

The Baldonnel

Together we are Better!

Healthy Living Issue

This newsletter will contain upcoming information and dates to remember as well as some websites to visit around Healthy Living.



Healthy Living...It's in Everyone! Toolkit for families!

Visit the BC Children's Hospital Kelty Mental Health Resource Centre. Here you will learn all about Mental Health, Healthy living, and more. There is a Healthy Living Toolkit for Families that will have information about: Healthy Eating, Physical Activity, Stress Management, Sleep, Tools and Resources.

Here is an excerpt from the module on sleep: The amount of sleep needed is different for everyone. While most children (aged 5-12) need between 10-11 hours of sleep a night and most adolescents need approximately 9-10 hours of sleep a night, the amount of sleep is different for everyone.

The most important question is whether your child is feeling well rested during the day and has enough energy to go about their daily activities. See page 4 to learn more about warning signs that your child is not getting enough sleep.

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Upcoming Dates

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| Feb 18th | Family Day. Enjoy your day together. |
| Feb 25th | Non-Instructional Day. No school for students. |
| Feb 27 | Kindness Assembly/Pink Shirt Day |
| March 14 and 15 | Early Dismissal Day |
| March 18-29 | Spring Break |



"When you get to a place where you understand that love and belonging, your worthiness, is a birthright and not something you have to earn, anything is possible"

Heart-Mind Well-Being: A Powerful Tool

The Heart-Mind Well Being “Heart” is a powerful tool for fostering social and emotional development and well being in children, youth and adults. It was created as a visual representation of five positive human qualities that researcher from the fields of developmental and educational psychology and human development tell us are essential to promoting overall well being. The heart framework offers a way for caring adults to organize, plan and inspire to create environments and opportunities that contribute to healthy learning and development.

Heart-Mind Online is an interactive and intuitive online learning resource for anyone who cares for and about children. The collection of resources builds capacity in individuals and communities to support the Heart-Mind well being of children, and promote the development of competencies related to their social and emotional development.

Children today face a challenging environment in a highly competitive world. An increase in poverty, stress and bullying have resulted in mental health problems, lower happiness and decreased empathy in children. We want children to feel safe, to be happy and to flourish.

The online link: <https://heartmindonline.org>

The Dalai Lama Center for Peace and Education



Sleep for Kids! Teaching Kids the Importance of Sleep

<http://www.sleepforkids.org/html/learn.html>



Check out the online site if you are interested in learning more about the themes and to find valuable resources.

Heart-Mind Online Themes

Heart-Mind Online focuses on a number of themes that support a child's Heart-Mind well being. Parents and educators can search Heart-Mind Online for resources and information in the areas that matter most to them. These include:

- *Anxiety
- *Stress
- *Play
- *Friendship
- *Empathy
- *Kindness
- *Resilience
- *Anger
- *Self-Regulation
- *Conflict Resolution

Pink T-Shirt Day February 27th

On February 27th, we will be having an assembly in the morning to celebrate that we are all important and we need to show kindness wherever and whenever we can. We don't just talk about kindness for one day only but we really try to encourage and incorporate it more as a way of being.



"Nobody forgets an Act of Kindness"

At our assembly we will be talking about what colour is your heart? This is an activity that explores Empathy, Friendship, Kindness and Self Regulation. We will show a video From the Dalai Lama Center Called, "What Colour Heart Do You Use?" Some students will be helping to run the assembly and we will talk about the different Heart Colours.

Purple Heart. Gets Along with Others. This is the ability to form positive and healthy relationships with peers and adults. Children with better abilities to regulate their emotions and behaviours have more friends and experience more positive playtime with their peers.

Getting along with others and being able to form satisfying relationships with peers and adults is at the center of emotional and physical well-being. Friendships provide opportunities for children and youth to master social skills increase learning and establish positive behaviour.

Orange Heart. Compassionate and Kind. Being compassionate and kind is closely related to empathy. While empathy refers more generally to the ability to take the perspective of an to feel the emotions of another person, compassion goes one step further. Compassion includes the desire to take actions that will alleviate another person's distress. Compassion means to "suffer together". From this sharing in suffering comes the motivation to help

relieve the suffering of others. By taking action in some way, for example wishing it were different for someone, sitting with someone who has received bad news, or providing a meal to someone in need, we are less likely to become overwhelmed by seeing the distress of others. We can reach out, feel care, be kind and help others, not just our loved ones or friends but other living beings in our community and the world.

Blue Heart. Solves Problems Peacefully. Managing conflict effectively is about creating an atmosphere where violence and aggression are not likely. To resolve conflict means using empathy, problem-solving skills, understanding other points of view and coming up with ways to make things right in a fair way. Peace is more than the absence of conflict and violence. It is recognizing and acting on the worth of self, others and our interconnectedness as humans.

Learning to solve problems peacefully involves many social and emotional skills including the ability to encode, interpret and reason about social-emotional information. Solving problems peacefully is critical to the development of positive peer relationships, which in turn have long lasting implications for school achievement, and social emotional development. Children who have better social and emotional skills have better social interactions and as a result, better peer relationships. Learning how to deal with conflict is important for children and youth

What colour is your heart? Continued from previous page

Green Heart. Secure and Calm. Secure and calm describes the ability to take part in daily activities and approach new situations without being overwhelmed with worries, sadness or anxiety. To be secure and calm also means being able to cope with stress and pressure, and to bounce back from difficulties. It is an inner capacity for well-being.

When children and youth feel calm and secure, they are able to participate in fun activities and learning opportunities, cope effectively when things feel overwhelming and reach out for help when they need it. Feeling secure and calm involves cognitive, emotional and physical aspects. It allows us to experience higher levels of well-being because our energy is not going toward just coping with situations that we find challenging but rather our energy is directed at really experiencing what is going on around us. It is within the context of safe relationships that we develop important social and emotional skills such as learning to regulate our emotions, learning to express our needs, learning to solve problems, etc. that lead to the ability to feel calm and secure.

Red Heart. Alert and Engaged. Being alert and engaged is the ability to manage and direct one's own feelings, thoughts and emotions. In general, it is the ability to be "present" and to exercise self-control.

For children to optimally learn and grow, they need to be able to have a variety of experiences in which they can really be in the moment. In order to be in the moment or alert and engaged, children and youth must be able to self-regulate. Self-regulation is the ability to control one's impulses and direct attention to the activity at hand and this process depends on the development of the executive functions. For example, a child may be engaged in a game or play but need to end the play due to other plans in the schedule of a child may have to get ready for bed before having a bedtime snack.

In changing the focus of activities, the child must be able to manage their emotions and shift their attention to the new tasks at hand.

Children who are able to self-regulate are better able to develop and use their executive functions to think ahead and plan their next steps while thinking about the consequences of their choices.

We will celebrate Pink T Shirt Day with students by learning about the various hearts. Students will further continue with an activity of choosing a heart colour that represents them, which will be displayed in the hallways. The above information comes from:

<https://heartmindonline.org/resources/what-colour-is-your-heart>



Getting enough Sleep

The most important question is whether your child is feeling well rested during the day and has enough energy to go about their daily activities. Here are the warning signs that your child is not getting enough sleep:

- *Feeling tired in the mornings or after lunch
- *Falling asleep in School
- *Having difficulty concentrating or remembering
- *Feeling more irritable than usual
- *Having less energy than usual

Key Ingredients of good sleep hygiene are:

- *Going to bed at the same time every night and waking up at the same time every morning. Being consistent is very important.
- *Avoiding Caffeine (e.g. pop, tea, coffee, chocolate)
- *Using your bedroom only for sleep and not for studying or other activities. The sleep environment should be "boring" and not associated with stimulating activities (T.V., music, computer, screens). This "boring" environment sends a signal to the brain to prepare the body for sleep.

Friendship Skills

We are hardwired to be in relationships, both with family and with friends. Yet 5-10% of children experience chronic peer relationship difficulties, devastatingly linked to loneliness, depression, anxiety, and School problems and compromised physical health. Moreover, neuroscience tells us that this type of social distress is biologically linked to pain.

What are the necessary skills that children need in order to develop and maintain friends? How can adults promote these skills?

Research indicates four major developmental areas that directly support friendship skills. Here is a starting point to explore activities that you can use at home or in school to foster friendships between pairs.

1. Cooperative Play: Cooperative play demands the integration of many social skills when the play involves other children and they can play together towards a common goal.

Examples of cooperative play:

- *Being a member of a choir, or band, or music classes utilizes many cooperative skills in practice, playing and performance. Singing is a choir promotes behaviours that are pro-social.

- *Learn new skills to create a collaborative project requiring the group members to help each other, sewing, knitting, crocheting, and assembling a collage or mosaic.

2. Language and Communication: The ability to communicate is essential in the development of reasoning and higher cognitive functions-both contribute to the development of friendship skills.

Examples of Language and Communication

- *Playing games such as Simon Says, Follow the leader, games in P.E. to promote communications.

- *Learning friendship communications skills such as

morning greetings. This is an activity where students greet each other with a handshake and share a conversation prompt with each other. They get each other's attention with the handshake, use short sentences with the conversation starter, use gestures, and waiting for a response by giving their partner a time to think and respond.

3. Emotional Understanding and Regulation

A child who is depressed, frightened, anxious or angry will find it very difficult to use the pro-social behaviours required to foster friendship. Children who can understand their own emotions can develop the ability to manage themselves in social situations.

Examples of Emotional Understanding

- *Playing games where students relax or tense their bodies depending on the cues the adult provides.

- *Learning about feelings and being able to recognize them by looking at a photo to and deciding what they person is feeling and why.

- *Working on building emotional vocabulary, with open conversations, and linking emotions with evidence.

- *Yoga classes

- *Watch the movie Inside Out

4. Aggression control and problem solving: Feelings of anger and frustration are normal and healthy. How a child manages these feelings and how they approach finding a resolution is key to building trust and commitment between people in a friendship.

Examples of actions that promote this:

- *Event, cause consequence games such as Just Because. First child starts an event, second says why, and third gives the consequence.

Healthy Schools BC Website

Healthy Schools BC Website: <https://healthyschoolsbc.ca> is an amazing website to get a lot of information, resources, programs, supports, school stories and more. This website's focus is around: School Health, School Connectedness, and Food Literacy. There is information around: Healthy Living, Healthy Relationships, Healthy Eating and Healthy Practices. A healthy school is a place where students have many opportunities; in the classroom and every aspect of their school experience-to foster their healthy physical, mental, social and intellectual development.



Five things to remind yourself daily:

- *I am amazing
- *I can do anything
- *Positivity is a choice
- *I celebrate my individuality
- *I am prepared to success

By build your confidence!

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