



Hampton Elementary School February 2020 Newsletter



HAMPTON ELEMENTARY SCHOOL

82 School Street,
Hampton, N.B.
E5N 6B2

<http://hampton-elementary.nbed.nb.ca>

From the Main Office

Telephone - 832-6021

Principal - Sarah Blanchard

Vice Principal - Julie Stewart

Admin. Asst. -
Carmelle Robichaud

PSSC Chair - Candace Muir
psscchair@gmail.com

Home & School President -
Krista Webb
hess.homeandschool@gmail.com

Hampton Education Centre
832-6143

Anglophone South Website
<http://web1.nbed.nb.ca/sites/asd-s/Pages/default.aspx>

School Bus Transportation -
832-6429

MISSION:

Help and believe in,
Each student so
that he or she can
achieve his or her
highest potential in a,
Safe, supportive in-
clusive environment.

Monday, Feb. 17th
Schools Closed for
New Brunswick
Family Day

March Break
March 2-6

Principal's Message

We are nearing the 100th Day of School. For our students (and teachers), it's hard to believe that the school year is almost half over. There is still so much to do and learn. The 100th day usually falls around Valentine's Day—Feb 13th this year (but if there is a snow day, you can move that day on). In talking with our students, it seems that although they enjoyed their holidays, most are happy to be back and in a familiar routine. We always seem to find that February is one of our most settled months and our students are ready to work hard and move forward. Students make great gains in learning this month so if you haven't had an opportunity to reach out and check in on how your child is progressing, you can always call or email their teacher.

A couple of years ago, we made two changes to our bell schedule in order to accommodate for an additional 10 minutes of recess time without impacting our instructional time. In the morning students stay outside until 8:15am (previously 8:10) and at the noon hour students play from 11:50-12:15 (previously 12:10). Additional time for play benefits every aspect of childhood development—physical development, of course, but also social, emotional and intellectual development as well. We recently received our results from the *New Brunswick Elementary Student Wellness survey* which reported **only 23.2% of NB students are meeting the guidelines on 60 minutes of daily physical activity (25% at HES), yet 56.7% reported having more than 2 hours per day of screen time (52% at HES)**. Children who watch TV for more than 2 hours every day are more likely to have an unhealthy diet, less likely to eat fruit and less likely to be physically active. We are thankful for sunny days which allow for our children to be outside and optimizing learning while they are in school. Last month I communicated the cold and wind chill policy with our families; a reminder that students will be going outside as long as the temperature is above -20C.

This month our Grade 5 students in the Prime Program are "flipping". Students will be entering the compacted English curriculum, however they will continue to maintain 150 minutes per week of French Language Instruction. The deadline for students to choose French Immersion for next year in Grades 1 and late FI Grade 6 is the end of February. If you need assistance with changes to program choice, please contact the school.

Wednesday, February 26, 2020 is Pink T-Shirt Day! Kindness starts here. Bullying can be a major problem in our schools, workplaces, homes, and over the Internet. Each year, on Pink T-Shirt Day, I encourage all of you to wear something pink to symbolize that we as a society will not tolerate bullying anywhere.

It is our hope that our school newsletter informs you of many of the monthly events that happen within the school. Teachers also keep you informed on a regular basis of events that occur within their classrooms. If you need more information about your child's activities, please contact the school. The halls and classrooms of HES are busy with children learning new skills and working together. Thank you for sharing your amazing children with us every day.

- Mrs. Blanchard



Walk Away

Ignore



Talk it Out

Seek Help

WORDS OF WITSDOM

What is the difference between normal and harmful conflict?

Conflict is a normal part of growing up as children develop skills to interact with those around them. Certain types of conflict, however, can be harmful. So how do you tell the difference?

Normal conflict is occasional and not pre-planned. Both individuals involved are usually upset and want a resolution. Potentially harmful conflict, such as bullying, is deliberate and intended to hurt someone. It is repeated and targets the same individual over and over.

Words matter! WITS tries hard to avoid labels like "bully" or "victim" and this blog from The Society for Safe and Caring Schools & Communities does a good job explaining why:

"These terms focus on the students rather than the behaviours, and ignore the fact that many individuals may take on both roles in different situations or at different points in their lives."

<http://safeandcaring.ca/2727/article-positive-and-respectful-language/>

www.witsprogram.ca/families/using-wits-with-your-children/

Mark Your Calendar!

February

February 3—Intensive French switch to English

February 10-14—Staff Appreciation Week/Heritage Week

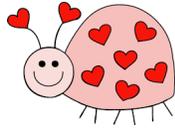
February 11—Safer Internet Day

February 12—Theatre New Brunswick Young Company Performance

February 17—Schools Closed: Family Day

February 26—Pink Shirt Day

February 29th—It's a LEAP YEAR!!



Looking Ahead: March

March Break is March 2-6th, 2020

Safer Internet Day:

ASD-S will observe "Safer Internet Day" Tuesday Feb 11th. The campaign's slogan, "**Together for a better internet**", is a call to action for all stakeholders to join together and play their part in creating a better internet for everyone, and especially for younger users. <http://www.saferinternetday.org>

The Technology Mentors have been busy preparing Internet Safety Lessons for teachers to use in the school during this week, and the link for parents is here: <http://web1.nbed.nb.ca/sites/ASD-S/Pages/Pages%20needing%20reformatting/Internet-Safety-Information-for-Parents.aspx>

Hot Lunch and Milk Program

Milk orders are placed through the school cash online website. The cost of milk is 55 cents per carton of white milk.



<https://asd-s.schoolcashionline.com/>

If you have any questions about ordering milk, please contact our school admin. assistant at 832-6021.

Our Hot Lunch Program is provided by Chartwell's delivers and is run independently from the school. Chartwells website cafzone.ca, sign-up your child and view the menu. The school does not receive any money from this program.



H.E.S. TRANSITION/BREAKFAST PROGRAM REGISTRATION

We all know that breakfast is the "most important meal of the day" but many of us still don't get the nutrition we need in the morning. It's important that our students have a good start every morning. At H.E.S., we currently have bins of breakfast items and fruit in the classroom for a quick "on-the-go" breakfast. In addition to this program we started a "**Good Start Breakfast Program**" for students from **7:50-8:20AM** where we provide toast, cereal and/or oatmeal. Students may choose to come occasionally or on a regular basis and will meet in the breakfast/art room when they arrive.

This program is only made possible by donations from concerned citizens and service clubs in our community and by the province of New Brunswick's Healthy Minds program as well as staff and community volunteers who supervise the program. For more information, please contact the school.

There are a wide variety of children who participate in our program including those children who are **not able to have breakfast at home** in addition to those students who could benefit from **small group conversation to support a positive transition from home to school**. If you would like your child to participate, please contact their home room teacher.



"Think about your hero. Do you think of this person as someone with extraordinary abilities who achieved with little effort? Now go find out the truth. Find out the tremendous effort that went into their accomplishment—and admire them more."

~Carol S. Dweck

School Continuous Improvement Plan

The School Improvement Plan for Hampton Elementary encompasses four main areas. Literacy, Numeracy, School Climate and Enhancing Communication with parents about the School Improvement Plan. The plan is posted on our website and is reviewed monthly by staff and members of the PSSC. There will be updates in the monthly newsletters within areas of the School Improvement Plan.

Learning about Literacy

Tips for Supporting the Developing Reader

Trying to find a book that is the right level for your child? There are two reading levels you want to know for your child: his or her *independent reading level* (the level books they can successfully read and comprehend completely on their own), and their *instructional reading level* (the level books they can read with support and guidance from you or a teacher).

School Reading Levels:

In a school environment, the expectation is that children will read independently at virtually 100% accuracy, 100% comprehension. Instructional level reading would use the 95% rule: for any 100 words, your child should not struggle to read/understand more than 5, with 80% accuracy on independent comprehension questions (also called the 5-finger rule). Any lower accuracy would be described as being at your child's frustration level, where minimal new learning could happen.

At-Home Reading Levels:

However, in a home environment, where you are reading one-on-one with your children, and your support is on them exclusively for the entire reading time (and thus you can support their comprehension throughout), you may find the below demarcations more useful.

To find their at-home **independent reading level**, use the 95% rule. Early phonic readers often have only a few words per page. Thus, your child should be able to read (even slowly or carefully) most of the book, although they may need reminders from you to use their decoding and comprehension strategies. Again, they must *also* be able to give you a retell with most of the details of the story and show 80% accuracy on (independent) comprehension questions.

To find their at-home **instructional reading level**, you still want them to understand most of what they read, and to be successful at getting larger chunks of text. It does not benefit young readers to always struggle to decode words or decipher meaning. Thus, your child will learn more at a supported level of reading, as opposed to a struggling level of reading. Don't forget the confidence-building that comes from reading books with ease! Thus, you can use 90% accuracy in reading and 80% accuracy in comprehension as ballpark figures when supporting instruction in at-home readers. If your child is struggling to read, find a different book, or play some sight word/phonics games to build his decoding skills. Be sure you are drawing on a variety of strategies, as opposed to simply asking your child to sound out a word.

<http://www.scholastic.com/parents/resources/article/developing-reading-skills/reading-comprehension-and-decoding-strategies>

Numbers, Numbers, Everywhere

February: Flexibility with numbers

Research tells us that in mathematics, higher achieving students have a stronger flexibility and understanding of the relationships between numbers. Teachers work hard with students to build connections between numbers and to increase their flexibility when thinking about numbers.

Think about knowing $4 + 7$. It is 11, right? As a memorized fact, this is helpful for all questions like $4+7$ and $7+4$.

But think about knowing that $4 + 7 = 11$ because it is a $3 + 7$ and 1 more (linked to knowing that 10 is an important number). The understanding of this relationship can help a student to think flexibly about $64+27$.

In the same way, it can be thought about as $60 + 20 +$ the 10 (that was made by the understanding of $4+7$) and 1 more = 91

Similarly, $13 - 7$ can be thought of as $13 - 3 - 4$ more (to subtract the complete 7) is 6. This flexibility can also be applied to $33 - 17$. Think $33 - 10 - 3 - 4$ more = 16.

As a parent, you can support your child in thinking flexibly about how numbers by talking about math. Question your child about his/her reasoning - talking with children about their reasoning (correct or incorrect) shows that you value their ideas and that math should make sense to them. You can pose other questions such as:

What other numbers or facts is this connected to?

Example: $6 + 7 = ?$ This is like the double I know of $6 + 6$ and then 1 more.

What do you know that might help you get there?

Example: $7 \times 4 = ?$ I remember that $5 \times 4 = 20$, so then I have to add on two more groups of 4, which is 8, to get 28.

What is another way that you can know that?

Example: $4 \times 25 = ?$ I can think about money and know that 4 quarters is \$1.00, so $4 \times 25 = 100$

Flexibility with numbers not only includes whole numbers but fractions as well. Flexibility with fractions is key to success in higher levels of mathematics. In elementary school students are thinking about creating and decomposing fractions.

Example: How can I make $\frac{3}{4}$? Some students will say $\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$; others

will say $\frac{1}{2} + \frac{1}{4}$; others will say: $\frac{8}{16} + \frac{1}{4}$.

Example: Grouping fractions: $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$.

Many students will see $\frac{7}{8}$ or $\frac{1}{2} + \frac{3}{8}$. Others may find $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{8}$

or $\frac{5}{8} + \frac{2}{8}$. Tasks such as these gives students the opportunity to explore flexibility and efficiency with fractions.

PSSC—Parent School Support Committee

Next Meeting:

Mon. Feb. 24, 6:30p.m
in the Library

As set out in the NB Education Act of 2001, a Parent School Support Committee (PSSC) is a school community group having an advisory relationship with the school principal.

Please keep a lookout for information regarding a Parent Information Session held in collaboration with DATL and HES.

Kids with a growth mindset believe their abilities can improve over time. By comparison, kids with a fixed mindset think their abilities are a set trait that can't change, no matter how hard they try. For kids with learning and attention issues, having a growth mindset can have real benefits. <https://www.understood.org/en/friends-feelings/empowering-your-child/building-on-strengths/growth-mindset>

A reminder that regular attendance is crucial to our children's education. For more information on why "Attendance Matters" please visit <http://web1.nbed.nb.ca/sites/ASD-S/Pages/Attendance-Matters.aspx>

"You hold the greatest influence with your children."

For review of previous meeting minutes, you can find them under the "For Parents" dropbox on our Hampton Elementary School website or follow the link here: <http://web1.nbed.nb.ca/sites/ASD-S/1939/Pages/PSSC.aspx>

Home and School Association

Home and School would like to thank everyone for their support of another successful popcorn day. Thank you to Dorothy Price and Elizabeth Dickson for popping the popcorn—over 200 bags!

We will be having an after school movie on Feb 13 and we will be showing The Secret Life of Pets 2. Permissions slips will be coming home on Monday Feb 3. The cost of admission is \$5 and includes a bag of popcorn and a bottle of water.

Staff Appreciation: Staff appreciation week is the week of February 10-15. As we have done previous years we will be sending in lots of food and goodies to the teachers and support staff throughout the week. We are looking for volunteers to supply food, snacks, baked goods etc.. Along with napkins, utensils or donations of gifts/gift cards to do draws for prizes. If you have anything you can donate please email Sarah at sarah.piercey@gnb.ca

Be sure to like our Facebook page to stay up to date on everything that is going on with the home and school. <https://www.facebook.com/groups/465206760254176/>

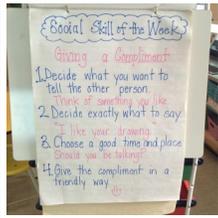
Our next home and school meeting is Thursday February 13 at 6:30pm in the Library. All are welcome to attend.

Our Home and School Meeting Minutes can be found under Home and School on the HES school website: <http://web1.nbed.nb.ca/sites/ASD-S/1939/Pages/Home-and-School.aspx> Questions? Email hes.homeandschool@gmail.com

Next Meeting:

Thurs. Feb. 13, 6:30PM
in the Library





Skillstreaming:

Skillstreaming employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to children and adolescents. Here are two examples of Skills we teach with this approach and how we might practice in our classrooms. The five groups of skills fall under the following categories: 1. Classroom Survival Skills, 2. Friendship Making Skills, 3. Skills for Dealing with Feelings, 4. Skill Alternatives to Aggression, 5. Skills for Dealing with Stress.



Policy 711—Healthy Eating

Valentine's Day is not the only heart related event in February—it is also Heart Month; a month to raise awareness of heart disease on behalf of Heart and Stroke Canada. A big part of Heart Health is Healthy Eating.

Healthy Eating is key to success at school:

~There's a clear link between good nutrition and academic performance.

~A well-fueled child is more likely to have positive behaviours and relationships both in and outside the classroom.

~Healthy snacks and lunches at school help kids meet their overall daily needs for nutrients and energy.

Many children consume one-third to one-half of their overall calories at school. Yet about 25 per cent of the calories children consume throughout the day come from foods with poor nutritional value, such as sweets, prepackaged foods and high fat or salty snacks.

Help your children eat well at school by encouraging healthy snacks and lunches. Here's how:

1. Encourage kids to help plan and prepare their own healthy snacks and lunches
2. Focus on the food groups they may not be getting enough of – for most kids that's Vegetables and Fruit and Milk and Alternatives.
3. Limit commercially prepared snack foods – many are higher in fat, salt or sugar
4. Lobby your school counsel for healthier foods sold at school
5. Set guidelines on cafeteria and fast food lunches

More great ideas can be found here:
<http://www.healthcheck.org/page/school-aged-and-teens>

February Wellness Theme

Winter is far from over and so are the illnesses and contagious bugs that come with it!

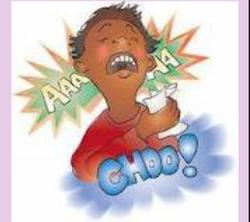
Help Stop the Spread of Germs and Stay Well



Wash your hands: There are no vaccines to protect us from the common cold or a stomach virus that is easily spread to others. Teaching children to wash their hands properly can reduce the chances of getting sick. Everyone should wash their hands before eating, after using the bathroom,

coughing and after blowing their nose. Wash your hands before preparing food. Use hand sanitizer when soap and water are not available.

Cover your cough and sneezes: Teach children to cover their cough and sneezes to stop the spread of different illnesses such as colds and the flu. Use a tissue or arm to cover the mouth and nose.



Stay home when you are sick: When many people are close together as in

schools and classrooms it's easy for illnesses to spread. Children should not be in school with a fever, undiagnosed rashes, vomiting or diarrhea. Children should recover completely before returning to school. When children have vomiting and diarrhea they should stay home at least 24 hours following the end of symptoms.



Education Support Services (Resource) at HES

Did you know there are many great programs in NB for children/youth with physical and cognitive disabilities? Check out the info and links below:

Parasport NB- All New Brunswickers have opportunities to participate in positive and rewarding Parasport experiences. Parasport NB also includes an adapted equipment loan program.

<http://www.parasportnb.ca/>

Ability NB- Our priority is to reach out and work with New Brunswickers of all ages who have a mobility disability, as well as their families and caregivers.

<https://www.abilitynb.ca/>

New Brunswick Association for Community Living- The New Brunswick Association for Community Living (NBACL/ANBIC) is a provincial, non-profit organization that works with and on behalf of children and adults with an intellectual disability and their families.

<https://nbac1.nb.ca/>

Camp Rotary- Each summer, children and adults from around New Brunswick come to Camp Rotary, located on the shores of Grand Lake, to spend many memorable days. During their stay, campers have the opportunity to participate in many activities they've never experienced before. The campground comes alive in June with smiles and laughter and songs that can be heard across the lake from dawn till dusk. Camp Rotary is an accessible, accredited summer camp owned by the Rotary Club of Fredericton and operated by Easter Seals New Brunswick
<http://www.camprotary.ca/index.php/en-2016/home>

Able Sail Shediac NB- No matter what disability you may have, we believe that you can enjoy sailing and therefore are eligible for our program. No previous experience is necessary. If you use a wheelchair we have an electric lift that enables us to place you safely and directly into one of our boats specifically designed with counterbalanced seats. If you use a ventilator, please bring along a friend to help you.
<https://www.sailnewbrunswick.ca/able-sail.html>

If you have any questions or concerns please feel free to contact me at julie.stewart@nbed.nb.ca

Ms. Stewart Resource Teacher

Guidance Corner

Hello everyone!

In January, the guidance lessons focused on how the brain works, and on mindful awareness. For the month of February, I will continue with the Mind Up Curriculum, by introducing and practicing focused awareness. I will also help students sharpen their attention by using sensory experiences to enhance memory, problem solving, relationships, creativity and physical performance.

Moving forward, I will include a brief informative piece on the Zones of Regulation in the monthly newsletter. My intention with this is to provide parents and guardians with the knowledge and vocabulary necessary to reinforce the self and emotional regulatory approach we teach and use in the school. In this newsletter, I will explain what the Zones of Regulation are, and why we use it. For the following newsletters, I will introduce a zone a month, and the tools and techniques associated with that zone.



What are the Zones of Regulation?

The Zones of Regulation is an integrative approach used in helping students gain skills in consciously self-regulating. In helping students gain this skill, we also promote an increase in control and problem solving abilities.

The Zones of Regulation stems from the Cognitive Behavioural Therapy approach, where students are taught to *recognize* their different states of mind in hopes of *regulating* their thoughts, actions and emotions (self-regulation). The different states of mind are referred to as zones, and are represented by a given colour.

By using this approach, students learn how to use strategies or tools to stay in a zone or to move from one zone to another. Students are also taught that there is no “bad” zone to be in.

Why do we teach the Zones of Regulation in school?

The Zones of Regulation is a straight-forward and easily understandable approach to helping our students better evaluate and regulate their thoughts, actions and emotions. We have seen firsthand how learning and using the vocabulary and techniques of the Zones of Regulation have led students to feel more in control of their thoughts, actions

and emotions, and ultimately proud members of their school community.

If you feel that your child would benefit from one-on-one support of a guidance counsellor, please reach out to me at cynthia.veniot@nbed.nb.ca.

Thank you.

Cynthia Veniot

B.Ed., M.Ed., Counselling and Psychotherapy
Guidance Counsellor

A Note from the Music Room...

For the month of January, the grade 3's and 4's were learning about instruments and music from other cultures and Countries around the world. We will now be focusing on playing instruments in the classroom for the next month or two. Most of the grade 3's and 4's will be learning how to play the ukulele as well as creating their own songs on the ukulele's. For the grade 4's some of this will be a review from last year but they will be focusing a lot on the aspect of creating their own music with note reading and rhythm playing a big role in that. The grade 5's have been focusing on the recorder for the last few weeks and that will continue on into February. They will be learning more and more difficult pieces as they learn more notes. The goal for the students is that they are participating to the best of their ability and that I am seeing progress from them. They will be moving at their own pace and eventually creating their own songs using their skills of note reading and their knowledge on rhythmic and melodic concepts that were reviewed in the fall.

Curriculum Outcomes we will be focusing on at this time:
Grade 3-5

Strand 1-Creating, making and presenting
GCO 1: Students will explore, challenge, develop, and express ideas, using the skills, language, techniques and processes of the arts.

GCO 2: Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.

Strand 3: - Perceiving, reflecting and responding

GCO 6: Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and other's expressive works.

GCO 8: Students will be expected to analyze the relationship between artistic intent and the expressive work.

Drama club is now under way for the remainder of the school year. I was so excited to see the overwhelming amount of interest in this club. There was such an interest that it had to be split into two separate groups with one meeting on Mondays and the other on Wednesdays at the lunch recess. Choir is still happening on Tues at lunch recess as well which is led by Mme. Reay and Ms. Johnson.



Ms. LeBlanc
Lisa.LeBlanc@nbed.nb.ca

What's Happening in the Gym?

Dancing and Drumming

Did you know that dancing can help improve your overall cardiovascular health? This highly physical activity has many benefits including improvements to coordination, balance, flexibility, endurance, body awareness and physical strength!

This month students will be dancing during P.E. and participating in a new cardio drumming unit. Cardio drumming combines the movement of dance, while also drumming to the beat of the music. Students will be using real drum sticks and exercise balls as their drums.

We will also continue to work on throwing and catching skills, fitness, and selecting appropriate tactics and strategies in a variety of activities and low organized games.

Intramurals

February will begin with grade 3 scooter hockey intramurals at lunch recess. Please listen to the morning announcements to find out when your class is playing.

Thank you to all the grade 5 Sport Leaders that have been dedicating their time to help with intramurals and open gym!

"I Can" Statements for February

Grade Two

- I can move to a variety of sound cues.
- I can move to a beat.
- I can follow dance steps and movement patterns.
- I can throw an object overhand.
- I can catch an object at various levels and different distances with two hands.
- I can control an object by keeping it close to my body moving in various directions.
- I can cooperate with others.

Grade 3

- I can follow dance steps.

I can connect two locomotor skills to a beat or rhythm.

I can encourage others.

I can cooperate with others to achieve a common goal or task.

I can list 4 normal body reactions to moderate to vigorous physical activity.

Grade 4

I can make up my own dance.

I can put together rhythmical sequences in a variety of social and cultural dances.

I can connect together two skills in a variety of activity specific contexts.

I can choose strategies to work effectively with others.

I can interpret my fitness progress and set goals for improvement.

Grade 5

I can demonstrate fluid transitions between my dance steps.

I can use appropriate skills with activity specific equipment.

I can use a combination of skills in a variety of activity specific contexts fluidly.

I can plan strategies with others to accomplish a common goal.

I can create my own personal wellness plans.

Submitted By: Mrs. Henry



Theatre New Brunswick Young Company

Presents Boys, Girls and other Mythological Creatures a play for Elementary School Audiences, Wednesday, February 12th after lunch! Their mission is to take Theatre Performances to schools and their shows are always captivating!

About the play: Deep in Simon's basement is a secret world of imagination and adventure—where a young prince can transform into mythological creatures! Simon invites new neighbour Abby to help save a princess in a battle against a fire-breathing dragon. Meanwhile, in reality, Simon's older brother Zach is not so sure about all this dressing up and fairy tale business....A thoughtful and hilarious new play about our ability to transform!



Global Competencies

What are the Global Competencies? Global competencies are overarching sets of attitudes, skills, and knowledge that can be interdependent, interdisciplinary, and leveraged in a variety of situations both locally and globally.

<https://www.youtube.com/watch?v=7ld6jjfXvDI>



Rainbows Program:

The mission of **Rainbows** is to assist students sort through their pain and confusion, build self-esteem and learn positive coping strategies to deal with a separation, divorce, death or other painful transitions within their family. This process takes place through channels of peer support with the Guidance Counsellor in a safe and nurturing environment.

Please contact Mrs. Veniot at 832-6021 or email Cynthia.Veniot@nbed.nb.ca if you would like your child to participate in this program!

Life is a series of experiences, each one of which makes us bigger, even though sometimes it is hard to realize this. For the world was built to develop character, and we must learn that the setbacks and grieves which we endure help us in our marching onward.

~Henry Ford

HOW TO

EMPOWER CHILDREN

WHEN THEY STRUGGLE

Big Life Journal

1 LISTEN AND EMPATHIZE

Practice listening when your child vents to you about a problem.

- Provide **choices**
- **Validate** your child's feelings
- Ask your child **open-ended questions**
- **Prompting** with questions like,
- You can also **ask**, "What do you need from me?"

"What do you think would happen if you tried _____?"

2 MODEL THE ATTITUDE YOU WANT TO SEE

Practice listening when your child vents to you about a problem.

- Use **phrases** like, "This is hard. I need a break," or, "This is hard. I'm going to keep trying."
- **Ask** your child to help you brainstorm solutions.
- **Avoid** expressing negative opinions of yourself or making comments like, "I can't do this."
- Focus on the **positive**. Was a lesson learned? Did you improve? Did you overcome the struggle--and how great did it feel?

3 BUILD UP CONFIDENCE WITH AGE-APPROPRIATE TASKS

Boost your child's feelings of confidence and capability by allowing him to do age-appropriate tasks on his own.

GETTING DRESSED



MAKING THE BED

PICKING UP TOYS

PREPARING FOODS LIKE CEREAL OR TOAST

4 REMIND THEM OF PAST STRUGGLES AND ACCOMPLISHMENTS

Remind your child of tasks that were once difficult and became easier with time.

WHAT ARE YOUR CHILD'S STRENGTHS?



HOW DID HE GROW THESE STRENGTHS?

5 TEACH PROBLEM-SOLVING SKILLS

Teach a simple process like the following:

- **Step 1:** What am I **feeling**?
- **Step 2:** What's the **problem**?
- **Step 3:** What are the **solutions**?
- **Step 4:** What would **happen if...**?
- **Step 5:** What will I **try**?

6 KNOW WHEN TO LEND A HAND

Step in when:

- There is a **safety concern**.
- When a task that is **not developmentally appropriate**.
- A **skill(s) needs to be learned** before your child can succeed.
- Your child has tried multiple strategies and persevered, but is **still struggling**. In this case, offer guidance and help. Then, discuss what your child learned and praise the effort/progress.