

*Ignite your child's love of learning*

**MARK YOUR CALENDAR!**

Open House Tours  
Next tour: Feb. 29  
8:45-10:00 am

The last Wednesday of each month is an open house for new potential parents, as well as our current families...come see all the grades in action and ask questions about what lies ahead.

Dads Only Night

Your host, Michael Peier (Ellie in kindergarten's Dad), invites all Dads to an evening social with an opportunity for questions about the Waldorf curriculum and philosophy.  
Session leaders: Aegir Morgan and Pierre Richer (Waldorf teachers and Dads!)  
Feb. 2nd: 7:00 p.m.  
4625 Montebello Place

February Break—no school

Faculty professional development week  
Feb. 20-24

## Why do we have an Annual Giving campaign?

What are funds used for?

At the Whistler Waldorf School, the Annual Giving campaign is launched each year to create a fund for special projects. In the past we have raised funds for a library, new floors, or new office computers. In recent years, we have created a fund to help pay for costs associated with finding a permanent home and preparing for a major capital campaign.

These costs included speakers, workshops, new visioning and collateral documents and brochures (graphic de-

sign and printing costs), as well as feasibility study documents and consultant fees.

Finalizing a permanent site, and organizing a capital campaign involves a significant investment both volunteer time wise for our Board and various planning committees, and with committing dollars towards preparing for these projects.

**But I pay tuition fees...**

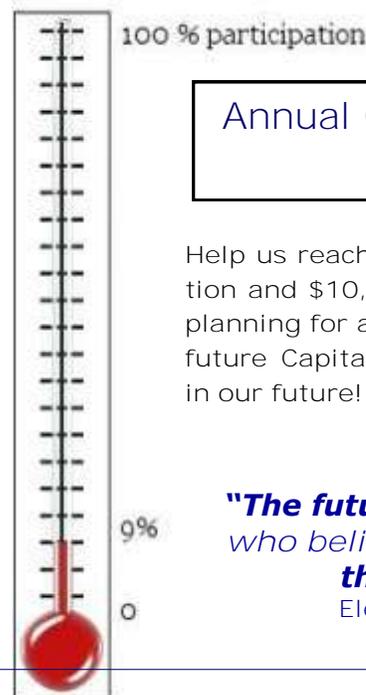
Tuition fees and government grants (and a portion of fundraising) cover the schools Operations budget, which largely consists of teacher

salaries and lease payments for operating space. Whistler Waldorf is committed to keeping our fees as low as possible to maintain affordability and keep the education as accessible as possible. To compare with some other Waldorf schools, Vancouver is at \$11,000, Calgary at \$14,000 and Squamish is at \$5950.

A contribution to the Annual Giving is an investment in our future—please give generously.

Donations received this month: \$500, \$50, \$50, \$100, \$1500, \$250, \$300...

### Participation rate



### Annual Giving Campaign Update

Help us reach our goal of full participation and \$10,000 to fund the continued planning for a permanent location and a future Capital Campaign— **let's believe** in our future!

***"The future belongs to those who believe in the beauty of their dreams."***  
Eleanor Roosevelt

### Dollars raised



## Introducing "Bring it to the table" opportunity—and new schedule for Parent Association Meetings

A new opportunity for parents to be heard at the Parent Council table, is launching this month with our *Bring it to the Table* initiative.

One of our newest Parent Council members, Megan Fullerton, is taking on the role of Parent Liaison. She will be taking email submissions from parents who have questions, ideas or input for the Parent Council with regards to events, fundraising, social initiatives, the grounds, or other Parent Council activities.

Please submit your questions to Megan at: [megstar5@telus.net](mailto:megstar5@telus.net)



Megan will bring questions for discussion at the monthly Council meeting, and respond with feedback.

**PA meetings—new schedule**  
Parent Association meetings are moving to a new schedule for 2012. PA meetings, which are open to all parents at the school, will be held in September, November (AGM), March and June each school year.

PA dates listed on the old calendar are cancelled effective immediately. Please watch for dates to be announced for meetings in March and June 2012.

## Physics projects presentations —Grade 7/8/9

Pulleys, incline planes and levers were on full display this month, as the Whistler Waldorf school grade seven, eight and nine students presented their physics science projects at the full school assembly. Students from grade one to six, as well as teachers and administration staff, pressed together in the audience to catch every word and witness the displays of the mechanical machines created and engineered by the grades seven, eight and nine students.

**"It was exciting to have to design it and create it from scratch",** says Katie Vogler, grade nine student. **"We started with the idea of having a toy train track and expanded the design from there".** Her sister and project partner Melissa Vogler explained the aim of the machine project was to explore the mechanical advantages of pulleys and levers.

**"Mechanics and simple machines was part 1 of our Physics block",** said Ali Franklin, Science and Math middle school teacher. **"The parameters for the project was to in-**

clude at least four of the following simple machines: levers, pulleys, wedges, screws, incline planes and wheels or axels. Our next task will be to study *Fluid mechanics* such as hydraulic presses."

Through an experiment-based approach, the class examined the properties of fluids. The concepts of pressure, density, buoyancy and surface tension were discovered through a series of demonstrations and activities. The class then looked at fluids in a mechanical setting investigating the mechanical advantage provided through hydraulic presses.

**"In Waldorf education, the science subjects do not start from theories and formulas,"** says Aegir Morgan, upper grades class teacher at Whistler Waldorf. **"Science is taught by first presenting the phenomenon, having**



*Ren and Nathan prepare their demonstration*

the students make detailed observations, then guiding the students to develop the concepts that arise from the phenomena, and finally deriving the scientific formulas and laws behind the phenomena."

Other science blocks planned this year include Chemistry and Biology.

## Handwork? What is that?

### A look at handwork through the grades— Ms. Reynolds

There is a quizzical look that comes across most faces when I tell people that in addition to being a class teacher, I teach handwork. Handwork? What is that? So I figured it was time for me to give you a glimpse into the handwork lessons across the grades here at the Whistler Waldorf School.

Our Grade 1 students are learning knit, manipulating wooden needles and woollen yarn to create fabric with the goal of making their first functional piece, a flute bag, in the coming months. Often children will have time to practice their knitting skills on a side-project such as a knitted animal before learning how to crochet in Grade 2. Crochet uses one needle but involves types of stitches which are actually variations on the finger-knitting the children learn in Kindergarten. With crochet, children can create other functional pieces such as a net bag or a woollen hat.

Our Grade 3-4 students have returned to knitting and have learned to purl as well. Projects in this class also are a more complex and use a finer yarn and needle. They require the students to think 3-dimensionally when knitting their bags, gnomes etc. The bag they are knitting also involves an element of symmetry which they will get to practice even further on their next project – a cross-stitched sewing kit. This embroidery technique will require the students to pay close attention when mirroring left and right their self-designed pattern.

The Grade 5-6 students are currently grappling with the technique of knitting in the round. Everyone has 4 or 5 needles full of stitches and is alternating purl and knit stitches as they work on either a pair of socks or mittens. This work

**requires the students' full concentration** in particular when learning to knit around corners for the heels in their socks or increase and decrease while following their patterns for mittens. The students are also making a wooden darning egg in their first wood-working sessions. This will allow them to darn their hand-knit socks and mittens should they ever develop a hole.

The next project these students will undertake is to create a realistic hand-sewn stuffed animal or doll. They will learn to make a pattern from their own drawing which will include learning how to make the 2-dimensional drawing into a pattern for a 3-dimensional animal/person with gussets and seam allowances. This is an arduous task where they will learn some sewing techniques to create smooth seams and sculptural details on their project.

Our Grade 7-8-9 students have a series of blocks lined up for their art and handwork lessons this year.

They began the year with a block on perspective drawing where they were able to further develop their skills and knowledge on accurately representing buildings and other objects in perspective. We then had a local leather-smith, Jules of Love Jules Leather, come in to teach the students how to make leather moccasins from wild deer hide. Here the students recognized the importance of working carefully with leather so as not to waste such **"dear" material. The students' third block was a wood-working block with Andre Doucet. Andre challenged the students whilst creating wooden block puzzles for the puzzles required careful planning and measurements, exact**

work and plenty of patience in order to make each piece fit just right.

Currently the students are putting their theatrical experiences together to help create sets and costumes for the up-coming all school play, the Voyage of the Dawn Treader. The students are designing, drawing and constructing a variety of props, sets and costumes whilst keeping in mind the materials we have on hand and the feasibility of certain constructions depending on the stage and scenes required. In addition to adjusting and sewing simple patterns for the play, it is planned that the students also have a handwork block on tailoring and as well as further wood-working sessions in the spring.

This is a cursory look into the handwork curriculum here at the school and shows the broad range of techniques the students learn over the years. Each technique requires different skills and challenges the students in different ways.



*Hand made leather moccasins— Thomas Bunbury (grade 9)*

Waldorf in the media...

**"Benefits of Knitting program at Waldorf School" - *The Conway Daily Sun—New Hampshire***

January 20, 2012

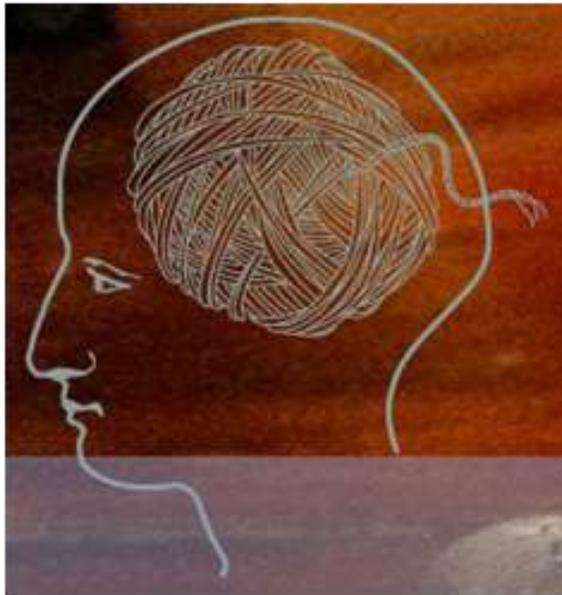


ALBANY — Knitting is the perfect antidote to life in the fast world we live in. It offers a very tangible way to connect with yourself and to create something truly useful as well as beautiful. In a world where technological advances such as electronic books, food processors, bread machines, etc. have deprived us of many of life's tactile pleasures, the feeling of yarn and the steady repetition of stitch after stitch is a restorative tonic, producing not a virtual experience that can be altered with a single click, but a real and tangible something.

The White Mountain Waldorf School will host an open house on Jan. 21 from 10 a.m. to 1 p.m. on the topic of the benefits of knitting.

In Waldorf schools, knitting is one component of the first grade curriculum and kindergarten children are taught to finger knit before they learn to do math. Do you wonder why? First, it teaches them to follow patterns (in through the front door, once around the back, out through the window and off jumps jack). It also develops their fine motor skills, which will be put to the test in the coming years.

Forms of handwork such as knitting, crocheting and sewing are critical to a **child's intellectual and emotional development**. Knitting not only energizes **children's tactile senses but it is also** instrumental in intellectual development. Students learn math, spatial and geometric skills when knitting and sewing. Whether it is first-graders counting stitches in each row of their squares or flute cases, or fourth-graders creating and embroidering geometric patterns, handwork gives them a concrete visualization of what



addition and multiplication do; plus, they learn about problem solving and logic. Taking on a project like knitting a flute case also helps first-graders learn to manage frustration and understand that mistakes are a natural part of the learning process for everyone. The culminating project in fifth grade is a pair of socks — something that takes the students nearly the whole

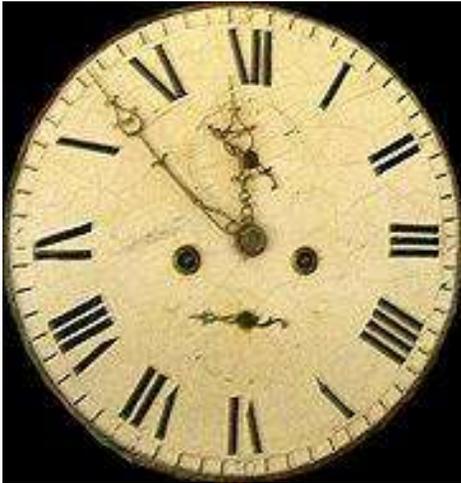
year to complete; imagine the sense of accomplishment!

Knitting is scientifically proven to increase right and left brain interaction. Because it requires two hands to knit, both sides of the brain are stimulated. Not only is knitting a great way to calm down and relax, but knitting also teaches patience. In fact, **knitting is proven to initiate a "relaxation response" in many people; this** can lower blood pressure, im-

prove heart conditions, and even resolve insomnia. Knitting can also improve self-esteem. Creating something beautiful, no matter how simple, makes you feel good about yourself. It is a creative outlet that can be learned rather quickly. Knowing just the basics will enable the knitter to make something useful and lovely. Also, knitting can help you **find companionship. It's fun to knit and even more fun to knit with others. It's a** wonderful way to share what you know, learn a new skill, or just get support from other people who share your craft. Best of all, since there is always a new

project that will prove to be more challenging than the last, there is always more to learn- even for the advanced knitter.

## Grade 3/4—M. Richer



Here's a little update on what we are currently working on in the classroom, as well as a glimpse into what is coming up.

Just before the break we have started our first block on how we orient ourselves on earth through study of measurement. Ancient peoples marked the passage of time by observing cycles of nature. Our children began by studying inventions that measure time, such as the water clock device. We created our own analogue clock and studied the division of time from century to decade, to year to month, to weeks to days, hours, minutes and finally the seconds. Through different exercises the students have been able to practice reading and telling time. This is

something we will practice daily in the classroom from now on.

We are now starting a block on linear measurement, as this progression mimics how the early peoples originally used time as a tool for taking linear measurements. For example, the distance of a long journey was conceived in terms of time that it would take to cover the distance such as **"several days journey to the north". It was not until civilization developed the need to replicate a given measurement that linear measurements began.** With the understanding that the distance was originally measured by time — **a day's journey, etc...** — and how modern units of distance measurement originated in the human body — **a king's foot, a king's thumb equals an inch,** the students will discover that the human being is **'the measure of all things'**. They will also realize through stories and experiential learning the need for a standard unit of measurement and how the foot, inches, and metric system came to be, as we know it today. Our work with the four mathematical proc-

esses continues daily, including concentration exercises and expanding our timetables study.

To put our understanding of linear measurement in practice we will start a small building project in the weeks to come. The student will have to measure and cut all the pieces necessary for the assembly of a birdhouse.

All our language artwork, from writing and reading to speech, will be supported by our morning stories and a play – The Twelve Sons of Jacob, which will be presented at our next Spring Concert.

That's it for now,  
Thank you!  
M.Richer



## Grade 1 / 2—Ms. Karklin

Greetings from Grade 1 and 2!

Since we've returned from the Holiday break the class has entered into a language arts block - complete with a lot of riddles! The class has been enjoying these brain teasers and trick questions and I'm sure you've all heard some of them at home.

Origami furniture has been a huge hit for our craft blocks



lately. There have been some elaborate living room designs and fun creations!

Here are some riddles to leave you with... "You throw away the outside then cook the inside. Then eat the outside and throw away the inside. What am I?"

"What can go up a chimney down, but can't go down a chimney up?"

## Kindergarten—Ms Graham

The kindergarten children were so happy to see friends after the holidays. The first few weeks they have been eager to share stories and create elaborate play scenarios inside and outside of the class. The children have been listening to the **fairytale "The White Bird"** a story about an old grumpy lady who practiced joy, happiness and peace for a year then her wish came true. From this story many of the children have been sewing a white bird for their homes.

After many hours of finger knitting we are beginning to sand our knitting needles as we try our hand at this new handwork skill. Handwork in the kindergarten consists of many of daily activities from cutting fruit to kneading the bread dough and play dough. Finger knitting, sewing, weaving and paper crafts are also part of our handwork curriculum. It helps develop fine motor skills and numeracy

(counting). Handwork also helps calm and build patience with in the child as they complete their projects.



## Pre School—Ms. Karina

First of all, we would like to wish our friend Tommy a speedy recovery. We all miss him.

We were excited to be back with birthday celebrations. Children are thrilled to celebrate their classmates' birthdays in the preschool. They love to make drawings for them. Their pictures represent very meaningful thoughts.

We are also enjoying our painting; discovering new colors by combining the primary colors.

**Our friend Jashia's** family welcomed a little brother; his name is Aaron. She talks a lot about him

lately. And she is such a great helper with any task.

The children are exploring many friendships, and new games, and love to share reminders with the group about our rhythms and safety precautions.

Finally I want to thank Michelle, Vicky, Peggy and the parents for volunteering with setting up and making our preschool beautiful with the new changes.

Thank you!



## Parent Council—monthly update

On January 13th, the Parent council sat for our 1st meeting for 2012. Peggy our Development Director confirmed the school had 5 new students which is a great positive start for the 2012 school year. We would like to welcome all our new students and parents to the school.

Looking at upcoming calendar dates, we are in the works to host a "Dad's night" Feb 2nd with some of our male faculty members as hosts for the evening and a future games night for all members of the school body to get together and have some fun.

Our next Fundraising event is the Ice Break up Raffle which we will

be co-organising with The Point Artist Run Society Centre, and the May Soirée. We are still looking for potential venues for the May Soirée, if anyone has any leads on an executive property that might work for the event.

We are proud to be hosting the Olympiad again the year which will run from May 30th - June 2nd with an expected 97 students attending from different Waldorf schools around Canada.

The Parent Council recently met with the faculty and the board to discuss our goal and objectives for the year ahead, which was a great opportunity for all the members of the 3 realms to be introduced to each

other.

Kind regards  
Lee-Anne van Dongen  
Parent Council Chair

### Whistler Waldorf School

#### Parent Council

Lee-Anne van Dongen —Chair  
**Yvonne D'arcy**—Co-Chair  
Jennifer Raffler—Secretary  
Ghlee MacLeod—Treasurer  
Tracy Graham—Faculty Rep  
Amanda Sandahl—Class Parent Rep  
Megan Fullerton— Liaison  
Sheila Sherkat— Parent Education  
Laura Street—Director Comm.  
Peggy Vogler—Director Dev.

## Board of Directors—monthly update

Firstly a large thank you to Laura Street who after three very busy years as Board Chair moved into the Director of Communications role in the Fall (Laura remains on the Board as Past President) Also continuing on the Board this year are Paula Jeffers, Carol Tait, Lee-Anne van Dongen, Parent Council Chair; Principal Michelle Kirkegaard; Faculty rep Aegir Morgan; Administrator Vicky Bunbury, Director of Development Peggy Vogler and we would like to welcome Laurie Grant and Shankar Raina who has accepted the role of Treasurer.

Our focus for the next few months will be to finalise the 2012/13 Annual Revenue and Expense budget, revise and extend our Vision 2015 document which many will have seen over the past two years and continue working on two exciting projects 1. Our permanent home,

### 2. Planning for High School.

The Site Committee continues to move forward on two site options: the Wedgewood site, which requires obtaining a Crown land lease and a detailed proposal for us to remain in our current location. The Administrative team are working with the RMOW on the extension of our 'short term' special use permit for our current location.

Our capital campaign planning team completed a detailed Feasibility Study over the Summer and Fall which is another necessary step towards launching a successful capital campaign. Planning will resume shortly on this project.

With a goal of offering High School in 2014 the Board and Faculty met for a three hour visioning session last week. After gathering more information another session open to all parents is being planned for

### Whistler Waldorf School

#### Board of Directors

Fiona Cull—President  
Shankar Raina—Treasurer  
Paula Jeffers  
Carol Tait  
Laurie Grant  
Lee-Anne van Dongen—PC rep  
Aegir Morgan—Faculty rep  
Laura Street—Past President/  
Secretary  
Peggy Vogler—Director of Dev.  
Michelle Kirkegaard—Principal  
Vicky Bunbury—Administrator

April (after the Easter break). Dates to be announced.

Please feel free to contact any of the Board members for more information.

Kind regards,  
Fiona Cull, Board Chair

## Parent reading: "Losing our senses" Renewal article summary

*Excerpts from Losing our Senses, by Thomas Poplawski, M.Ed.—Renewal magazine p. 11 (Fall/Winter 2011)*

The Rational Psychology Association in Munich, Germany (GRP) has been conducting research on the processing of stimuli in the brain and the emotions for several decades. Some four thousand subjects are involved in the study.

About twenty years ago, researchers began to note a striking phenomenon: the receptivity of the sense of smell and taste was deteriorating significantly.

This seeming trend was not yet considered remarkable until the 1980s, when deterioration in the other senses began to be evident.

...

This trend however has continued to accelerate. What finally alarmed the GRP team was the realization that **the brain's sensitivity to stimuli is decreasing** now at a rate of one percent a year. Subtle and delicate sensations are simply filtered out.

*(Editor's note: please read full article for complete explanation as to why this might be happening, and why we should try to mitigate these changes...)*

Here are some things you can do for your children—and for yourself:

1. Unplug  
**Keep your child's life free from** television, videos, computer games, and movies until the age of ten, and then be very careful about what and how much they experience.

2. Slow down your lifestyle and give family life the time it needs and deserves. We need to spend time with our children in a regular, consistent, unhurried way.

3. Give your child many and regular experiences of nature. ...This means frequent and regular activities in the outdoors for you and your child. Bring nature into the home with a seasonal festive table...

4. Bring the arts into your home, and do so without the aid of electronics. Sing..paint, draw, do beeswax, clay...hang artwork on your walls; take the family to classical concerts, dance performances, and museums.





*Ignite a Life-Long Love of Learning*

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Ignite a Life-long Love of Learning

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[www.whistlerwaldorf.com](http://www.whistlerwaldorf.com)

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Our Mission:

Our mission is to educate each child with reverence and respect; to nurture wonder, confidence and initiative, so they may participate in the world guided by a sense of truth and responsibility.



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## School Community Classifieds

*This space is set aside for the school community to share their talents, needs and wants. Submissions should be sent to [communication@whistlerwaldorf.com](mailto:communication@whistlerwaldorf.com) by the third Friday of the month.*

Never Ending Bottle Drive! You can now request your bottle return money be donated to the Whistler Waldorf School! Just tell the attendant at the Whistler Bottle Depot you would like them to put it on the Waldorf School account!

Accommodation needed  
I am looking for a 2 bedroom, 1 or 2 bathroom condo or townhouse close to the Waldorf school for March 1st, in the Spruce Grove area would be ideal. I am looking to spend around \$1500/monthly. If anyone knows anyone or has something that sounds like a match please email me at [taniasac-](mailto:taniasac-)

[chetti@gmail.com](mailto:chetti@gmail.com) or call me at 510-407-5629. Thanks so much, Tania

Used ski equipment and hockey equipment. Hockey gear for 12 year old, and children's ski gear all sizes... Contact Peggy at the school: [peggy@whistlerwaldorf.com](mailto:peggy@whistlerwaldorf.com).

New baby congratulations! To Talya and Paul Shore and Jashia (pre school), on the arrival of baby Aaron Ezra Shore.

From a Waldorf parent in the UK  
I am a parent of a class 6 child at Wynstones Steiner School in Gloucester UK. Together with some other parents we are organizing a sponsored walk to Mt Kilimanjaro in October 2012 to raise money for four charities. I wonder if one or more of you have an interest to join in (to sign up by 27th January 2012), or to support me in my fundraising. If you have any questions please feel free to

contact me on 01531 820511 or via e-mail, [ulf.jarisch@mybookstation.co.uk](mailto:ulf.jarisch@mybookstation.co.uk)



Many thanks in the name of the children who will benefit.

[Ulf Jarisch](mailto:ulf.jarisch@mybookstation.co.uk)



# February 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2 <i>Dead's Night, 7 pm</i>	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20 <i>No School Conference Week for Faculty</i>	21 <i>No School Conference Week for Faculty</i>	22 <i>No School Conference Week for Faculty</i>	23 <i>No School Conference Week for Faculty</i>	24 <i>No School Conference Week for Faculty</i>	25
26	27	28	29 <i>Open House Tour, 8:45 a.m.</i>			