurred, alongside those things, were some tender examples of really beautiful things.

MESSAGE FROM THE HEAD

In September I shared my theme for the school year.

“Strong back, soft front and wild heart”.

It referenced a Brené Brown quote and we aligned it with three mindsets that I see as essential for our students as they prepare for adult life in the future. Those mindsets are Positivity, Resilience and Entrepreneurial Thinking. Back then, I suggested that these three mindsets acting together provided a young adult with the ability to navigate through the challenging, ever changing, and constantly disrupted landscape of modern life. I suggested that these traits would allow a TMS Graduate to be relational, empathetic, optimistic, creative, and capable of pivoting and solving the inevitable obstacles that would come their way in a rapidly evolving life. I suggested that these three traits, working in concert with each other, would be a powerful tool within our students’ lives.

I could never have predicated how deeply this theory would be tested. Beginning at March Break, our lives changed quickly and completely, the lives of our students changed unrecognizably. It has brought each of us face-to-face with some of our deepest fears, worries and limitations. But what also occurred, alongside those things, were some tender examples of really beautiful things.

My job has many privileges, one of which is that I get to hear stories of our students and staff from all parts of the school, from Toddler all the way to Grade 12.

Over the last three months, it has been those stories that have humbled me and inspired me. Without any contrived effort on my part, those stories have all fit into examples of the traits we suggest can make an impact.

I have heard stories of impressive resilience from our students adapting to a new learning forum that is completely different from what they know. I have heard stories of heartwarming, infectious positivity

where students have encouraged their teachers and, in turn, where our teachers have encouraged their students. I have been amazed at the resourcefulness that exemplifies the best of entrepreneurial thinking such as videos, TikToks, use of Instagram, coding, sewing, designing and making models, singing, and dancing which have all been used to creatively solve problems.

When I reflect on myself, my successes are linked directly to an ability to not give up, a decision to remain positive and generous of spirit, or a willingness to try and be creative in problem solving.

But I need to say equally, when I see the mistakes I have made, those link closely to the absence of those same three traits.

I would be remiss if I did not give a special acknowledgment to our 2020 Graduates. They are an amazing group of individuals. When you see the [university programs](#) they were accepted into, you will see that, if anything, I am underselling them. But they are a group of students who have had so many wonderful things taken away from them – their graduation, their prom, their goodbyes, their summer of promise and likely their first term on a university campus.

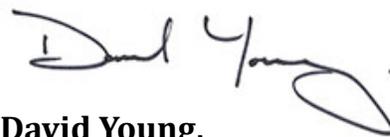
It is this group of students that has convinced me that we need to double down and, more intentionally build out in our students the traits of resilience, positivity and entrepreneurial thinking. They have manifested these traits with such genuine depth and with such unprovoked authenticity. And it has resulted in a care for each other and the School that has been

amazing. They could have sulked – I think I might have. They could have been critical as they dealt with their frustration but they encouraged and praised instead. They could have retreated, which is easy to do when you are locked down, but they have stayed connected. What an inspiration!

I wish them the very best in their adventures, knowing they are equipped to face them, with all their ups and downs. TMS is very, very proud of them.

Now, we must look forward. Maybe you would rather not, it can feel like a lot right now. We must begin to step into a future that has fundamentally shifted. It's daunting. We can face the future with anxiety, fear and frustration; it would be understandable if we did. Or, we can come together, encouraging resilience in each other, being full of generous, infectious positivity and sharing a collective entrepreneurial willingness to find opportunity, solutions and growth in all this disruption. This term has convinced me that if we are equipped in this way, we will enjoy a vigorous future, chest out, shoulders back, sustained by each other and inspired by the capacity and potential of our students.

“Strong back, soft front, wild heart”.



David Young,
Head of School
TMS

Learning @ Home

What Students Are Learning!

This last term has seen our School transition to **Learning @ Home** where students and teachers across all levels have shown creativity and innovation in all aspects of learning. Read below to see how students across TMS have continued building skills in key areas through inventive projects at home.



Children's House

Mathematics: Learning Units of 10

The young child's mind is naturally mathematical. We begin introducing and solidifying a child's knowledge of base 10 and then increase the complexity to the mathematical operations. Our CH2/3 students have been taking this knowledge of base 10 and expanding to the hierarchy of numbers (1000's, 100's, 10's and units). Using activity sheets and math materials sent electronically, students are learning a concrete impression of an abstract concept. This provides them with large quantities to use while exploring the four mathematical operations of addition, multiplication, subtraction and division. While completing the operations with complex numbers, the students begin to see combinations of numbers. This leads them to learning their addition facts by memory. The skills learned with concrete materials can assist them during family games night while they count their spaces on the board and add the quantities on the dice.

Expanding Language

Like a Montessori classroom, children's homes provide them with a rich vocabulary and opportunities to express themselves. Having conversations with children and reading to them are vitally important for the child to make the connections between words and meanings and expand their use of the English language. While **Learning @ Home**, we have been exposing Children's House students to the phonetic sounds of the alphabet, building words with letters, introducing them to phonograms and letting them explore with spelling as they express their thoughts, feelings and knowledge.



Elementary

Mathematics: Surface Area Pets

This hands-on surface area assignment, done while **Learning @ Home**, helped Elementary students understand the how's and why's of calculating the surface area of 3D shapes. By making a 3D "pet" polyhedron (rectangular prism, rectangular pyramid or triangular prism), students reinforced their basic measuring skills and area formulas, while also learning how to consolidate all these skills to find the surface area of their "pet."

Language: Grammar Scavenger Hunt

The 'Grammar Scavenger Hunt' assignment continued to build Elementary students' skills in language by reviewing the different parts of speech while allowing them to get up and move around their surroundings. The interactive assignment tasked students with locating two or three dimensional objects at home which demonstrated their understanding of grammar conventions. This memorable task was a helpful review of the parts of speech and encouraged students to look at their surroundings through a new lens as they learn that grammar is all around us.



Upper School

Technology and Design: Music Lyrics Video Project

Grade 10 students made personal interpretations of chosen songs while working on their video editing and animation skills in Term 3 Design class. They used a variety of media applications such as iMovie, DaVinci Resolve, Final Cut, and Adobe Premiere (all industry standard software), working with found and filmed footage along with animations, to create re-imaginings of their songs, creatively animating lyrics to allow the audience to follow along. Many students reinterpreted the lyrics' message in their own personal way, exploring identity and how juxtaposition of moving images and text creates meaning.



A Student Perspective: *Elienna W.*

Grade 10 student Elienna W. explains how she took her MYP Personal Project and further developed it within the Music Lyrics Video Project to make something of her own while **Learning @ Home**.



“ TMS offered me the opportunity to incorporate music into my Personal Project, which was a project that has to be completed by all MYP students in Grade 10. With the support of the MYP coordinator Ms. Cantor and music teacher Mr. Marlès, I decided to investigate the global context of personal and cultural expression through composing music inspired by my culture. In our music program, I learned critical skills while recording in GarageBand and composing in MuseScore, which allowed me to create my product digitally. Moreover, the MYP course really inspired me in various ways to create this composition. With my experience in English courses, I can transfer my language skills by using the appropriate musical “vocabulary” and style to appeal to my audience. In history class, I also learned the OPVL chart, which I will use in research to analyze the liability of my sources. In class, I also learned to investigate Canadian identity and multiculturalism, which inspired me to learn more about my own culture through my passion for music.

Watch Elienna’s video featuring her own music composition here:

<https://www.youtube.com/watch?v=tSndwobJPb8>

After creating my Personal Project, I chose to further develop my composition in the MYP design course, creating a lyric video for any song. I chose my own composition. In order to create a professional music video, I followed the design cycle. In the research process, I worked with various animation software and brainstormed ideas. Following a creation plan, I utilized class and personal time to complete animation and text animation. Through feedback from my teachers, peers, and family members, I was able to improve my final product and publish it on YouTube. The support from the design course was very important to creating this video because it offered me an organized structure – the design cycle - to complete my product.

I really appreciate the efforts of everyone, including my teachers and other members of the school, to make online learning enjoyable! The sharing of information through videos, images, video calls, and other forms of communication allow us to stay positive and social in this difficult time. I hope to give back to the TMS community through composing and sharing my music.”

Building Resilience in Our Children During Crisis

In times such as these, unprecedented and unending, it can be easy to feel anxiety and stress. But what do those same feelings look like in our students, and how can we, as their school community and family, use this time to build resilience and continued positivity in them? Our Academic Heads look at students at each level of TMS, what they may be feeling, and how we can support them during times of disruption.



Toddler/Children's House

Carolyn Reid

Head of Toddler and Children's House

During these challenging times, adults have the ability to understand why we must remain in our home, cannot attend the school we call our second home, go to our playgrounds and parks and see our friends. However, our children do not understand why our normal routines have changed. For young children, routines are important. Consistency follows the needs of the child and now this consistency has been interrupted. Keeping a similar routine each day is beneficial for all and will make the transition back to school much easier.

It is important for us to focus on our mental and physical wellbeing during this time in history. The lessons our children learn from this experience will shape them for



their future. The atmosphere we provide, the balance we demonstrate and our ingenuity will form lasting memories and build our children's resilience. We need to be more flexible during this time and understand that during these heightened times of stress we need to find balance and opportunities for down time as well as continue the amazing learning we have from our **Learning @ Home** program. "The lessons they learn from this and the memories that will shape them will not come from the specifics of online learning but rather what it felt like to be home with you as they are engaged with it. The shape of their memories will be determined by their sense of safety and connection" (Alison Locker PhD).

Keeping a connection with teachers and classmates is extremely important at this time for a child's sense of security. Understanding that we are all in this together as we navigate how to connect remotely and maintain a sense of community. It is also a wonderful opportunity to teach our young children about the broader community and how we can contribute positively to others; for example, bake some cookies and deliver them to a neighbour's doorstep; create a beautiful sign on your driveway, garage door or in your windows to thank first responders; mail a note to someone you miss or you would like to cheer up. Completing these acts of kindness incorporate educational skills your children are learning and practicing daily, like their fine motor development with writing and colouring and mathematics with measuring ingredients. Most importantly, these actions will contribute to your child's wellbeing with a boost of positive endorphins. Our one silver lining during this pandemic is spending time together without distractions and providing us with opportunities to do kind things for others. This spirit of generosity is something I hope will remain once we all return to our "normal" lives.



Elementary

Rachel Marks

Head of Elementary

One of the definitions of resilience is the ability to bounce back from adversities or disappointment. Essentially, resilience is the optimism to continue when times are tough and when failures have been experienced.

Supporting the development of resilience means understanding emotions. Fostering the emotional and social growth of our Elementary students through mindfulness, peer to peer discussions, teacher facilitated discussions and the cultivation of empathy is fundamental. Allowing our students to experience and express a full range of emotions is imperative for their growth and wellbeing.

As we launched our **Learning @ Home** program in Elementary, it was first and foremost to ensure our students felt connected to their teachers and one another and also to support the emotions they were experiencing due to the pandemic. The support of parents and teachers is crucial to helping Elementary students mitigate a wide range of emotions they might be feeling. These emotions may range from disbelief to fear to grief to sadness and everything in between. Using mindfulness initiatives in an online forum such as yoga exercises, breathing and meditation all support self-esteem by creating positive mindsets, optimism and a positive sense of self. Daily check ins with one another help us to assess each other's wellbeing and manage emotions that may come to the surface. Writing and talking about the positive experiences and moments of gratitude remind us all to be courageous and compassionate in the face of challenges.



In the midst of adversity, I have had the pleasure of witnessing acts of strength and kindness as our students seek to help others in the community who may be isolated or alone. Our Elementary students initiated a project called #TMSCommunityCares where they created an outdoor spring garden consisting of illustrations and words of encouragement to line the walkway of a seniors' home so the residents know they are cared for.

Our students have also designed and produced things our essential workers need as they take to the front lines with heroic action. Using our 3D printer to create ear savers for masks is our Lower Elementary team's first project and I couldn't be more proud. Our Upper Elementary students are designing and reflecting on other community needs they can address using our 3D printer to turn their designs into actualities. Throughout this process, our students will collaborate and reflect through writing about what it means to help their community and have an active role in making a difference in the lives of others. Finding positivity and optimism in times of challenge is the key to fostering resilience and compassion in ourselves and our students.



Mon œuvre d'art



Un défi

Pouvez-vous deviner comment ces couleurs et ces textures représentent ma personnalité?

Bonne chance!

Ma présentation

Upper School

Sheila Thomas

Head of Upper School

Generally, resilience refers to positive adaptation to adversity and, in these uncertain times, we are all facing unprecedented levels of uncertainty, disruptions and stress, all of which could act as potential obstacles that might get in the

way of learning for students. As educators, how can we support our older students when they have been put in a situation which is new to everyone, let alone adolescents?

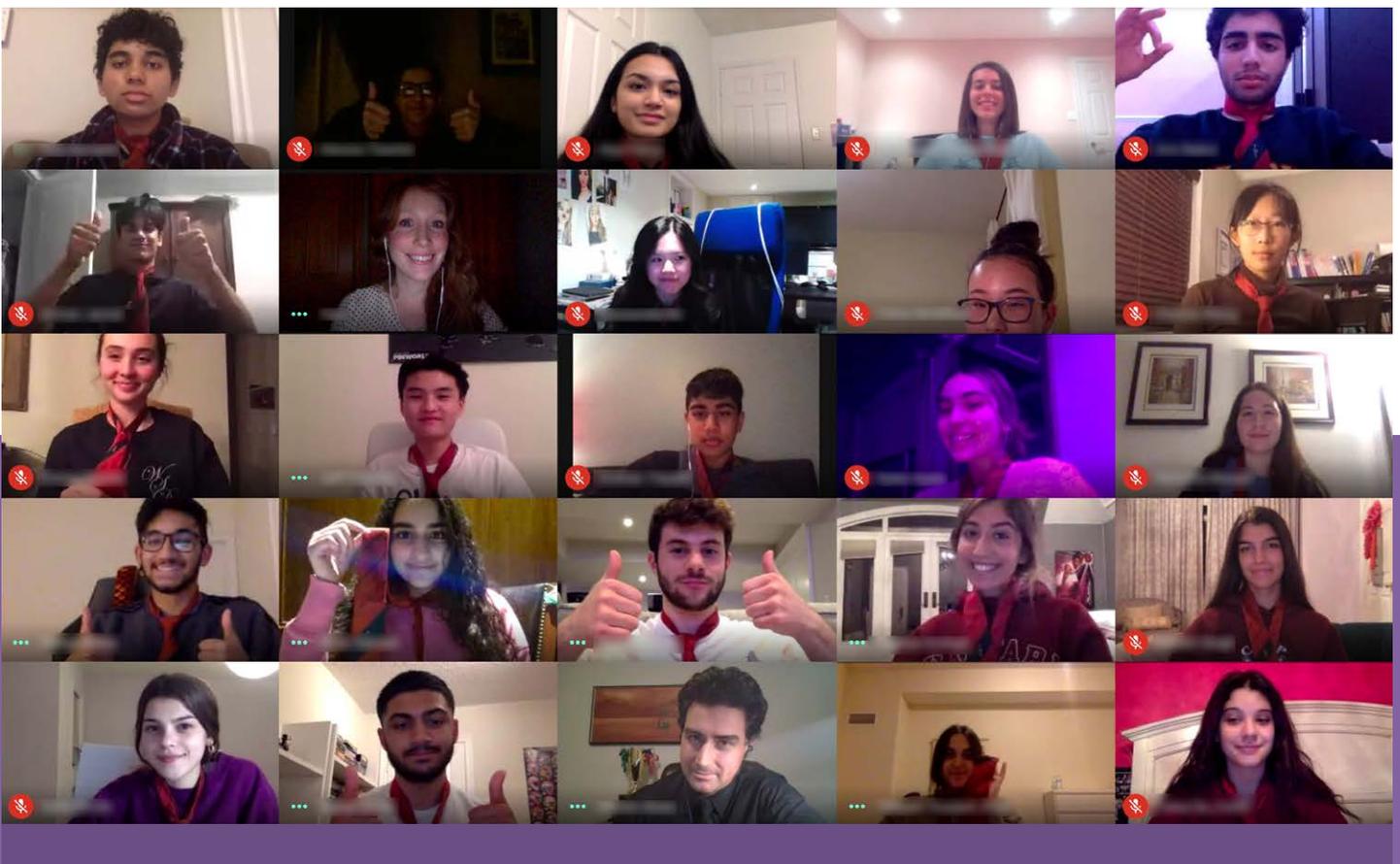
Dr. Ann Masten, a Professor at the Institute for Child Development at the University of Minnesota, talks about resilience as the capacity of a system (which can refer to the person, the family and/or the community) to adapt to new challenges. She stresses the importance of our interdependence on the systems and, at the same time, how much we depend on the resilience of these systems. Thus, it cannot be overemphasized that students need their own reserve of resilience as well as the support of the community to help them through these new circumstances.

In finite ways, students at the Upper School have been building their capacity for resilience and experiencing the ways their community affects their well-being: advisory and house groups where they are 'known'; supportive staff who know how, and when to extend students' thinking and learning; acknowledging and learning from non-catastrophic failures; and, most importantly, meaningful home-school partnerships. Consequently, when **Learning @ Home** at TMS became a reality, students at the Upper School had a starting point- they had a reserve of resilience as well as the support of their community to assist them through this new experience.

Numerous studies that are surfacing through this period of distance learning all emphasize the need for connection and routine. We feel we have been able to provide both for the students; following the daily timetable, albeit with some minor changes, has allowed students to connect daily with their teachers and peers; advisory groups are finding alternate times to meet; community connection days as an alternative to the regular school day; and of course, maintaining expectations regarding level of work and deadlines.

The resilience that we have in store does run the risk of running out and our students are reminded to exercise regularly, practice mindfulness and gratitude, eat well and sleep for adequate amounts. All these self-care habits add to a person's wellbeing and, in turn, allows them to be more resilient in times of adversity. Once again, Upper School students through guidance and health classes have learned about the benefits of following and practicing all of the above.

Despite the challenges our Upper School students are facing now, we believe that by working together as a community and practicing the skills that were already in place, we will emerge stronger and more resilient.



Upper School Student Council Virtual Leadership Retreat



Learning, Working, Living @ Home

What we've learned
and tips we can share.

Since the onset of physical-distancing and **Learning @ Home** over two months ago, many families now find their homes doubling as their places of work and their children's school, juggling classes, meetings, assignments, activities, and household responsibilities. Many of us have found new ways to live, work and find balance in this new way of being. Here are a few tips and tricks shared from our TMS Community as we navigate the ongoing, and constantly changing world of physical-distancing.



Breaks are important and so is PHYSICAL ACTIVITY!

15-Minute Movement

*from Upper School
Athletic Director
Ms. Willis*

Whether it's working, learning, or doing your own personal tasks, taking breaks is critical to your sanity but also makes sure you rest your eyes from sitting in front of the computer. Ms. Willis, our Upper School Athletic Director suggests getting some physical exercise through the day. It will help to clear your mind, and burn off stress and anxiety.

40 seconds of work,
6 exercises,
20 second rest in
between 2 rounds!

You can modify and add weights to increase the intensity! If you don't have weights, grab household items such as laundry detergent, books, or milk jugs - throw them in a bag and get moving! Get your children involved to make this a whole family activity!

1

Jumping Jacks
or Star Jumps



2

Squats



3

High Knees



4

Push-Ups
(Standard, Knees
or Wall)



5

Butt Kickers



6

Wall-Sit



** Finish with 1 minute plank hold. Add mountain climbers for extra challenge!

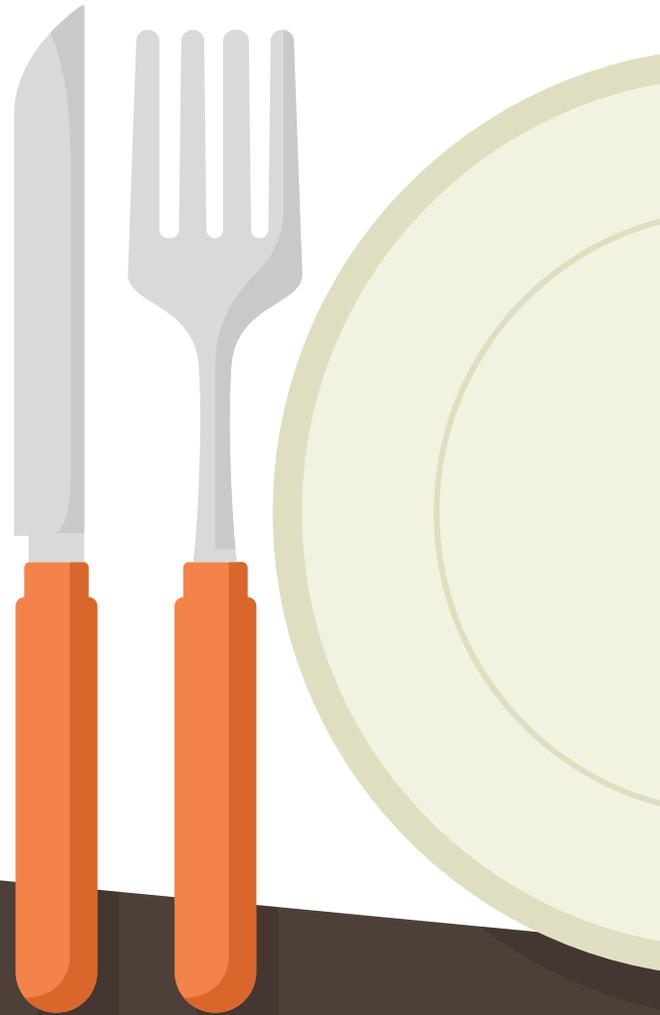
*** Basic stretches and controlled deep breathing to finish!

Differentiate Between QUANTITY TIME and QUALITY TIME

If you are like most families right now, it's likely you are spending A LOT of 'quantity' time together, but not necessarily 'quality' time, which is becoming increasingly important as physical distancing measures will continue.

"Families are a primary source of companionship and gratification," says Dawn Trussell, an Associate Professor at Brock University in a [recent publication](#). "Now more than ever, families are the primary pillar of support as people are instructed to 'stay home'."

Ms. Eastwood, our Executive Director of Community Development at TMS shared a 'Dinner Table Check-In' that she recommends (from Dr. Sandi Mann - Ten Minutes to Happiness) for families to use each night around the dinner table. It's important that even in times of difficulty, we each encourage our family members to see the lighter and positive moments that made them happy.



Dinner Table Check-In: 6 Questions

- 1 What experiences, however mundane, gave you pleasure?
- 2 What praise and feedback did you receive?
- 3 What were the moments of pure good fortune?
- 4 What were your achievements, however small?
- 5 What made you feel grateful?
- 6 How did you express kindness?

Use the **OUTDOORS** to Recharge

Countless studies have proven that nature has a positive effect on your mental health. An article from Ontario Parks states that “Time in green spaces significantly reduces your cortisol, which is a stress hormone. Nature also boosts endorphin levels and dopamine production, which promotes happiness.”

Jeff Cheung, a TMS Upper School student learned that spending time outdoors has really helped him with **Learning @ Home**.

“*Being inside for so long is hard, so taking walks or runs around the neighbourhood is great way to stay active. Take an older sibling or parent if you are too young to do on your own. Even opening up your bedroom or office window to let in fresh air will also do the trick. I find it hard to focus in class if I don't “unplug” or take breaks. Having those [outdoor] breaks can help me sharpen my focus, manage stress and overall, have a better and happier experience with online learning.*

It's important that physical-distancing precautions are still taken, but finding time to be outside is something we've learned can boost your overall mood.

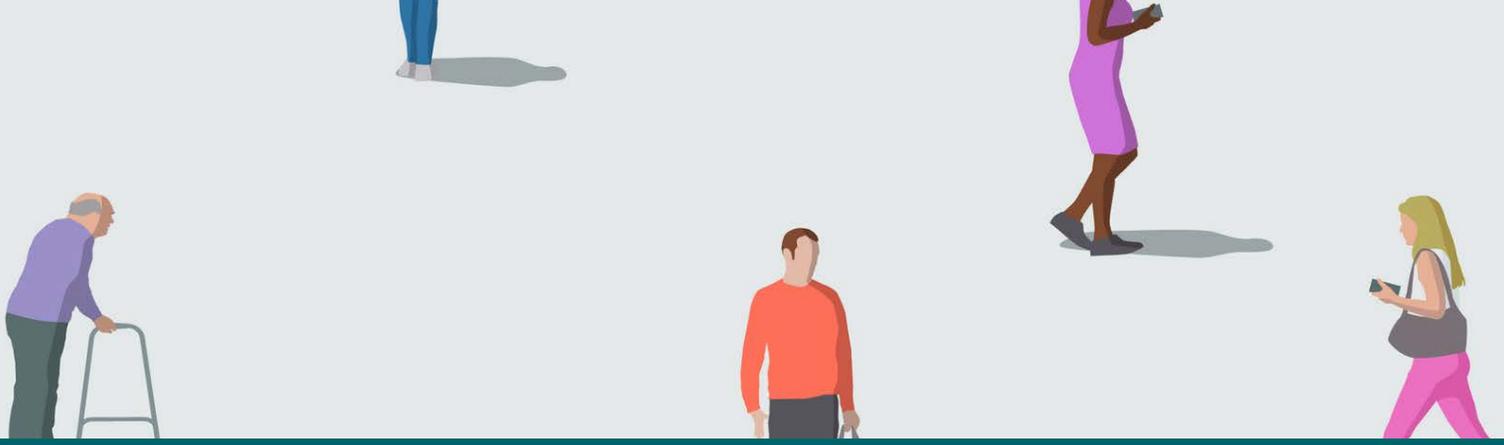
It's OK to be **MESSY!**

Over the last 2+ months, we have all adjusted to a new normal that probably doesn't look like your life before the pandemic. You may have a completely different schedule that may include everything from working, to responsibilities in your home, to finding a new groove with your children. It may all feel a bit 'messy', and that's OK!

Dr. Alexandra Makos, a TMS Children's House parent, found that embracing the 'mess' has led to a new connection with her children.

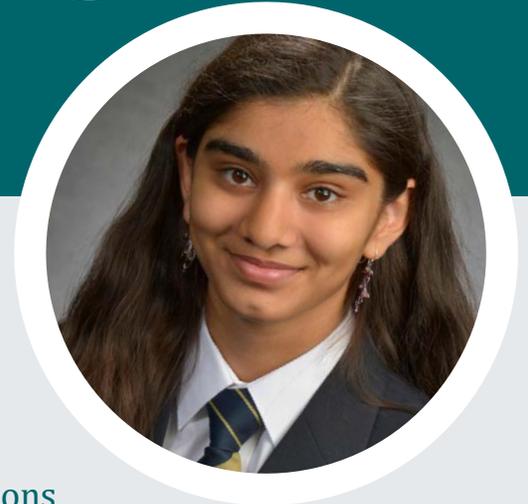
“*I learned that making time for my kids to spend a portion of the day where creativity and imagination intersect with asserting their independence is important. It has been a lot of fun and sometimes messy. We've done activities like making “swimming pools” for worms to play in and painting on poster board with hands and feet!*

Show yourself (and others) some grace as we all continue to adjust to the ever-changing (and often stressful) landscape, and seek out moments of joy in the 'mess'.



What I've Learned During Social Distancing

by Sara L., Grade 10



Reflective practices have always been part of the TMS curriculum – students having the time to ruminate on the lessons they've learned during and after a particular activity. Now more than ever, reflection is taking a front-seat for many of us as we process this unprecedented time in our history. We asked TMS Upper School student Sara L. to share her learnings so far since **Learning @ Home** first began.



“ While Covid-19 has upended all of our lives, it is one more proof that the future will require us to continuously adapt to our constantly-changing circumstances, and rise positively to every new challenge that we encounter.

One prominent example of this is how we have moved to online learning through the incredible efforts of the administration, teaching faculty, and students, to ensure that we are able to transition to a new method of learning without undue difficulty. However, despite this smooth transition, there are still some elements of regular school, and normal life as a whole, that I sorely miss. The face-to-face interactions with my friends, peers and teachers are a large part of what makes school, school. Being able to see family, gather with friends, and visit restaurants and the mall, are just a few examples of how social distancing, the newly coined phrase for keeping our distance from others in public, has affected my life.

Nevertheless, this experience has made me much more appreciative of the things I have taken for granted. I have seen what happens at home when I go to school - cooking food, cleaning, and doing the laundry - the efforts that my parents put in to ensure that my brother and I have an optimum learning environment. I have also been able to spend more time with both my immediate family, as well as with my extended family, as we now all converse together, every day, online. The daily schedule has also changed for the better, allowing for more time to sleep, as well as a longer lunch, which gives me more time to talk to my family.

Unfortunately, as a student, although the school day is shorter, I feel that there are different kinds of pressures placed upon us with online school. Now that we are at home, it can be difficult to find a boundary between home and school, since both have been combined into one. As a result, there is no defined limit as to how much work we should do. It's hard to know when you can take a break, for example. At school, you would put in as much effort as you could, and at home, you would try to do the same, but you could take breaks, and relax at times. Now that school is literally “at home”, for me, it's hard to tell when you can take a break, when to stop at a certain level of detail, or even when to say, “that's enough”, and go to sleep. Finding this balance, I think, is one of the main challenges that students are facing with online school.”

Regardless of these challenges, when things return to normal, the main thing that I will take away from this experience is that I should always be grateful and appreciative for what I have.”



Elementary Silver Lining

Our Elementary students were asked
**“What has been the Silver Lining
of being at home?”**

Here are just a few of their reflections:

“The best part about social distancing for me is that you can catch up on all of your favourite TV shows and movies while still receiving an education. You also get to sleep in later! The main thing is I am much closer to my family than I was before! By doing our part, we can stop the spread of Covid-19!”

“The best part of isolation and social distancing has been that I can be with my family. This can help families to bond together. Being alone together can teach us to be patient and to be nice and kind.”

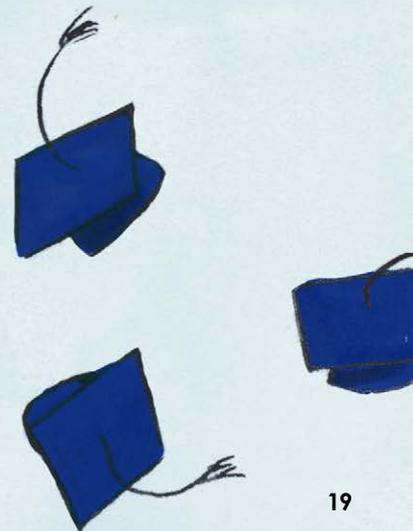
“The best part about isolation and is that we can stay home, we get more free time and have more time with our family. If we keep social distancing and isolating ourselves it will stop the spread of the virus.”

“The best part about self-isolation is getting to spend time with your family. Some people are always busy with extra school activities like sports, music, art, co- and extra-curriculars and clubs. Some parents work a lot so all those things take time away from spending time with family. Now that all those things are closed, people can spend more time with family at home.”



Positive, Resilient, Entrepreneurial Thinkers

Graduating in an unprecedented time in history, our TMS Class of 2020 has shown their Titan Spirit like no other! Meet our Grade 12 Graduates as we celebrate them and their accomplishments!



Congratulations!



TMS GRADS



Naif Aljabri



Hanna Alladina



Darren Choi



Nicole Dancey



Alisa Faingersh



Michaela Hopley



Anusha Iyengar



Sanaya Jivani



Ria Jolly



Anugreh Kaul



Amina Khokhar



Aishani Leekha



Nathan Li



Abby Marks



Joshua Martins



Manav Mehta



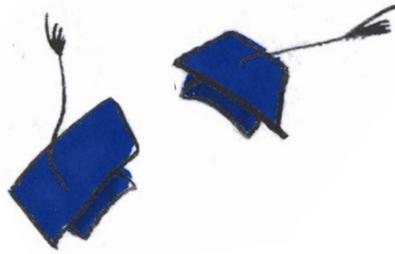
Jerushan
Muraleetharan



Camille Ng



TMS GRADS



Derek Nguyen



Grace Nguyen



Cinzia Palmisano



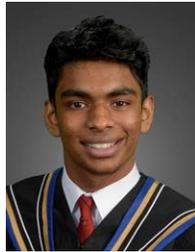
Sophia Popatia



Briana Priolo



Amna Rafiq



Gauthaman Ramesh



Rebecca Russo



Tamara Sikoev



Lia Tulchinsky



Noa Tulchinsky



Azaan Wazir



Alex Xu



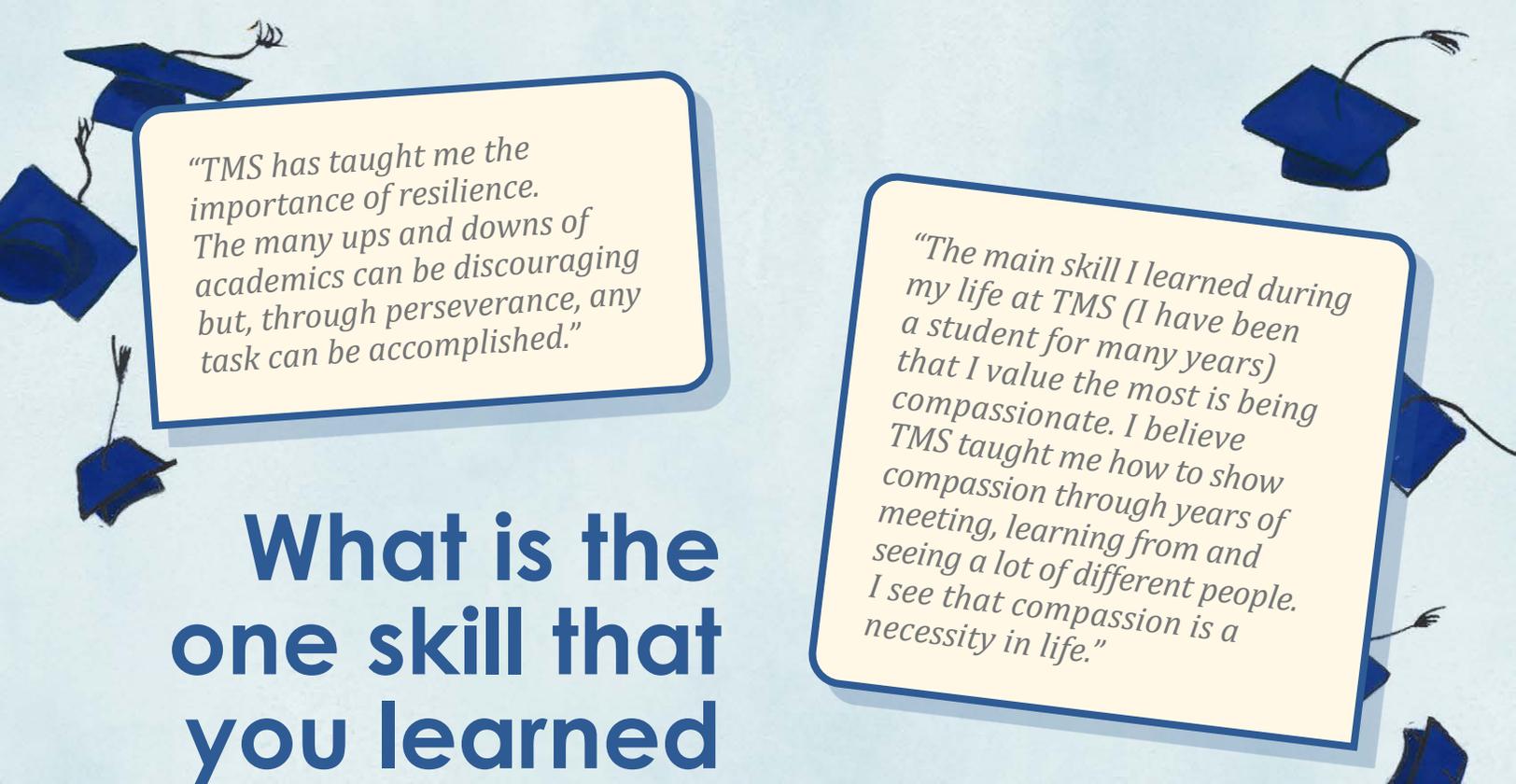
Jason Yin



Judy Zhang

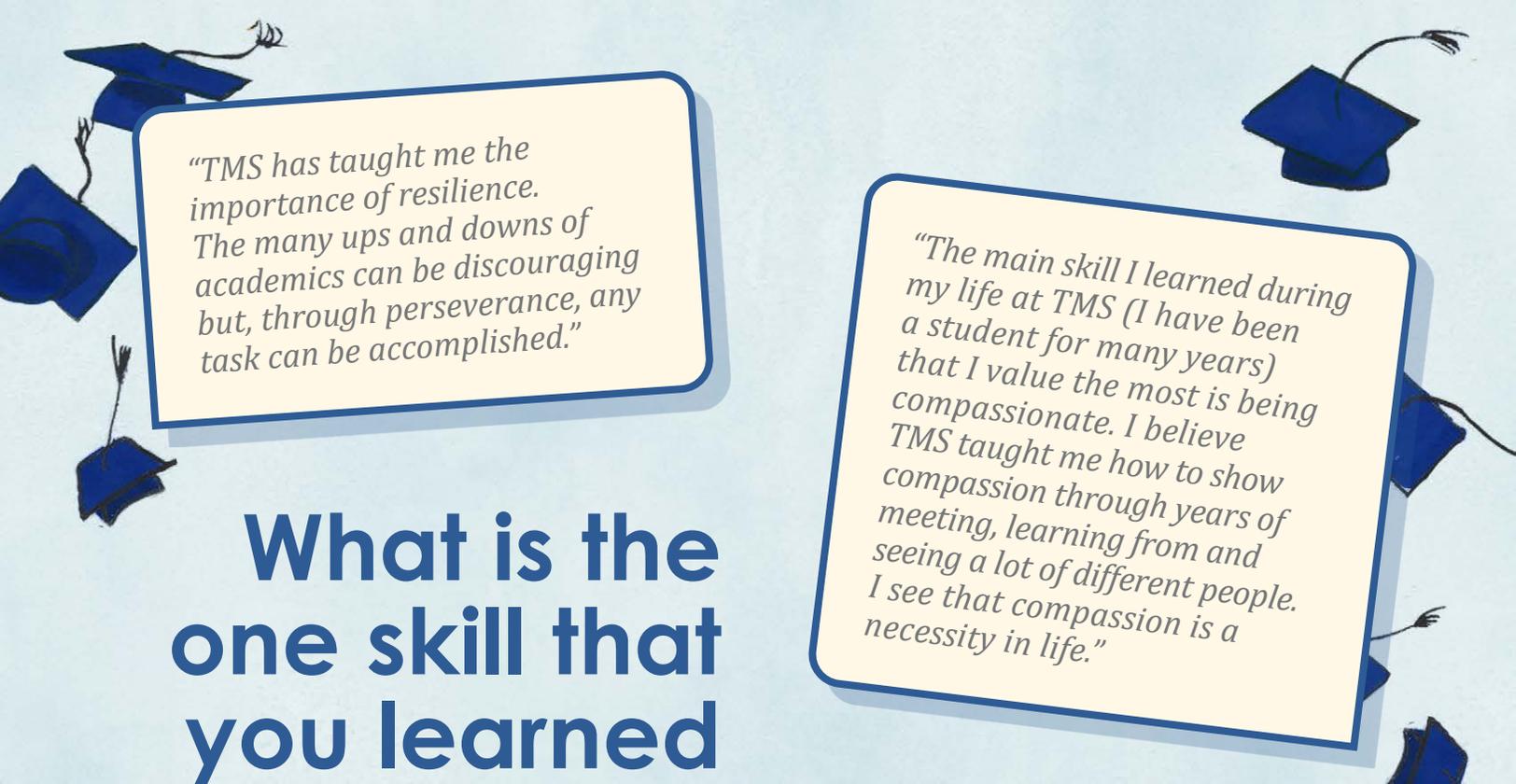


Congratulations!

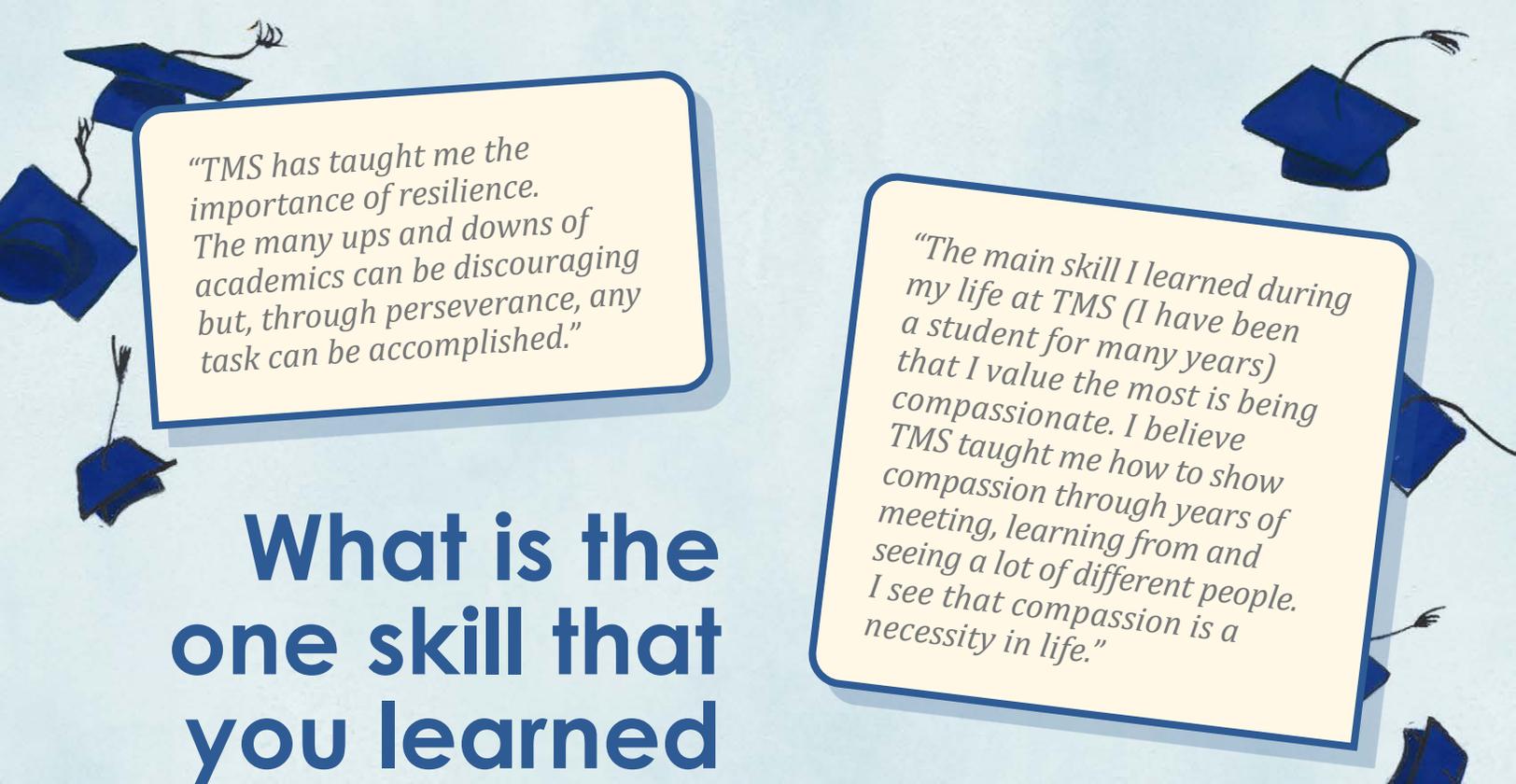


"TMS has taught me the importance of resilience. The many ups and downs of academics can be discouraging but, through perseverance, any task can be accomplished."

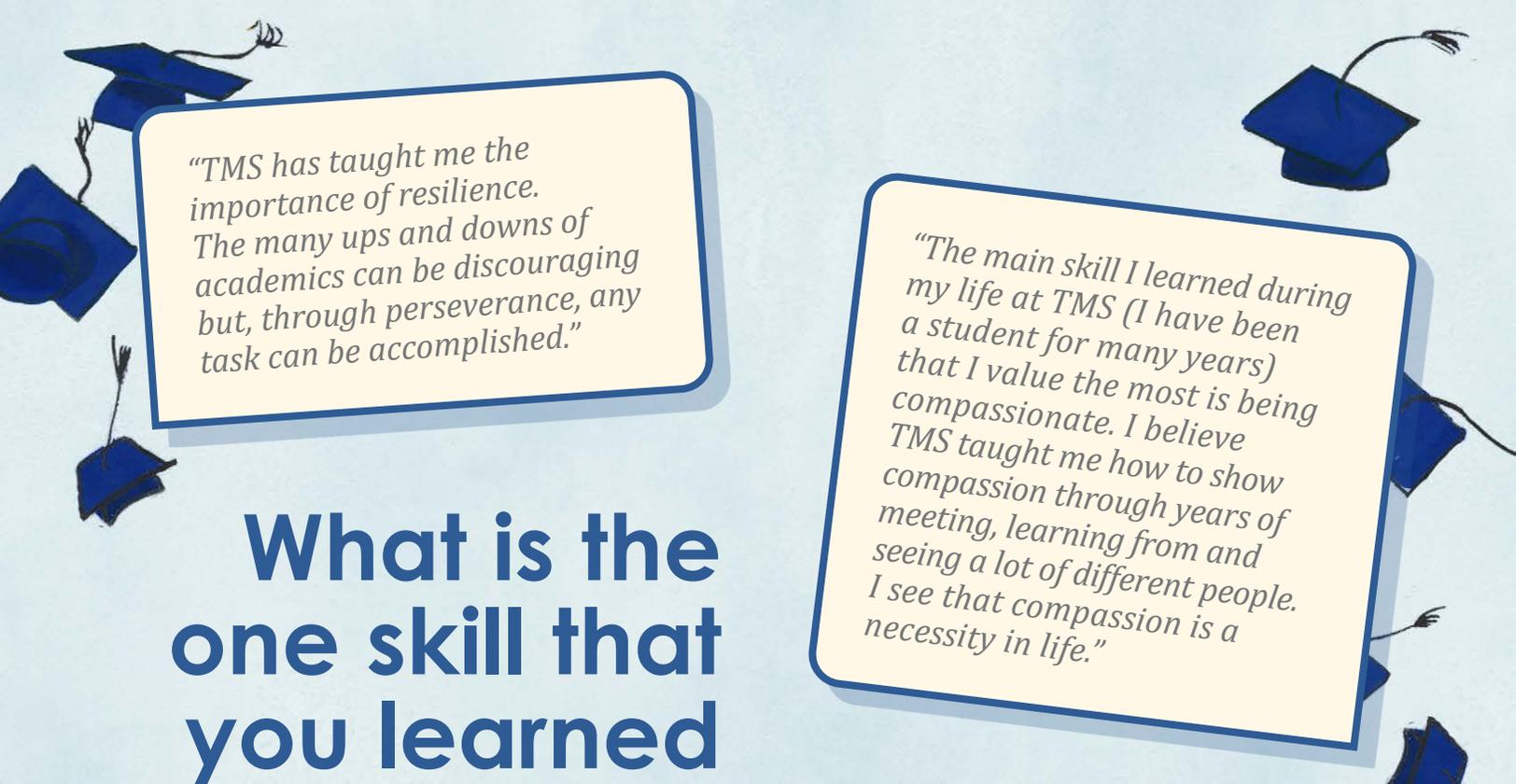
What is the one skill that you learned during your time at TMS that you value most?



"The main skill I learned during my life at TMS (I have been a student for many years) that I value the most is being compassionate. I believe TMS taught me how to show compassion through years of meeting, learning from and seeing a lot of different people. I see that compassion is a necessity in life."



"The most valuable skill I learned during my time at TMS is motivation, because you need to be motivated to learn and work hard. When it comes to a subject I'm not as good at or excited about, self-motivation is extremely important. Public speaking is another valuable skill I gained during my time at TMS. After doing multiple presentations with or without my peers, I feel more confident to speak in front of an audience."



"If I had to choose one skill that TMS taught me more than anything else, it would be proactivity. With such a great support structure for students at TMS, I've learned to reach out to people when it comes to my problems/concerns. Each time I did so, I always found myself not only growing as a person who is willing to take advice from other people but I learned new ways to approach problems I was dealing with. That's why I will continue to be proactive and continue to control and make the things I want to happen in my future happen, rather than wait for someone else to do it for me."



"Time management is a skill that I developed over my time in TMS and one that I value the most because it enabled me to balance my workload and plan my day such that I accomplish my academic and personal tasks."

"My time at TMS has taught me to seek opportunity. Whenever I ran for a council position, joined a club, or even participated in class discussion, I found that the risk I took was rewarded with even more chances to be a part of my community. I plan to approach university and my life in the future with this attitude TMS nurtured within me."

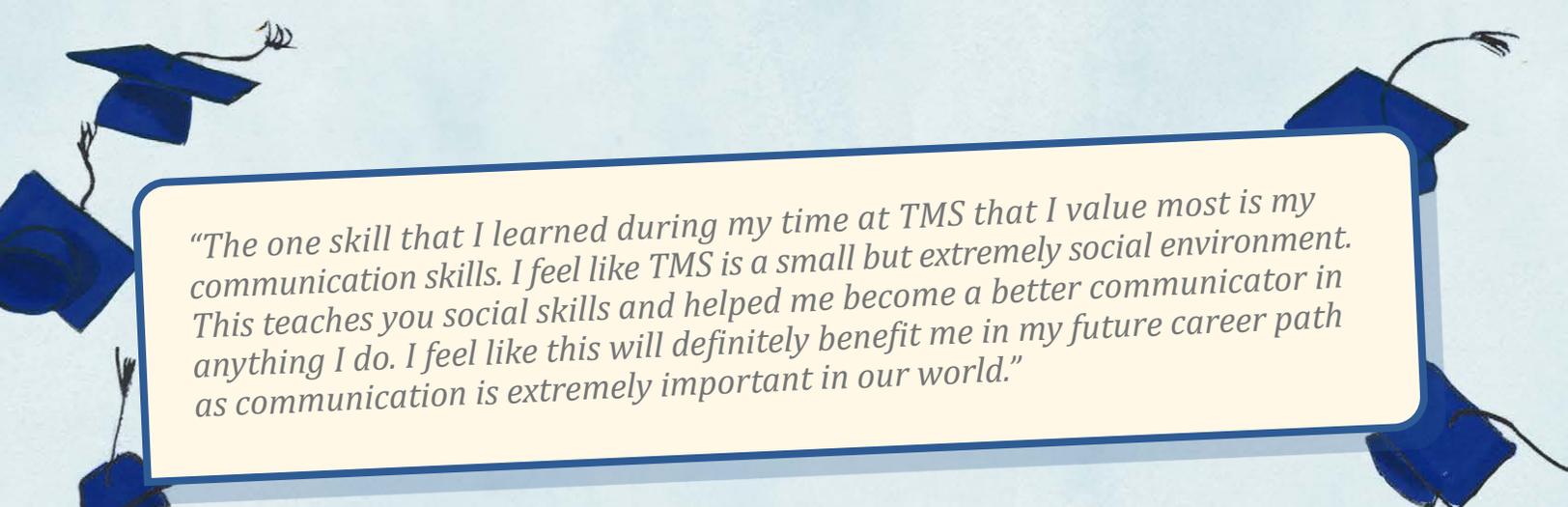


"During my time at TMS, learning how to work effectively with others is definitely the skill that I value the most. The variety of clubs and opportunities to work collaboratively allowed me to develop leadership and interpersonal skills that will definitely help me throughout my future."



"One skill that I learned during my time at TMS is that everything is self-earned, and failure is a lesson. I learned to be self-determined and found numerous ways to motivate myself to keep going forward, whether it was the countless nights of studying for IB exams, or the Extended Essay. I learned to rarely, if ever, procrastinate by giving myself incentives to move forward, as there was always something to work towards. Whether earning my IB Diploma, or reaching the cut-off for university applications, I always knew that as long as I trusted myself, and (most importantly) put in the hard work, I could accomplish just about anything."

"The most valuable skill I have learned during my time at TMS is communication. I learned how to express my thoughts, ideas, knowledge, and also developed the voice and confidence to do so. I believe this skill is the most valuable as it allows me to connect with my peers and teachers more clearly. TMS has always been a safe place for me to express myself and I will carry this experience and skill to university."



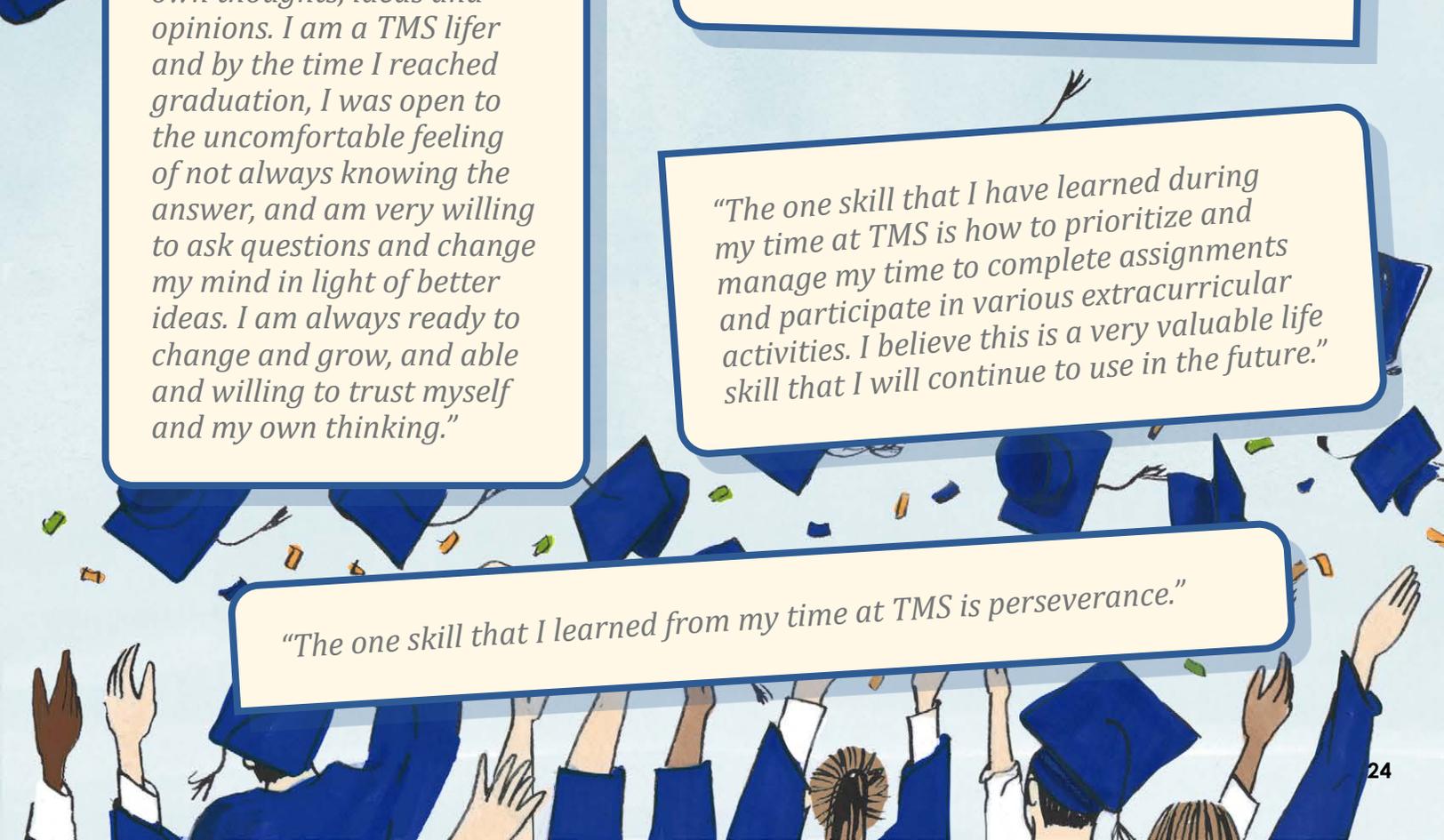
"The one skill that I learned during my time at TMS that I value most is my communication skills. I feel like TMS is a small but extremely social environment. This teaches you social skills and helped me become a better communicator in anything I do. I feel like this will definitely benefit me in my future career path as communication is extremely important in our world."



"One skill that I learned during my time at TMS that I value most is the ability to recognize and understand my own thinking. More specifically, what I mean by this is to be able to observe my own thought processes, know what helps me learn and how I arrive at my own opinions, and finally, how to interrogate my own thoughts, ideas and opinions. I am a TMS lifer and by the time I reached graduation, I was open to the uncomfortable feeling of not always knowing the answer, and am very willing to ask questions and change my mind in light of better ideas. I am always ready to change and grow, and able and willing to trust myself and my own thinking."

"The most valuable skill I learned during my time at TMS was leadership. I joined TMS at age 2 as a shy and nervous young girl. Over the years, TMS allowed me to embrace my inner leader. With opportunities in and out of the classroom and support from peers and teachers I was encouraged to participate. With the support of TMS I was able to become the leader that I am today. I am so grateful for the opportunities TMS has given me and the leadership skills that I will use throughout the rest of my life."

"The one skill that I have learned during my time at TMS is how to prioritize and manage my time to complete assignments and participate in various extracurricular activities. I believe this is a very valuable life skill that I will continue to use in the future."



"The one skill that I learned from my time at TMS is perseverance."



Chase Drieberg

TMS 2018

Since graduating from TMS, I've continued studying Sports Journalism with a minor in Business at Arizona State University and will be graduating in December, completing my degree in two and a half years, rather than four. After graduating I plan to attend law school and I'm in the process of applying to various schools in the US and Canada. I have remained busy in Arizona, working as the Marketing Coordinator for All Bases Covered Sports Management, a firm that represents MLB players and continued my work and travel with the Arizona State Hockey team. This summer I had planned to work at Newport Sports Management; the leading player representation firm in the NHL. Unfortunately, due to Covid-19 the opportunity was nixed, but I found an opportunity at Bayer Pharmaceuticals transitioning their initiatives and campaigns to be more innovative and virtual as we adjust to our 'new normal'.

Alumni Updates

How are you staying positive / busy during social distancing?

For me, it took a lot of adjusting at the beginning of quarantine. I'm someone who is always on the go, always some place to be and interacting with many people on a day-to-day basis. However, like everything in the world, we have had to continuously adapt as we were welcomed with new challenges. Covid-19 has been no different and everyone has to find what works for them and what keeps them motivated. I have ensured I maintain my routine; get up early, stay active and continue to work towards the goals or objectives I was working towards prior to quarantine. I believe that the more you change your fundamental routine, the more 'out of sorts' you are going to feel. Keeping a routine has allowed me to stay positive, motivated and productive through these trying times.

Want to stay in touch with other TMS Alumni? Join the TMS Alumni Network at: tmsalumni.ca

Five

Things to Do When Your Child Says "I'm Bored"

We've all heard the phrase "**I'm Bored**", but likely you're hearing it from your children more often as we continue to be at home. Here are a few ideas from some of our amazing TMS Faculty to try the next time you hear 'I'm Bored'.



1

Play a game of "Can You..."

From Children's House through Elementary, challenge your child to play this interactive game you can tailor to being inside or outside. "Can you ... touch 5 windows and 4 doors?" "Can you ... collect 3 types of leaves in the yard and jump over 4 rocks?" Make it as physical or low-key as you like, depending on the day.

- Mrs. Marshall, Lower School

2

Start a Family Time Capsule

Gather your family together and then fill out information sheets about this time you spend at home together. Collect and print any family photos and memorabilia - anything that can be a reminder of the present day and the events that are occurring. Place them into a glass jar. Once you've got everything you want to include, bury the jar in your yard or place it somewhere hidden in your home and set a date to open the capsule together!

- Mrs. Clarizio, Lower School



3



Turn Family Recipes Vegan!

Have your teen take a family favourite recipe and figure out how it could be made vegetarian or vegan! Encourage your child to investigate new products and substitutions to order and use, and even help/lead in making the meal.

- Ms. Courdert, Upper School

Take a Mindfulness Break with the 'Far, Near, See, Hear' Game

Take a deep breath and let it out slowly, counting to 5 on the way out and answer these questions: (take a few moments to focus)

1. What is the furthest away thing you can see right now?
2. What is the loudest sound you can hear right now?
3. What is the closest thing you can see right now?
4. What is the quietest thing you can hear right now?
5. What is the darkest thing you can see right now?
6. What is the brightest thing you can see right now?

Take a deep breathe and let it out slowly, counting to 5 on the way out. This is a great way to get back to the moment.

- Mr. Budd, Upper School

4



5

Why Not Grab a Good Book!

Reading a good story is always a great way to pass the time! TMS' own Angela Hanimyan (Children's House Teacher) was recently published with her own amazing story "Fearless Felicia" – the story of a young girl who learns how to find calm and peace to transform negative feelings into positive ones. We're so proud of Mrs. Hanimyan for her great work! Find out where to purchase your copy at: www.angelahanimyan.com

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