

# Weekly Update

Charlotte Mason College  
Term 3 Week 5 | 23.08.2018



## PRINCIPALS UPDATE



This week in staff meetings and during our morning devotions the subject of resilience and 'grit' has surfaced.

When faced with adversity in life, how does a person cope or adapt? Why do some people seem to bounce back from negative events or loss much more quickly than others? Why do some people seem to get "stuck" in a point in their life, without the ability to move forward?

Often, we tend to idealize childhood as a carefree time, but youth alone offers no shield against the emotional hurts and traumas many children face. Children can be asked to deal with problems ranging from adapting to a new classroom, making new friends, changes in routine, to heartbreak from their first crush, friendship issues, isolation, relationship problems, divorce and family breakdown and worse. Add to that the uncertainties that are part of growing up, and childhood can be anything but carefree. The ability to thrive despite these challenges arises from the skills of resilience.

I recently read that the good news is that resilience skills can be learned. Everybody has resilience. It's just a question of how much and how well you put it to good use in your life. Resilience doesn't mean the person doesn't feel the intensity of the event or problem. Instead, it just means that they've found a pretty good way of dealing with it more quickly than others.

Building resilience which is the ability to adapt well to adversity, trauma, tragedy, threats or even significant sources of stress — can help our children manage stress and feelings of anxiety and uncertainty. However, being resilient does not mean that children won't experience difficulty or distress. Emotional pain and sadness are common when we have suffered major trauma or

personal loss, or even when we hear of someone else's loss or trauma. I have added a great article on resilience further in the newsletter for you to gain more understanding of how we can all work together to help build resilience into ourselves and our students.

GRIT - According to the Merriam-Webster dictionary, Grit in the context of behaviour is defined as "firmness of character; indomitable spirit." Duckworth, based on her studies, tweaked this definition to be "perseverance and passion for long-term goals."

A wonderful video about Grit will be posted to our CMC Facebook page this week and I strongly suggest you watch, it is inciteful and informative. As a staff we are praying for all of our students. We are praying for their grit and resilience as we are aware that happiness and success in this world we live in includes a measure of both of these character traits.

Primary camp is happening next week! The excitement is palpable, and I can't wait to attend camp with our Primaries. We have 25 students, a few parents, 2 teachers and 2 Senior Students (Junior Leaders) attending. Camp registration has now closed. Look out for the photos and updates on our Facebook page next week.

This week's Assembly 'SOAP' was based on Ephesians 4:31-32 - ***Get rid of all bitterness, rage and anger, brawling and slander, along with every form of malice. Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.***

Again, our student body showed well thought out insight in their answers and it was a wonderful learning opportunity to focus on God's word for staff and students alike. Including the gem – "this verse is talking to everyone". Have a blessed and wonderful week.  
Stephanie McGill



Campus program is humming along well on Thursdays (all day) and Monday afternoons with a routine that is organised, safe and works well for the majority. I appreciate all the resilience you have had in the changes and manoeuvring to get this day correct. It has been a focus of the College to get this day running smoothly. Each week after Campus Program staff meet and discuss their wins and losses and we work to find a suitable adjustment. Campus Program is a huge effort for all staff involved. It takes one dedicated staff member two days a week to prepare and administrate and all staff to pull off. This is done weekly. Campus Program is a normal school day for our On-Campus and Flexible Arrangement students but is also about providing an On-Campus 'College day' opportunity to our DE students. Campus Program is an educational opportunity provided to all of our families, DE, OC and FL.

I am aware that sometimes it is a little different for our DE students to get the hang of the 'College Day' routine. Please be aware that Campus Program is not a compulsory program for DE students. It does not 'have' to be attended as part of your DE program.

However, it is a wonderful day and a great opportunity for students to participate in new activities, workshops, new experiences and make new friends. Also, the challenge of change, routine, being on time, working with others, dealing with friendship issues also builds up some of that resilience and grit we are talking about.

As a college we do everything in our power to keep balance and grace in our programs. We are not able to make everyone happy all the time, but we really do try. Campus Program has increased weekly and the general consensus is that it is well supported, loved and enjoyed. We have people on wait lists at this time to attend. We also have families on wait lists to move into our DE school just to be able to attend our Campus Program.

I'm asking all of our families to please remember that Campus Program is an On-Campus College opportunity and to keep it educationally advantageous, on time, supervised and safe we need to run it like a college day – this includes following routine, time management,

policy, procedure and safety rules for all people attending. It also means adhering to school rules and expectations for all students enrolled in the program. If you would like to know about these expectations they are found in our Parent Handbook (this came out electronically with the newsletter 2 weeks ago)

## **CAMPUS PROGRAM**

### **THURSDAY MORNING - Campus Program** **Timetable**

**8:45-9am** - Arrive & Register  
**8:55-9am** – Welcome & Info for day  
**9-9:50am** – **Rotation #1**  
**9:50-10:05am** – Transition Food & Drink break (no play)  
**10:10 -11am** – **Rotation #2**  
**11-11:15am** – Food & Drink Break (no play)  
**11:15-12:05pm** – **Rotation #3**  
**12:10 -12:25pm** – Lunch  
**12:25 - 12:50** – Playtime

#### **Junior – Ages 5-8 years**

Rotation #1 – PE

Rotation #2 – Science

Rotation #3 – Coding

#### **Middle – Ages 9-12 years**

Rotation #1 – Coding

Rotation #2 – PE

Rotation #3 – Science

#### **Senior – Ages 13+ years**

Rotation #1 – Science

Rotation #2 – Coding

Rotation #3 – PE

### **THURSDAY AFTERNOON – Arts Program**

#### **Primary – Grades 1-6**

1pm – 1:45pm – Musical Elements

1:45 – 2:30pm – Stage Combat

#### **Secondary – Grades 7-12**

1pm – 1:45pm – Stage Combat

1:45 – 2:30pm – Musical Elements

#### **Senior Certificate 3 Business**

1pm-3pm – upstairs in the middle classroom.

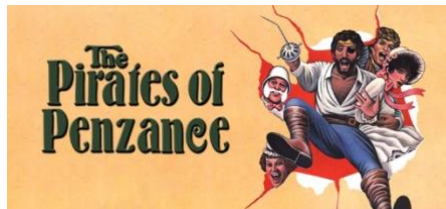
## **Campus Program** **Parent Training & Support**

Parent Training in the Charlotte Mason Method is held each Thursday 11am -12:30pm upstairs in the College class rooms. This is a great opportunity to learn, meet other parents, support one another, gain insight and advice and have some informative time with other Home-schooling parents.

## TRADING POST

### FOR SALE!

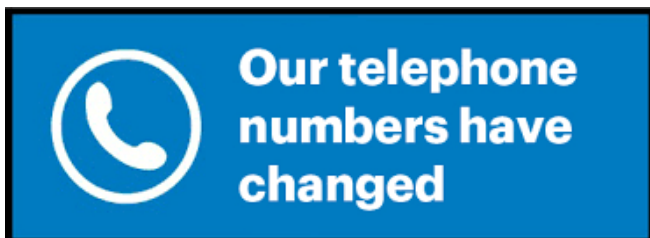
Second Hand Curriculum for sale through our CMC Trading Post can be advertised here. Email your items, item condition, price and your best contact number to [community@cmc.qld.edu.au](mailto:community@cmc.qld.edu.au)



### Pirates of Penzance Recording!

Hi all, we are placing our order for copies of the recording of our recent musical, The Pirates of Penzance on USB. They will cost a maximum of \$20 each. This includes the USB & Videographer costs.

If you would like a copy, please e-mail reception on [reception@cmc.qld.edu.au](mailto:reception@cmc.qld.edu.au) by Friday 24<sup>th</sup> August. USB's will be purchased on this date.



We have now hired a Distance Education Administrator the old school phone - mobile number of 0437 453 910 is now for DE enquiries.

On Campus - enquiries please now use our landline the number is : (07) 3186 2954

## Date Claimer!!!

**2018 Graduation Celebration** will be held at the College.

**Where:** Pine Rivers Uniting Church  
30 Narangba Rd, Kallangur

**Date:** 30<sup>th</sup> November 2018

**Time:** 4pm – 5:30pm



CMC Senior Formal Dinner & Dance will be held this year at North Leagues Services Club. Please note this date in your diaries as it is not to be missed.

The evening includes a full sit-down formal dinner and dessert, college year in review, DJ & dancing. Graduating Students are able to invite a formal date and 2 other guests.

**Where:** The Ivy Room  
North Leagues Sports Club,  
Anzac Ave, Kallangur

**Date:** Friday 30<sup>th</sup> November 2018

**Time:** 6pm to 11pm

**Dress:** Formal

**Cost:** \$50 pp

## DISTANCE EDUCATION DUE !



Its week 5! Student work samples are due to be emailed to CMC for all DE students in week 5 and week 10 each term.

Work Samples due in week 5 of each term:

- Mathematics
- English
- Science
- SOSE (History, Social Studies, Geography or similar)

Work Samples due in week 10 of each term:

- All other enrichment subjects

Please scan and email one sample of your best work for each of the due subjects, with the 'CMC Work Sample Cover Sheet' filled out and attached to CMC.

CMC Work Sample Cover Sheet can be found at the end of the Assessment, Record Keeping and Work Sample Guide. This guide was emailed to all DE families on Wednesday.

An instruction video on how to fill it out has also been emailed with the guide. If you have any questions or concerns, please contact DE Administration on 0437 453 910



| AUGUST  |   |   |
|---|---|---|
| Thursday 23 <sup>rd</sup>   | Campus Program (CP)<br>Subject Rotation                   | 9-12:30   |
| Thursday 23 <sup>rd</sup>   | CP Arts Rotation  | 1-2:30  |
| Thursday 23 <sup>rd</sup>   | Day 1 Cert 3 Business<br>Training Afternoon               | 1-3   |
| Sunday 26 <sup>th</sup>   | Hamlet 'ALL IN'<br>excursion                              | 5-6 –picnic tea<br>6pm-onwards<br>show  |
| Monday 27 <sup>th</sup>   | CP Arts Rotation  | 1-2:30  |
| Thursday 30 <sup>th</sup><br>9am<br>to Friday 31 <sup>st</sup><br>3pm | <b>Frederick Marsden<br/>Youth Centre</b><br>Primary Camp | 9-12:30 – CP<br>12:30 Thurs to<br>12 Fri – Camp<br>12-3 – Fri –<br>activities at<br>CMC |
| Thursday 30 <sup>th</sup>   | Campus Program (CP)<br>Subject Rotation                   | 9-12:30   |
| Thursday 30 <sup>th</sup>   | CP Arts Rotation  | 1-2:30  |



## FORTITUDE

Bearing hardship or discomfort with courage

As Cathy watched the mothers and children at the park, she began to notice a definite connection between how the mothers reacted and how the children acted.

And I do mean “act.” Some of these kids should get an award for Best Actor! Especially that one in the blue sweatshirt. Of course, his mother is his best audience. When he tripped and fell, I thought she was going to call an ambulance. And his performance matched her panic. That poor child is going to lose many a fun moment worrying about his scraped knees.

On the other hand, that woman with the little girl in pink seems to have the right idea. When the girl landed in the dirt, that mom was quick to catch that split second of indecision—that little window of opportunity when the child was trying to decide whether she should create a scene. That mother calmly looked at the girl and said with a smile, “You’re okay.” And I really think she was sure about that; she must have done a quick mental assessment of the situation and figured out that it didn’t look like anything really harmful or serious had happened. Now the little girl is continuing to play happily, while the little boy is still sitting beside his mother whining.

### Charlotte’s Thoughts on Fortitude

#### 1. Learning fortitude in dealing with physical sensations can help develop mental fortitude.

“Perhaps parents are less fully awake to the importance of regulating a child’s sensations. We still kiss the place to make it well, make an obvious fuss if a string is uncomfortable or a crumpled rose-leaf is irritating the child’s tender skin. We

have forgotten the seven Christian virtues and the seven deadly sins of earlier ages, and do not much consider in the bringing up of our children whether the grace of fortitude is developing under our training. Now fortitude has its higher and its lower offices. It concerns itself with things of the mind and with things of the body, and, perhaps, it is safe to argue that fortitude on the higher plane is only possible when it has become the habit of the nature on the lower” (Vol. 2, p. 286).

#### 2. Encourage your child to bear discomfort courageously.

“A baby may be trained in fortitude and is much the happier for such training. A child should be taught that it is beneath him to take any notice of cold or heat, pain or discomfort” (Vol. 2, p. 286).

“Few of us are likely to be tried in a field of battle; but the battle-field has an advantage over the thousand battles we each have to fight in our lives, because the sympathy of numbers carries men forward. The Courage required to lose a leg at home through a fall or an injury on the cricket field is, perhaps, greater than that displayed by the soldier on the field; and the form of Courage which meets pain and misfortune with calm endurance is needed by us all. No one escapes the call for Fortitude, if it be only in the dentist’s chair” (Vol. 4, Book 1, p. 113).

**3. Teach your child to concentrate on other things rather than the discomfort.**

“We do not perceive the sensations to which we do not attend, and it is quite possible to forget even a bad toothache in some new and vivid interest” (Vol. 2, p. 286).

“Never let us reflect upon small annoyances, and we shall be able to bear great ones sweetly. Never let us think over our small pains, and our great pains will be easily endurable” (Vol. 4, Book 1, p. 90).

**4. A child who concentrates on physical discomfort is likely to grow up into an adult who obsesses about physical sensations and misses out on the joy of living.**

“Health and happiness depend largely upon the disregard of sensations, and the child who is encouraged to say, ‘I am so cold,’ ‘I am so tired,’ ‘My vest pricks me,’ and so on, is likely to develop into the hysterical girl or the hypochondriac man; for it is an immutable law, that, as with our appetites, so with our sensations, in proportion as we attend to them will they dominate us until a single sensation of slight pain or discomfort may occupy our whole field of vision, making us unaware that there is any joy in living, any beauty in the earth” (Vol. 2, pp. 286, 287).

**5. A child who focuses on his comfort level is learning to concentrate on self instead of others.**

“But these are the least of the reasons why a child should be trained to put up with little discomforts and take no notice. The child who has been allowed to become self-regardful in the matter of sensations, as of appetites, has lost his

child’s estate, he is no longer humble; he is in the condition of thinking about himself; instead of that infinitely blessed condition of not being aware of himself at all” (Vol. 2, p. 287).

**6. Children with physical ailments should not be excluded and can benefit most from this training.**

“Nor must we permit ourselves to make an exception to this rule in the case of the poor little invalid. For him, far more than for the healthy child, it is important that he should be trained to take no account of his sensations; and many a brave little hero suffers anguish without conscious thought, and therefore, of course, suffers infinitely less than if he had been induced to dwell upon his pains” (Vol. 2, p. 287).

**7. Be careful not to turn your child’s thoughts to his physical ailments.**

“We say, induced, because, though a child may cry with sudden distress, he does not really think about his aches and pains unless his thoughts be turned to his ailments by those about him” (Vol. 2, p. 287).

**8. Don’t intentionally inflict hardness on your child in order to “train him in fortitude”; simply redirect his thoughts away from physical discomfort when it occurs.**

“I am not advising any Spartan regimen. It is not permitted to us to inflict hardness in order that the children may learn to endure. Our care is simply to direct their consciousness from their own sensations. The well-known anecdote of the man who, before the days of chloroform, had his leg cut off without any conscious sensations of pain, because he determinedly kept his mind occupied with other things, is an extreme but instructive instance of what may be done in this direction” (Vol. 2, pp. 287, 288).

**9. Be watchful for anything that might actually be dangerous or harmful to your child and deal with it in a calm manner.**

“At the same time, though the child himself be taught to disregard them, his sensations should be carefully watched by his elders, for they must consider and act upon the danger signals which the child himself must be taught to disregard. But it is usually possible to attend to a child’s sensations without letting him know they have been observed” (Vol. 2, p. 288).

**10. Encourage your child to concentrate on his own duties and other people’s rights, rather than his rights and other people’s duties.**

“He may be taught to occupy himself with his own rights and other people’s duties, and, if he is, his state of mind is easily discernible by the catchwords often on his lips, ‘It’s a shame!’ ‘It’s not fair!’ or he may, on the other hand, be so filled with the notion of his own duties and other people’s rights, that the claims of self-slip quietly into the background” (Vol. 2, p. 289).

**11. Pray for your child to have a servant’s heart, then encourage that attitude with your actions.**

“This kind cometh forth only by prayer, but it is well to clear our thoughts and know definitely what we desire for our children, because only so can we work intelligently towards the fulfilment of our desire. It is sad to pray and frustrate the answer by our own action; but this is, alas, too possible” (Vol. 2, p. 289).

12. Use stirring stories and examples of fortitude to motivate your child's determination in the right direction.

"Touch the right spring and children are capable of an amazing amount of steady effort. I know a little boy of ten who set himself the task of a solitary race of three miles every day in the hot summer holidays because he was to compete in a race when he went back to school; and this, not because he cared much about sports, but because his eldest brother had always distinguished himself in them, and he must do the same. When we think how little power we have to do the tiresome things we set ourselves to do every day, we appreciate the self-compelling power a child can use, given a strong enough impulse. The long name, Fortitude, would have its effect on the little boy in the dentist's hands. It is good to know that it is a manly and knightly virtue to be strong to bear pain and inconvenience without making any sign. The story of the Spartan boy and the fox will still wake an echo; and the girl who finds it a fine thing to endure hardness will not make a fuss about her physical sensations. She will be pained for the want of fortitude which called the reproof, 'Could ye not watch with me one hour?' and will brace herself to bear, that she may able to serve" (Vol. 3, pp. 110, 111).

#### Questions to Ask about Fortitude

- Do I understand how physical fortitude can develop into mental fortitude?
- Is my child learning to bear discomfort courageously?
- Is my child learning how to concentrate on other things rather than the discomfort?
- Am I looking toward my child's future and training him in fortitude so he won't grow up obsessed with physical sensations and miss the joy of living?
- Is my child progressing in thinking of others instead of himself and his comfort?
- Am I cultivating fortitude in my child who has physical ailments, or do I excuse him?
- Am I trying not to turn my child's thoughts toward his physical ailments?
- Am I careful not to intentionally inflict hardness on my child?
- Am I learning to redirect my child's thoughts away from physical discomfort when it occurs?

- Do I keep watch for any physical danger or harm that may occur to my child and deal with it calmly?
- Am I encouraging my child to concentrate on his duties and other people's rights, rather than his rights and other people's duties?
- Do I pray for my child to have a servant's heart?
- Do I model what it means to have a servant's heart by my actions?
- Am I seeking to use stirring stories and examples of fortitude to motivate my child in that direction? By Sonya Shafer: [www.simplycharlottesmason.com](http://www.simplycharlottesmason.com)



## PRIMARY SCHOOL CAMP

Coming up next Thursday is our Primary School Camp! It's going to be an awesome experience for our On Campus and Distance Education Primary Students. Applications for camp have now closed and we have 30 people going! Don't forget to read your flyers for what to bring! We will be meeting at the CMC Campus for Campus Program on Thursday morning at 8:45am and then returning for pick up on Friday afternoon at 3pm. Can't wait to see you there!



"We must never become too busy sawing to take time to sharpen the saw."  
DR. STEPHEN R. COVEY

### HABIT 7: SHARPEN THE SAW

Seek continuous improvement and renewal professionally and personally.

Sharpen the Saw means preserving and enhancing the greatest asset you have--you. It means having a balanced program for self-renewal in the four areas of your life: physical, social/emotional, mental, and spiritual. Here are some examples of activities:

- Physical: Beneficial eating, exercising, and resting
- Social/Emotional: Making social and meaningful connections with others



# In the Spotlight

**Mental:** Learning, reading, writing, and teaching  
**Spiritual:** Spending time in nature, expanding spiritual self through meditation, music, art, prayer, or service

*"Renewal is the principle—and the process—that empowers us to move on an upward spiral of growth and change, of continuous improvement."*

DR. STEPHEN R. COVEY

As you renew yourself in each of the four areas, you create growth and change in your life. Sharpen the Saw keeps you fresh so you can continue to practice the other six habits. You increase your capacity to produce and handle the challenges around you. Without this renewal, the body becomes weak, the mind mechanical, the emotions raw, the spirit insensitive, and the person selfish. Not a pretty picture, is it?

## FEELING GOOD DOESN'T JUST HAPPEN.

Living a life in balance means taking the necessary time to renew yourself. It's all up to you. You can renew yourself through relaxation. Or you can totally burn yourself out by overdoing everything.

You can pamper yourself mentally and spiritually. Or you can go through life oblivious to your well-being. You can experience vibrant energy. Or you can procrastinate and miss out on the benefits of good health and exercise. You can revitalize yourself and face a new day in peace and harmony. Or you can wake up in the morning full of apathy because your get-up-and-go has got-up-and-gone. Just remember that every day provides a new opportunity for renewal--a new opportunity to recharge yourself instead of hitting the wall. All it takes is the desire, knowledge, and skill.

By Franklin Covey

<https://www.franklincovey.com/the-7-habits.html>

This is the final instalment of the 7 habits of highly effective people to learn more see:

<https://www.booktopia.com.au/search.ep?keywords=7+habits+of+highly+effective+people&productType=917504>



**Mr Paul Johnson**  
**CMC Distance Education Advisor & Teacher**

Paul Johnson has recently joined our teaching staff. Paul has been a Queensland Registered Educator since 1979 and comes to the College with much experience in both classroom and distance education. Paul will be working with distance education students mainly, who will benefit greatly from his experience. Paul and Leonie home educated their five children, now adults, over a period of 20 years. Paul and Leonie are very welcome at Charlotte Mason College as they are well qualified and experienced which will benefit and bless our DE families.

Paul's experience as a professional educator and a home educating dad gives him the ability to relate well, on a practical level to the busy lifestyle of learners in the



home. It will take some time, but Paul looks forward to speaking with all DE families before too long.

## Building resilience in children

Resilience ... it's a familiar word, isn't it? But what does it really mean? When we talk about resilience, we're talking about a child's ability to cope with ups and downs and bounce back from the challenges they experience during childhood – for example moving home, changing schools, studying for an exam or dealing with the death of a loved one. Building resilience helps children not only to deal with current

difficulties that are a part of everyday life, but also to develop the basic skills and habits that will help them deal with challenges later in life, during adolescence and adulthood.

Resilience is important for children's mental health. Children with greater resilience are better able to manage stress, which is a common response to difficult events. Stress is a risk factor for mental health conditions such as anxiety and depression, if the level of stress is severe or ongoing.

### So where does resilience come from?

Resilience is shaped partly by the individual characteristics we are born with (our genes, temperament and personality) and partly by the environment we grow up in — our family, community and the broader society. While there are some things we can't change, such as our biological makeup, there are many things we can change.

One way of explaining the concept of resilience is to imagine a plane encountering turbulence mid-flight. The turbulence, or poor weather, represents adversity. Different planes will respond to poor weather conditions in different ways, in the same way different children respond to the same adversity in different ways.

The ability of the plane to get through the poor weather and reach its destination depends on:

- **the pilot** (the child)
- **the co-pilot** (the child's family, friends, teachers and health professionals)
- **the type of plane** (the child's individual characteristics such as age and temperament)
- **the equipment available** to the pilot, co-pilots and ground crew
- **the severity** and duration of the poor weather.

We can all help children become more resilient and the good news is, you don't have to do it alone. You can ask other adults such as carers and grandparents to help. Building children's resilience is everyone's business, and it's never too early or too late to get started. We've got some simple things that you can do in your own home.

### How can I build resilience in my child?

Our **latest research** found that there are five areas that offer the best chance for building resilience in children. As a parent, carer, or significant adult, you can help to develop essential skills, habits and attitudes for building resilience at home by helping your child to:

- [build good relationships with others including adults and peers](#)
- [build their independence](#)
- [learn to identify, express and manage their emotions](#)
- [build their confidence by taking on personal challenges](#)

There are some simple things you can do to build your child's resilience in these areas (click on the links above). You might be able to think of more.

It's important to remember that the strategies we recommend:

- are suitable for everyday use with children aged 0–12 years
- have been tailored for pre-school aged children (1–5 years) and primary school aged children (6–12 years)
- should be prioritised in a way that best meets your child's needs.

If your child is currently experiencing stress, challenges or hardships in life which are affecting their wellbeing, additional **professional support** may be necessary.

<https://healthyfamilies.beyondblue.org.au/healthy-homes/building-resilience>

