



Positive Mental Health

Appreciating Diversity

The positive mental health needs of relatedness, competency and autonomy support are best met in spaces where individual differences are understood, accepted and affirmed. A positive and accepting school environment encourages students with diverse backgrounds and experiences to learn and grow together. Such environments foster increased creativity, innovation and positive mental health.

Appreciation for diversity is considered to be an important factor in creating environments that embody acceptance, inclusion and social justice. Diversity encompasses the many ways people may differ. There are many ways to encourage appreciation of diversity:



- Provide opportunities for students to learn from people from a range of backgrounds and perspectives, and to understand and value both similarities and differences among people. Invite Elders and others from First Nations, Métis and Inuit communities to share traditions, values and ways of knowing or host a school multicultural event.
- Respect individual differences and acknowledge that people may hold different values, beliefs and traditions.
- Promote and model inclusive behavior by having a collection of diverse books, songs or play materials.
- Support students in their efforts to create groups that advocate for supportive and safe environments, such as school-based Gay-Straight Alliance associations.
- Invite people to speak to students about their life experiences and strengths, as well as how they find solutions to daily challenges.
- Utilize the skills of community members who speak multiple languages. Encourage everyone to contribute their skills and interests while planning school activities.

Adapted from: WMA’s Positive Mental Health Tool Kit.

Chelsea Currie-Stokes, RN , Public Health Nurse

Positive Mental Health Professional Learning Session

Healthy Learners Nurses from the Fredericton and Woodstock Education Centers facilitated a Train the Trainer Session on Positive Mental Health. The session took place on August 27, 2019 at the ASD-W Professional Learning Day held at Leo Hayes High School. With over thirty participants, this interactive session provided educators with information on The Positive Workplace Framework with a focus on Mental Fitness Practices. Educators obtained access to The Positive Mental Health Website containing valuable resources to utilize in their school environment including; research based information, presentations and activities to be done with staff and students. The Positive Workplace Framework was developed by Dr. Bill Morrison and Associates to optimize a sense of well-being in the workplace. The evidence based framework consists of three important practices: Mental Fitness, Resiliency and Positive Leadership.



Jill Francoeur RN, Public Health Nurse

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Upcoming Events

October 2019
 Women’s History Month
 #MakeAnImpact
<https://cfc-swc.gc.ca/commemoration/woi-fic/index-en.html>

National School Safety Week (October 17-23)
<https://canadasafetycouncil.org/category/campaigns/school-safety-week/>

Human Rights Day
 December 10th, 2019
 #Standup4HumanRights

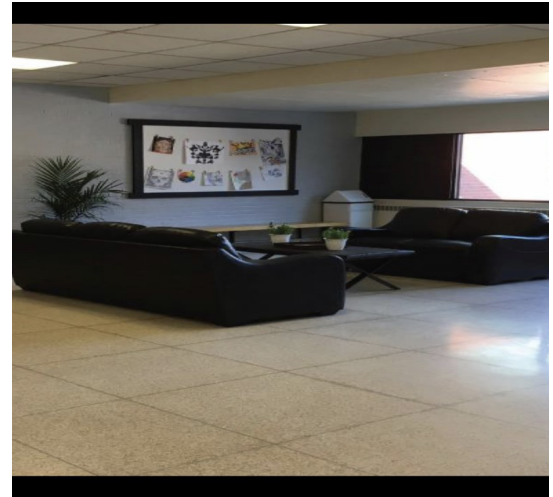


Celebrating Health Promoting Schools

Inclusive Spaces at Nackawic High School

A group of Nackawic High School teachers decided that they wanted to transform a small space in a common area of the school and make it more inclusive and comfortable for students to connect outside of the classroom. After meeting with the Healthy Learners in School team, they went to multiple businesses in the local community to make their vision for the space a reality. Their new “Hawk’s Nest” is equipped with two couches, a coffee table, and a space to showcase students’ artistic talents. Many local community partnerships have supported innovative and inclusive projects like the Hawk’s Nest, to meet the needs of our student population.

Kathy Campbell, Teacher, Nackawic High School.



Fun and Kindness at Bath Community School

Bath Community School put out a challenge to their students during a K.I.D.S. (Kind, Involved, Dependable, and Safe) assembly at the beginning of the school year in September. A goal of \$250.00 was set as a challenge for the small, rural school of 125 students to meet. Crystal Steeves, custodian, graciously agreed to have her hair dyed if that goal was reached. The kids then became courageous and asked what it would take for Principal Mitchell Hemphill to have his hair dyed. The new challenge was then set to raise \$500.00. Mr. Hemphill states that he was absolutely not expecting the students to meet the \$500.00 goal during the short time frame given. At the end of the campaign, the students raised \$516.70. Friday, September 20, was set aside for our Purple Hair Dye Day. The students loved it. Mr. Hemphill remarked that it was very nice to cover the “silver highlights” for a day.

Bath Community School’s annual Terry Fox walk was held on September 13th. In support of the kindness campaign, #beecatoldmeto!, it was decided to finish up the afternoon with full school, K-8 outside activity time.

Mitchell Hemphill, Principal, Bath Community School.



Health Promoting Schools



**Pan-Canadian
Joint Consortium for School Health**
Governments Working Across the Health and Education Sectors

For more information on the Joint Consortium for School Health-Healthy School Planner, visit:

<http://healthyschoolplanner.com/>



October is Farm to School Month!

This year’s theme is “Healthy People, Healthy Planet”. Schools who demonstrate that they participated in an activity related to “Zero Food Waste Activity” are eligible to receive a \$1500 grant. Follow the link for more information:

<http://www.farmtocafeteriacanada.ca/take-the-farm-to-school-month-zero-food-waste-challenge/>

Check out the [Food Matters Action kit](#). It is loaded with informative resources and hands-on, creative activities to inspire youth of all ages to prevent food waste at home, at school and in their communities.



FOOD SECURITY

Food security is an important topic that we hear a lot about these days. It is also a topic that we need to talk more about. Food security means different things to different people. Food security means:

- For all people, at all times, to be able to get healthy food
- Enjoying food with family and friends
- Being able to make a living by growing and producing food in ways that protects our environment and our farmers
- That there will be healthy food for our children’s children
- A safe food supply
- Enjoying food from your culture.

Adapted from “Thought About Food?” Nova Scotia Nutrition Council.

Food Security affects the lives of many New Brunswickers and it has a large impact on health. In New Brunswick, 20% of children live in poverty and 11% of homes with children less than 18 years old are food insecure (1). Rural communities are often more at risk due to fewer resources and higher food costs.

A lack of food security can have an even greater impact on children. No one initiative alone will solve food insecurity. We need to work together to find solutions.

What can you do to help your family and your community?

- Use more plant-based protein like dried peas, beans and lentils, instead of meat and make water your families drink of choice.
- Look for and prepare healthy, low cost recipes. Check out [Healthy Eating on a Budget](#) for ideas.
- Look into local bulk food buying programs, such as [Community Food Smart](#). These programs will allow you to purchase fresh produce at a reduced cost.
- When donating to a food bank consider options such as fresh, frozen or canned (no salt or sugar added) vegetables and fruit, dried peas or beans, oatmeal, whole wheat pasta or peanut butter.
- Support universal school meal programs at your child’s school. Universal programs have many benefits to the health and wellbeing of children and they help to protect the most vulnerable students.

Food security affects everyone in some way. We all have a role to play to help improve food security for everyone in our community. To learn more about food security in New Brunswick visit [Food For All NB](#).

(1) My Community at a Glance, NB Health Council, 2017.

Shauna Miller RD, Public Health

Physical Activity



Keeping Kids Active...It's a Role Model Thing!

Ten tips for parents, leaders, and role models to keep children participating in physical activity.

You don't need to be the expert, you just have to provide the opportunity!

If you would like to have your children/students be active, but aren't sure you are the most knowledgeable person to get the ball rolling, that is okay! The most important part isn't being the instructor in this scenario, but to provide exposure. Being able to provide environments where kids can be active with other leaders or without instruction at all is a great start. If provided the opportunity to explore and be active, they don't always need a planned program. This is known as free play and it is excellent for the development of the child! <https://www.cpha.ca/play-infographics>



- 1. Get outdoors!** Physical activity can take place on a court or in a gym, but there is so much more out there to try! There is a lot of research coming out showing that being active outdoors can be excellent not only for our physical health, but also for our mental health! For more information, see this resource from the Canadian Parks Council. <https://nbphysicalliteracy.ca/2018/11/canadas-nature-playbook/>
- 2. Look for knowledgeable leaders and coaches. Find quality programs.** The key to keeping kids in sport and recreation is quality sport! This is being emphasized by Sport for Life in their new Long-Term Development in Sport and Physical Activity Resource. In this new resource, they discuss quality sport as being good programs, good places and good people. This then leads to excellence and participation in sport and physical activity! When it comes to quality coaches, you want to find someone with the appropriate training! Look for NCCP and High FIVE certifications for your children's coaches and leaders! <https://truesportpur.ca/resources-1>
- 3. Let them choose.** Giving children and youth a choice when it comes to the types of activities they participate in can be a strong motivator! When planning a lesson/program, allow for choices from your students between two options you are ready for. The best thing for parents to do is not live vicariously through your children. Don't put them in the sports you are specifically interested in. Look at the options within your budget, and present those options to your children. Let your children pick which one(s) they want to do most!
- 4. Think variety vs. specialty!** When kids specialize early in one sport or activity they miss out on important skills, that promote physical literacy. Students can also get injured, burnout or quit. Information from Ohio State University and Michigan University states that "children who specialized early in a single sport led to higher rates of adult physical inactivity." Those who commit to one sport at a young age are often the "first to quit" and "athletes who specialized were 70 to 93 per cent more likely to be injured than children who played multiple sports." <https://activeforlife.com/multisport-activity-benefits-kids-soundbites/>
<http://playmoresports.activeforlife.com/>
- 5. Be a good role model and keep it FUN!** One of the best and most effective things you can do for your child is to set an example. Show your child that it's fun to be active. Make time for yourself and let your kids know when you're doing something active with a team or with friends. Emphasize that you too enjoy doing your best. Also, take the time to walk to school, the grocery store or work to set the stage for physical activity in your daily routine. Ensure that children are enjoying themselves when they are taking part in activities. It's important to not get too caught up in the drills and to ensure that there is enjoyment from your participants. A study from the University of Washington identified 11 fun factors for organized sport for kids: being a good sport, trying hard, positive coaching, learning and improving, game time support, games, practices, team friendships, mental bonuses, team rituals and swag! Do you see winning on this list?

For more great resources and tips on physical activity, visit:

<https://hepac.ca/blog/category/resources/physical-activity/>

Taylor Devin, Consultant, NB Physical Literacy – Sport NB





Southern Victoria High School Sexual Health Forum

The SVHS Sexual Health Forum is a student led committee that was formed in November 2018. Thirteen students and 5 staff members actively participate in a pilot project that began at the school with the support of school staff and the school’s Nurse Practitioner to increase awareness and offer confidential testing for students. An assessment was initially completed to identify the sexual health needs of the school population. Students identified the need for increased sexual health information and access to services in the area of sexually transmitted infections. Projects and Initiatives were then created and targeted to support student knowledge and engage students in being safe and aware. The SVHS pilot forum group has been the first to occur in the Anglophone West School District, with the intention to expand into other High Schools in the next few years.



Holli LeBlanc, Nurse Practitioner, Upper River Valley Area

Teens Against Tobacco Use (TATU) Youth Forum

Vaping and Juuling is a concerning trend that is increasing in popularity amongst youth. On October 9th, 2019, Oromocto Education Center’s, Healthy Learners Nurses hosted a youth forum made up of students and teachers from nine different middle and high schools existing Teens Against Tobacco Use (TATU) programs. The goal of the youth forum was to educate and train TATU students about the negative effects of commercial tobacco, vaping and juuling. In providing evidence-based information about the health risks associated with nicotine use, students were provided with the knowledge and tools to share the smoke-free messaging with their peers.



One hundred and twenty forum participants began the day with UNB Professor, Dr. David Scott, who encouraged students to be leaders in their schools and to say no to peer pressure. Students took part in a variety of sessions to learn about the negative effects of commercial vaping and smoking

which included: becoming aware of the marketing/media portrayal of tobacco; understanding how commercial tobacco use differs from First Nations use of sacred tobacco and to sharing ideas for future anti-tobacco school events and activities. Time was allotted during the forum for students to plan anti-smoking and anti-vaping initiatives including, but not limited to, planning for a school based event on May 31st "World No Tobacco Day."

Joanna Seeley, RN, Public Health Nurse

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