



March 2020



MEMORANDUM



MARCH 12



Thursday, March 12th, 2020,

The Education Students' Council remains in contact with Western University's Faculty of Education regarding closures and cancellations to all public schools in an effort to combat the spread of COVID-19. We we will be working closely with the faculty, the Ontario College of teachers, the Ontario Teacher Candidates' Council, the province of Ontario, And other stakeholders in education in order to best assist and support teacher candidates attempting to complete their practicums this year.

We are understanding and supportive of any and all decisions that will help address the extenuating circumstances that are before us. We remain hopeful and confident that all year two teacher candidates will be able to satisfy the requirements for graduation.

We understand and share concerns from all teacher candidates, however, we must prioritize the health and safety of all teacher candidates, students, faculty, and individuals with whom we might interact with, above all.

We will pass along information as it is made available to us.

Thank you for your patience and care and I wish you all health and safety,

Yours in education,

Patrick Morris
President and CEO
Education Students' Council



ON THE GO!

We asked teacher candidates...

How do you keep physically, mentally, and socially well during self-isolation?

Here's what they said:

----> PHYSICAL WELLNESS <---



"If I have to go to the store, walk; prepare and eat balanced meals as much as possible (bonus if it takes a lot of time)".

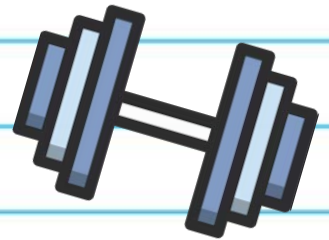
"Going for runs, taking online dance classes, and using the app FitOn that provides free, at home, body weight workouts :) "





"I am eating better as a result of staying in, but not staying active"

"Keeping up with physical activity through body-weight exercises. Trying to maintain a healthy and regular diet."



"Working out/yoga"



"Taking occasional walks/drives"

"Daily walks, bedtime yoga, online dance or workout classes"



---> MENTAL WELLNESS <---

"Puzzling, keeping a schedule of activities to do throughout the day"





"Get up at a reasonable time each day and get dressed; plan to do 1 big chore per day; continue to create things"

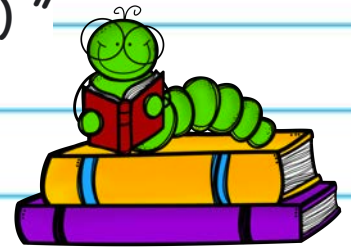


"Eating"

#GOALS

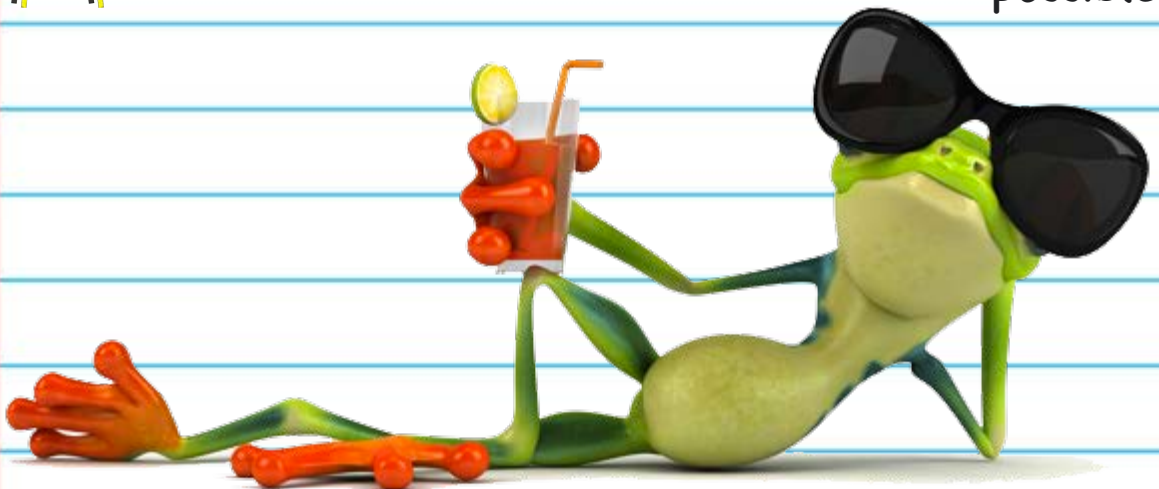
"Reading, going for walks, fresh air."

"Been trying to maintain a bit of a schedule since I don't have much work to actually do, but also listening to my body and brain when it says "enough is enough" and take a nap :) "



"After the AFE email, [been feeling] pretty freaking poor. Going a bit stir-crazy"

"Self check-ins, keeping windows open when possible"



---> SOCIAL & EMOTIONAL WELLNESS <---



"Online social connections are keeping me sane, but I miss my significant other who is quarantined elsewhere"

"Spending time with family members"



"Talking with friends and family"

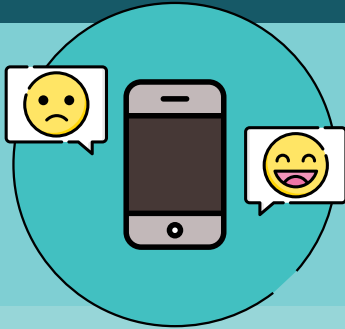
"Spend time with family, allow myself to feel emotions, check-in on friends and extended family"

"FaceTiming or Zooming with friends, sometimes playing Jack Box games with them too, calling family, relaxing with my partner"



"Call my parents at least once every two days; engage meaningfully with social media"

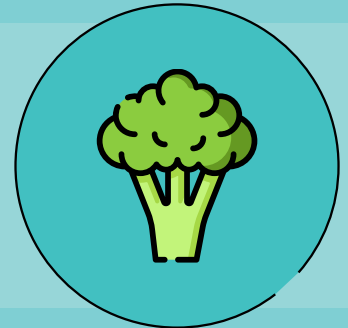
Coping with stress during the 2019-nCoV outbreak



It is normal to feel sad, stressed, confused, scared or angry during a crisis.

Talking to people you trust can help. Contact your friends and family.

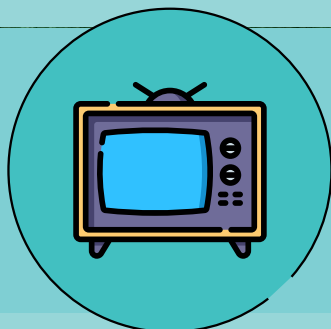
If you must stay at home, maintain a healthy lifestyle - including proper diet, sleep, exercise and social contacts with loved ones at home and by email and phone with other family and friends.



Don't use smoking, alcohol or other drugs to deal with your emotions.

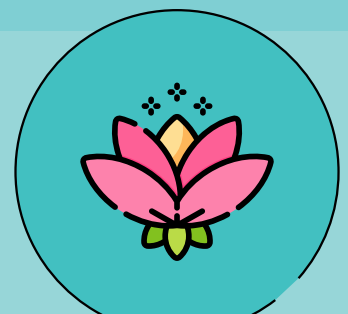
If you feel overwhelmed, talk to a health worker or counsellor. Have a plan, where to go to and how to seek help for physical and mental health needs if required.

Get the facts. Gather information that will help you accurately determine your risk so that you can take reasonable precautions. Find a credible source you can trust such as WHO website or, a local or state public health agency.



Limit worry and agitation by lessening the time you and your family spend watching or listening to media coverage that you perceive as upsetting.

Draw on skills you have used in the past that have helped you to manage previous life's adversities and use those skills to help you manage your emotions during the challenging time of this outbreak.



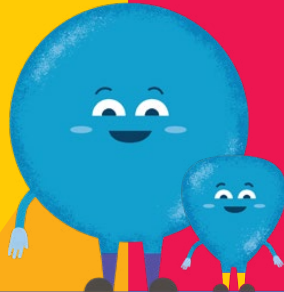
1 COVID-19 PARENTING One-on-One Time

Can't go to work? Schools closed? Worried about money? It is normal to feel stressed and overwhelmed.

School shutdown is also a chance to make better relationships with our children and teenagers.
One-on-One time is free and fun. It makes children feel loved and secure, and shows them that they are important.

Set aside time to spend with each child

It can be for just 20 minutes, or longer – it's up to us. It can be at the same time each day so children or teenagers can look forward to it.



Ask your child what they would like to do

Choosing builds their self confidence. If they want to do something that isn't OK with physical distancing, then this is a chance to talk with them about this. (see next leaflet)

Ideas with your baby/toddler



- Copy their facial expression and sounds
- Sing songs, make music with pots and spoons
- Stack cups or blocks
- Tell a story, read a book, or share pictures

Switch off the TV and phone. This is virus-free time

Ideas with your teenager

- Talk about something they like: sports, music, celebrities, friends
- Go for a walk – outdoors or around the home
- Exercise together to their favorite music

Ideas with your young child

- Read a book or look at pictures
- Go for a walk – outdoors or around the home
- Dance to music or sing songs!
- Do a chore together – make cleaning and cooking a game!
- Help with school work

**Listen to them, look at them.
Give them your full attention.
Have fun!**

For more information click below links:

Parenting tips from WHO

Parenting tips from UNICEF

In worldwide languages

EVIDENCE-BASE



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2 COVID-19 PARENTING

Keeping It Positive

It's hard to feel positive when our kids or teenagers are driving us crazy. We often end up saying "Stop doing that!" But children are much more likely to do what we ask if we give them positive instructions and lots of praise for what they do right.

Say the behaviour you want to see

- Use positive words when telling your child what to do; like 'Please put your clothes away' (instead of 'Don't make a mess')

It's all in the delivery

- Shouting at your child will just make you and them more stressed and angrier. Get your child's attention by using their name. Speak in a calm voice.

Praise your child when they are behaving well

- Try praising your child or teenager for something they have done well. They may not show it, but you'll see them doing that good thing again. It will also reassure them that you notice and care.



Get real

- Can your child actually do what you are asking them? It is very hard for a child to keep quiet inside for a whole day but maybe they can keep quiet for 15 minutes while you are on a call.

Help your teen stay connected

- Teens especially need to be able to communicate with their friends. Help your teen connect through social media and other safe distancing ways. This is something you can do together, too!



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3 COVID-19 PARENTING Structure Up

COVID-19 has taken away our daily work, home and school routines. This is hard for children, teenagers and for you. Making new routines can help.

Create a flexible but consistent daily routine

- Make a schedule for you and your children that has time for structured activities as well as free time. This can help children feel more secure and better behaved.
- Children or teenagers can help plan the routine for the day – like making a school timetable. Children will follow this better if they help to make it.
- Include exercise in each day - this helps with stress and kids with lots of energy at home.



You are a model for your child's behavior

- If you practice keeping safe distances and hygiene yourself, and treat others with compassion, especially those who are sick or vulnerable – your children and teenagers will learn from you.

Teach your child about keeping safe distances

- If it is OK in your country, get children outside.
- You can also write letters and draw pictures to share with people. Put them up outside your home for others to see!
- You can reassure your child by talking about how you are keeping safe. Listen to their suggestions and take them seriously.

Make handwashing and hygiene fun

- ▼ Make a 20-second song for washing hands. Add actions! Give children points and praise for regular handwashing.
- ▼ Make a game to see how few times we can touch our faces with a reward for the least number of touches (you can count for each other).

At the end of each day, take a minute to think about the day. Tell your child about one positive or fun thing they did.

Praise yourself for what you did well today. You are a star!



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4 COVID-19 PARENTING Bad Behavior

All children misbehave. It is normal when children are tired, hungry, afraid, or learning independence. And they can drive us crazy when stuck at home.

Redirect

- Catch bad behavior early and redirect your kids' attention from a bad to a good behavior.
- Stop it before it starts! When they start to get restless, you can distract with something interesting or fun: "Come, let's go outside for a walk!"

Take a Pause

- Feel like screaming? Give yourself a 10-second pause. Breathe in and out slowly five times. Then try to respond in a calmer way.
- Millions of parents say this helps - A LOT.

Use consequences

Consequences help teach our children responsibility for what they do. They also allow discipline that is controlled. This is more effective than hitting or shouting.

- Give your child a choice to follow your instruction before giving them the consequence.
- Try to stay calm when giving the consequence.
- Make sure you can follow through with the consequence. For example, taking away a teenager's phone for a week is hard to enforce. Taking it away for one hour is more realistic.
- Once the consequence is over, give your child a chance to do something good, and praise them for it.

Keep using Tips 1-3

- One-on-One time, praise for being good, and consistent routines will reduce bad behaviour.
- Give your children and teens simple jobs with responsibilities. Just make sure it is something they are able to do. And praise them when they do it!

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5 COVID-19 PARENTING

Keep Calm and Manage Stress

This is a stressful time. Take care of yourself, so you can support your children.

You are not alone

- Millions of people have the same fears as us. Find someone who you can talk to about how you are feeling. Listen to them. Avoid social media that makes you feel panicked.

Take a break

- We all need a break sometimes. When your children are asleep, do something fun or relaxing for yourself. Make a list of healthy activities that YOU like to do. You deserve it!

Listen to your kids

- Be open and listen to your children. Your children will look to you for support and reassurance. Listen to your children when they share how they are feeling. Accept how they feel and give them comfort.



Take a Pause

1-minute relaxation activity that you can do whenever you are feeling stressed or worried

- Step 1: Set up**
 - Find a comfortable sitting position, your feet flat on the floor, your hands resting in your lap.
 - Close your eyes if you feel comfortable.
- Step 2: Think, feel, body**
 - Ask yourself, "What am I thinking now?"
 - Notice your thoughts. Notice if they are negative or positive.
 - Notice how you feel emotionally. Notice if your feelings are happy or not.
 - Notice how your body feels. Notice anything that hurts or is tense.

- Step 3: Focus on your breath**
 - Listen to your breath as it goes in and out.
 - You can put a hand on your stomach and feel it rise and fall with each breath.
 - You may want to say to yourself "It's okay. Whatever it is, I am okay."
 - Then just listen to your breath for a while.
- Step 4: Coming back**
 - Notice how your whole body feels.
 - Listen to the sounds in the room.
- Step 5: Reflecting**
 - Think 'do I feel different at all?'
 - When you are ready, open your eyes.

Taking a Pause can also be helpful when you find your child is irritating you or has done something wrong. It gives you a chance to be calmer. Even a few deep breaths or connecting with the feeling of the floor beneath can make a difference.

You can also Take a Pause with your children!

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6 COVID-19 PARENTING

Talking about COVID-19

Be willing to talk. They will already have heard something. Silence and secrets do not protect our children. Honesty and openness do. Think about how much they will understand. You know them best.

Be open and listen

- Allow your child to talk freely. Ask them open questions and find out how much they already know.

Be honest

- Always answer their questions truthfully. Think about how old your child is and how much they can understand.

Be supportive

- Your child may be scared or confused. Give them space to share how they are feeling and let them know you are there for them.

It is OK not to know the answers

It is fine to say "We don't know, but we are working on it; or we don't know, 'but we think'." Use this as an opportunity to learn something new with your child!



Heroes not bullies

Explain that COVID-19 has nothing to do with the way someone looks, where they are from, or what language they speak. Tell your child that we can be compassionate to people who are sick and those who are caring for them.

Look for stories of people who are working to stop the outbreak and are caring for sick people.

There are a lot of stories going around

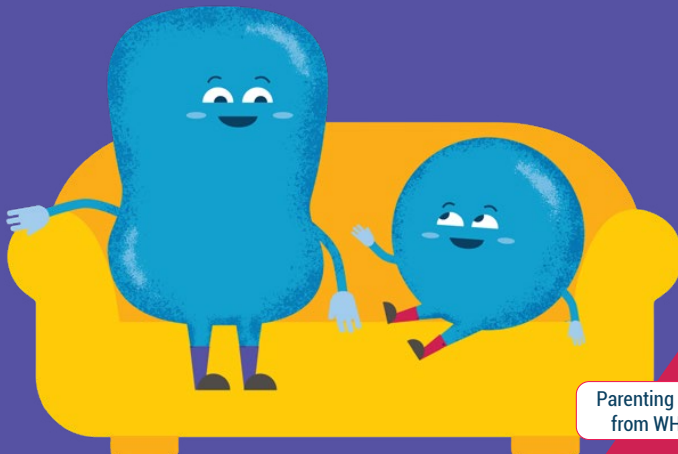
Some may not be true. Use trustworthy sites:

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public> and

<https://www.unicef.org/coronavirus/covid-19> from WHO and UNICEF.

End on a good note

Check to see if your child is okay. Remind them that you care and that they can talk to you anytime. Then do something fun together!



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LAST YEAR, SAME DAY

A Memoir by
Sara Wang



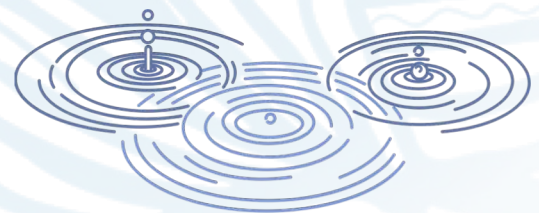
Eight months since the turning point in my life, I have dived into this strange environment in Canada; one where I am constantly exposed to new information. This is an entirely new experience, one that I have not encountered before in my life.

I have made it to the end of this semester with one last report left, having submitted six assignments and completing three simultaneous presentations. Globally, this disease [COVID-19] is getting on everyone's nerves and spoiling countless plans of coming home. I am taking a deep breath in this interesting moment and reflecting on what I have learned recently.

I was not very motivated to share what I have written until one day, I read a comment made by a fan of a book. He said, "The luckiest thing in life is not winning a lottery, but meeting someone breaking your stereotypes, improving your cognition, guiding your soul and leading you to discover a new world full of knowledge and fortune. If there's one thing that's even luckier, it is to bond over them". These words inspired me to share my ideas and communicate with others. We cannot be happier when we chat with like-minded people. Just like the Chinese proverb "running water is never stagnant", open-mindedness keeps me well-informed. Receiving feedback helps me continue forward.

The gold complexion of heaven stays still in the afternoon. It struck me that on the first day of school, I knew no one in this program. I didn't even know whether to check my email or follow the schedule online, because they sometimes conflicted with each other. I didn't know how to use the digital assignment system or how to check the syllabus, let alone reviewing PowerPoints, submitting assignments, or drawing mind-maps during group discussions.

When completing a self-assessment at the end of this semester, I marked myself a 9 out of 10. My teacher, Ms. L, told me, "Sara, if I were you, I would give myself a 10! You worked so hard. Just say, 'good job, Sara!'". In Chinese tradition, I replied in humble fashion. On that night, as I was sitting on my bed, getting ready to sleep, I suddenly realized how tired yet diligent I was, and that I was being too harsh on myself. I took a deep breath, then proudly recorded what happened that day, especially including what Ms. L asked me to say to myself: "Sara, good job!", plus a smiley face ☺ .





Social media platforms are like time capsules; we are automatically shown moments from the past from the day we are online. During my last birthday, which just passed, I came across a photo from one year ago. On the table of my former teacher's office there are a bunch of colourful baby's-breath blooming. But **this year on the same day**, I'm celebrating my 25th birthday overseas with my friends. If I didn't come across that photo, maybe I would have never remembered 365 days ago: a strange and familiar corner on the other side of the Earth, where fancy flowers were releasing their fragrance.

However, I'm not surprised by how fast time is passing by. I remember a quote in a novel named *To Youth*: "Youth is for recalling, when you have it, it's worthless; only when you use it up and look back will it be meaningful." You are sometimes doomed to get lost in your own situation. I was determined to leave and moved away bravely. When I look back, it all rushes back to me.

During this semester's last language arts lesson, our teacher told us a story about a little rat who was eager to see the ocean despite the discouragement from its family. It travelled during daytime and slept at night, and was almost caught by a cat. Then it sent ahead at night and slept in the daytime, only to be nearly captured by an owl. However, it kept moving on until one day, it finally smelled the salty ocean

breeze. The rat was over the moon and kept running. After seeing the ocean, it only had one idea in mind: *how I want my family to see the ocean as well*. Sometimes I feel that I am that little rat, having quit my job and left my home, only to have a taste of the outside world.



Now night is approaching outside my window; some pink clouds have slowed their drifting. After writing, I suddenly realized a day is an epitome of life and has many diverse versions. In this chaotic world, it seems everyone is shrinking in significance. However, when I think about the support I received and the people who helped me, I feel there is no reason to complain. We just have to remember where we are and where to go, to grasp the current moment, and eventually we will make it.

Someone who cheered me up once mentioned a proverb, "When life gives you lemons, make lemonade." I finally figured out the process of pursuit should be inspiring rather than exhaustive, it's just a matter of mindset. No matter whether you can reach your goal, always keep your way home, the people you treasure, and the people who cherish you in mind. **Be brave and keep going.** □ *Sara Wang is an international student from China, studying in the Teacher Education Program here at Althouse. Prior, she worked as a middle-school history teacher in China for two years.*



1 issue left!



WANTED

Are you looking for a way to get involved at Althouse? Have a knack for writing/journalism? Need a way to scratch your itch for leadership or need an outlet to share your thoughts? Excel at graphic design or illustrations? Want to get published?

Look no further, the ESCargot wants YOU!

The ESCargot is seeking to expand its masthead. Whether you want to be a regular contributor or want to share a piece for even just one of our issues, we encourage you to get into contact with us! Send us your questions, ideas, thoughts, and suggestions to the email address down below.



escargotnewsletter.esc@gmail.com



FREE WEBINARS FOR TEACHER CANDIDATES



ExploreLearning is presenting five free webinars in partnership with STAO. Webinars will be offered free of charge to Ontario pre-service teachers. Gizmos are paid for by OSAPAC and are available for all teachers and students in grades 7 and up. ExploreLearning will also be making Gizmos and Science4us available to STAO members in grades 6 and under. Click on the title of the webinar to register.

STEM INQUIRY TEACHING PRACTICES AND THE EFFECT OF MINDSET

Thursday, March 26, 2-3pm EST, Grades 3-12

Science Educators dream of classrooms where teachers encourage scientific inquiry and exploration, letting students draw their own conclusions rather than guiding them to an answer. Classrooms where teachers are facilitators that foster independent and creative thinking and exploration. In this presentation you will discover how STEM educator mindsets can impact the adoption of more open and authentic forms of inquiry in classroom instruction and how STEM leaders' feedback can support a growth mindset and develop true, concrete understanding of Science, using simulations like Gizmos.



ENHANCING THE STEM CURRICULUM WITH VIRTUAL SIMULATIONS

Friday, March 27, 2-3pm EST, Grades 3-12

Our interactive online inquiry based simulations, Gizmos, are a perfect solution for schools looking for ways to enhance their STEM curriculum and build 21st century skills for students. ExploreLearning Gizmos help teachers take advantage of research-proven instructional strategies and let students of all ability levels develop deep conceptual understanding. Teachers can supplement and enhance instruction with powerful visualizations of science and mathematics concepts. Students can manipulate key variables, generate and test hypotheses, and engage in extensive "what-if" experimentation. Join us in this webinar to learn about STEM and Gizmos.



EARLY STEM EDUCATION: THE FOUNDATION FOR ACADEMIC SUCCESS

Tuesday, March 31, 2-3pm EST, Grades K-2

High-quality, early-learning environments provide children with a structure in which to build upon their natural inclination to explore, to build, and to question. Research confirms that early STEM skills are a great predictor of later academic success overall. Join us for this complimentary webinar to discover how Science4Us, our K-2-focused program, can help you teach and promote STEM early on, while integrating English literacy through short stories, hands-on and digitally interactive activities, and much more!



ENRICHISSEMENT DU CURRICULUM STIM AVEC DES SIMULATIONS VIRTUELLES

mercredi 1er avril, 14-15h HNE, 3e à 12e année

Au cours de cet atelier en ligne, nous discuterons des Gizmos : Des simulations interactives en ligne, basés sur le questionnement scientifique. Les Gizmos forment une solution idéale pour les écoles qui cherchent un moyen d'améliorer leur programme STIM et d'aider leurs étudiants à développer les compétences essentielles du 21e siècle. Les Gizmos aident les enseignants à tirer parti de stratégies pédagogiques éprouvées pour permettre aux élèves de tous niveaux de développer une compréhension conceptuelle approfondie en maths et sciences. Avec Gizmos, les enseignants pourront enrichir leurs cours avec des visualisations puissantes qui permettront à leurs élèves de manipuler des variables clés, générer et tester des hypothèses et entreprendre des expérimentations actives et détaillées.



BLENDED LEARNING

Thursday, April 2, 2-3pm EST, Grades 3-12

Blended learning has become a de facto form of schooling across educational institutions worldwide. However, there is a misconception that blended learning is simply a combination of online instruction and classroom work. Take a deep dive into blended learning with a focus on STEM. We will be talking about the key elements that need to be accounted for, best practices for using blended learning effectively – whether with students, teachers, or parents – and ways to avoid common pitfalls. We will finish by modeling a lesson with Gizmos.



AFTER EACH WEBINAR, ALL ATTENDEES WILL BE ENTERED IN A DRAW FOR A PRIZE BASKET (MINIMUM VALUE OF \$50.00)



**You do not need to
make any OSAP loan
payments between
March 30 and
September 30, 2020**

Ontario 

Please refer to <http://ontario.ca/cua8> for more
information about the temporary deferral.

For information about financial counselling through
Western University, and other financial aid
information, please refer to
https://www.registrar.uwo.ca/student_finances.

PIONEER'S POINTERS

ON SCHOOL BUS SAFETY

FOLLOW THE SAME RULES FOR SCHOOL BUS SAFETY AS WE SCOUTS DID ON THE TRAIL!



1 ALWAYS BE ALERT WHEN YOU'RE IN OPEN COUNTRY

STAY ON THE LEFT SIDE OF THE ROAD WHEN WALKING TO BUS STOPS, TO KEEP ONCOMING TRAFFIC ALWAYS IN VIEW. NEVER CROSS ROAD UNTIL BUS DRIVER OR PATROL CAPTAIN SIGNALS IT'S SAFE!



2 GET AN EARLY START

BE WAITING FOR THE BUS. A LATE STARTER MAY HURRY AND GET HURT... DELAY OTHER RIDERS AND UPSET BUS SCHEDULES... CAUSE ACCIDENTS!



3 DON'T LAG ALONG THE WAY

ONCE YOU'RE ON THE BUS, GO STRAIGHT TO YOUR SEAT... AND STAY THERE UNTIL YOUR TRIP IS ENDED. LINGERING IN AISLES INVITES ACCIDENTS!



4 OBEY YOUR GUIDE'S INSTRUCTIONS

YOUR BUS DRIVER IS YOUR GUIDE. YOUR LIVES ARE IN HIS HANDS, YOUR SAFETY IS HIS FIRST INTEREST. DO AS HE SAYS!



5 TAKE GOOD CARE OF EQUIPMENT

YOU'RE THE LOSER WHEN YOU MISTREAT VALUABLE EQUIPMENT. DON'T KICK, SCUFF, MARK, CUT OR BREAK THINGS. HELP KEEP YOUR BUS NEAT AND CLEAN.



6 REMEMBER THAT SILENCE IS GOLDEN

AVOID NEEDLESS NOISE. LOUD TALKING, SCUFFLING AND OTHER COMMOTION CAN DISTRACT THE DRIVER AND CAUSE SERIOUS ACCIDENTS!



7 NEVER TAKE NEEDLESS CHANCES

KEEP YOUR HEAD, ARMS AND HANDS INSIDE THE BUS WINDOWS. OTHERWISE YOU MAY BE BADLY INJURED WHEN YOUR BUS PASSES ANOTHER VEHICLE OR SOME STATIONARY OBJECT.



8 BE A GOOD SCOUT AT ALL TIMES

COURTESY AND CONSIDERATION TOWARD YOUR FELLOW PUPILS, YOUR DRIVER AND PATROL CAPTAIN WILL GAIN YOU THE SAME IN RETURN.



9 KEEP ON GUARD RIGHT UP TO THE END OF THE TRAIL

KEEP YOUR SEAT UNTIL THE BUS COMES TO A FULL STOP. ONCE YOU'RE OUT OF THE BUS, DON'T CROSS ROAD IN FRONT OF BUS UNTIL DRIVER OR PATROL CAPTAIN SIGNALS. PLAY SAFE EVERY INCH OF THE TRAIL!



The Education Students' Council Presents

TEACHERS TALENT SHOW

February 11th, 2020







CALLING ALL

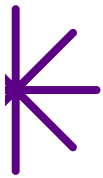


#TEACHERSOFT ALTHOUSE

Want to share your story of what
teaching/Althouse means to you?



DM THE EDUCATION STUDENTS' COUNCIL
ON INSTAGRAM TO BE FEATURED!
[@WESTERNUESC](#)



CONTACT US

Welcome to the figurative “phonebook” of the ESCargot. If you would like to get in touch with any of the Executive Members of Council, their information is listed down below. As always, feel free to approach them in person or reach out to them via their email addresses. The strength of the Council comes from the support of the constituents. We’d love to hear your feedback, ideas, concerns, and questions!



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vpstudentaffairs.esc@gmail.com



vpcommunications.esc@gmail.com



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