

Anglophone School District –West



Celebrating Health Promoting Schools

Wellness Garden at Southern Victoria High School

Southern Victoria High School (SVHS) has started a Health Promoting School (HPS) Initiative. A HPS team uses tools to assess the current health environment. They build a plan to make improvements in the following areas; Healthy Eating, Mental Fitness, Physical Activity, and Substance Abuse. The HPS focus for 2018 has been Healthy Eating and Mental Fitness. Currently, SVHS has 2 projects in motion.

With generous support from the community, staff and students have begun work on a Wellness Garden space. This space encourages relaxation, and social interaction. The Wellness Garden will be available to students and staff to enjoy, and can also be used during class time for instruction.



Through the Community Food Action Program, SVHS was awarded a generous grant to help fund a school garden. With these funds, the Culinary Tech class started preparing and planting the school garden located in the courtyard of SVHS. The Environmental Science class has been growing plants as well. Students planted 3 raised garden beds for vegetables. For their final project, the Culinary Tech class also built a spiral garden of herbs. The produce grown is available for students to enjoy during the breakfast program.

The goal of the vegetable garden project is to teach youth positive life choices, so that they can make the best healthy choice possible. Staff hope to build knowledge of gardening skills so that students can grow their own food and share their healthy eating habits with families. Creating healthy habits at a young age can be life changing for future generations.

The greatest accomplishment so far has been the community and school working together on these projects. There have been many volunteers helping with planning and organizing, teaching students about gardening, and building the beautiful space. The majority of costs were covered by local businesses who were excited to play a part. Valcon Construction, Pro-Builders, and Hillcrest Nurseries made this project happen. The beautiful arbor standing in the garden was also made by a local volunteer. When the town of Perth Andover heard what SVHS were doing, they too jumped on board to help. It truly was a community effort!



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Southern Victoria High School

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Upcoming Events

November 14, 2018
World Diabetes Day
worlddiabetesday.org

November 20, 2018
National Child Day

November 25, 2018
International Day for Elimination of Violence Against Women

December 10, 2018
Human Rights Day
un.org/en/events/humanrightsghtsday

Positive Mental Health



Strengthening LGBTQ2IS Inclusive Education in ASD-W

Throughout the year, schools in Anglophone West use inclusive practices to support respect for diversity and create safe, welcoming, and affirming learning environments for all. A multitude of actions including those related directly to curriculum outcomes in various subject areas as well as school-wide activities, and extra-curricular groups/clubs take place daily across ASD-W to support this outcome.

Research has shown that Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, 2-Spirit (LGBTQ2S) youth are less likely to express feeling safe in schools than their non-LGBTQ2S peers. These students have a higher incidence of sexual harassment, bullying (verbal, cyber, social, physical) and are more likely to engage in self-harm or attempt suicide (Every Class in Every School, Taylor & Peter, 2011; Being Safe, Being Me (Veale et al., 2015). The same research tells us that **those who feel supported and able to live in their felt gender were more likely to report good or excellent mental health and were far less likely to have considered suicide** (Veale et al., 2015).

In February 2018, ASD-W District Education Council passed ASD-W-ER4 - Sexual Orientation and Gender Identity policy to strengthen the work of all ASD-W employees in ensuring that our schools are safe for LGBTQ2S youth, staff, and school community members. Creating safe, welcoming, and affirming spaces for all students including our LGBTQ2S school community members, now strengthened by ASD-W-ER4 policy, continues to be the work of all educators/employees. **The NB LGBTQ Inclusive Education Resource is available in schools and online to support schools in this work for our LGBTQ2S youth.**

In 2014, EECD introduced the *NB LGBTQ Inclusive Education Resource* to NB Anglophone schools. The resource provides a multitude of information and ideas for strengthening inclusive practices for LGBTQ2S students, staff and families.

A hard copy of the resource was provided to each school. It is also accessible for everyone on the EECD Website - click on the Publications tab and scroll to [Inclusive Education](#).

A great place to begin your journey of addressing issues related to bullying and harassment is found in the *Information and Resources for Educators* section, page 17.

<https://www2.gnb.ca/content/gnb/en/departments/education/k12/content/lgbtq.html>



Emily Derrah
Acting Guidance & PLWEP Coordinator



Healthy Eating for Cold and Flu Season

Cold and flu season is November to April. Cold symptoms include: sneezing, runny nose, congestion and may also include headache, cough and sore throat. Symptoms for the flu include fever, chills and body aches. The flu vaccine or flu shot will help prevent serious flu symptoms. The flu will make you sicker than the cold.

Your immune system's job is to keep you healthy. Healthy eating during the cold and flu season will help to keep your immune system at its best. Eating a variety of foods daily can help you get all the vitamins, minerals and protein that your body needs to stay healthy. Some foods and supplements may even help you to have fewer colds, help colds to go away faster and reduce cold symptoms.

Vitamin C is found in many fruits and vegetables. The best food sources include: sweet peppers, strawberries, kiwi, oranges and broccoli. If you feel you do not eat enough vitamin C rich foods, a supplement might be helpful.

Zinc is a mineral found in beef, oysters, fish, seafood, pumpkin seeds and baked beans. Taking a zinc supplement within 24 hours of cold symptoms may help you to have fewer symptoms. Talk to your health care provider about how much zinc to take. Too much can depress your overall health.

Probiotics are good bacteria that can help to fight colds. It is recommended to take probiotics every day for at least 3 months before cold season begins. Look for products with at least 10 billion active cultures per serving. Sources include probiotic yogurt or kefir.

Other things that you can do to help prevent the cold and flu include: Being active, reducing stress, getting plenty of sleep, washing your hands and avoiding close contact with people who have the cold or flu. If you do become sick, drink plenty of fluids. Hot water, tea, soup/ broth help prevent dehydration and nasal congestion. The World Health Organization supports giving warm fluids and soups to children to sooth the common cold.

Chicken and Vegetable Soup (Serves 10)

4	Boneless, skinless chicken breasts cooked and cubed
3	White or red potatoes, chopped
4	Large carrots, finely chopped
3	Celery stalks with leaves, finely chopped
2	Medium zucchini, chopped
1	Medium onion, finely chopped
¼ cup (50 mL)	finely chopped parsley
2	Bay leaves
To taste	Pepper
6 cups (1500 mL)	Low sodium chicken broth



Directions

Preheat oven to 350 degrees F. Place chicken breast on baking sheet and bake for 15 to 20 minutes. When chicken is cooked, cut into small cubes. Set a side in the refrigerator until needed.

In a large, heavy saucepan combine potatoes, carrots, celery, zucchini, onion, parsley, bay leaves and pepper. Add broth. Bring to a boil over high heat. Reduce heat and simmer, covered, for 45 to 60 minutes, or until vegetables are very tender. During the last 15 minutes of cooking add chicken to vegetables. Remove bay leaves.

Per serving: Calories 197 kcal, Fat 3.7 g, Carbohydrates 13.9 g, Protein 27 g.

Colleen MacDonald Briggs, RD
Woodstock Education Centre

Physical Activity



In-Class Physical Activity

Incorporating Physical Activity into the school day won't disrupt learning; in fact, it might just help it! Researchers at the University of Michigan did a study on active classrooms. They had teachers give students 8 short, two-minute bursts of exercise throughout the day. With this activity students' moods improved and they were better able to focus on their work. This has started to get some school staff thinking about how to build a culture of health that can benefit their school.

Children need 60 minutes of Physical Activity daily for optimal development. Unfortunately, most students don't reach this on a regular basis. By adding two-minute activity breaks several times throughout the day, students got 16 minutes of activity time that they wouldn't have otherwise had. The study found that teachers in participating classrooms felt positively about the experience. Teachers reported that they had always known that activity was good for their students, but they needed more information and tips on how to implement the program.



If you are a teacher and you would like to learn about some activities to make your classroom an active classroom feel free to reach out! ASD-W Phys Ed & Health Lead Joe Crossland or ASD-W Phys Ed & Health Coordinator Ross Campbell have many ideas and are happy to help!

<https://news.umich.edu/new-school-of-thought-in-class-physical-exercise-wont-disrupt-learning-teaching/>

Joe Crossland
ASD-W Physical Education and Health Lead

Tips to Increase Your Child's Physical Activity Levels

1. Active Play
 - allow them to play freely after school or on weekends, find a few friends and head to the local playground
2. Active Transportation
 - when possible encourage your children to walk to school, increasing the amount of steps they get per day
3. Reduce screen time
 - rather than giving them a tablet, encourage them to head outside and play
4. Be a role model
 - live an active life and be a good role model who promotes active living.



Roberta Knox

Woodstock Education Centre



The Effect of Cannabis Use on Teenage Brain Development

With the recent legalization of cannabis in Canada, it is more important than ever for parents to talk with their children early about Cannabis and its effects on their brain development. The Canadian Pediatric Society reports that youth ages 15-24 are the highest users of cannabis.¹ The part of the brain that is responsible for reasoning and impulses does not fully mature until 25 years of age. Early use of cannabis in teens can lead to the following behavior:

- “Difficulty holding back or controlling emotions
- A preference for high-excitement and low-effort activities
- Poor planning and judgement (rarely thinking of negative consequences)
- More risky, impulsive behaviors, including experimenting with drugs and alcohol...dangerous driving (e.g. texting, driving while high or being a passenger with a high driver) and engaging in unsafe sex.”²

As the most influential person in your child’s life, it is important that you know about cannabis and its risks. If you suspect that your child may be using cannabis, try having an open conversation. Actively listen to what your child is saying and respond to any questions. To help start the dialogue, there is a list of suggested things you can say in the “Cannabis Talk Kit: Know How to Talk with your Teen.”²

¹ <https://www.caringforkids.cps.ca/handouts/marijuana-what-parents-need-to-know>

² <https://www.drugfreekidscanada.org/wp-content/uploads/2017/06/34-17-1850-Cannabis-Talk-Kit-EN-10.pdf>



Joanna Seeley
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The P.A.R.T.Y Program

Did you know that risk-taking behavior is a leading cause of injury among New Brunswick youth? Most of these incidents are preventable. The P.A.R.T.Y Program stands for Prevent Alcohol and Risk Related Trauma in Youth. It is an interactive program delivered to students in grade 9. It has been designed to educate youth on the consequences of risk and injury by looking at risk-taking behaviors. This program educates students on the effects of drug/alcohol use and unsafe driving, including the realities and impact of drinking and driving.

The P.A.R.T.Y program resource was developed in 1986 by staff from Toronto’s Sunnybrook Health Sciences Centre . It is one of the few evidence-based injury prevention resources available for teens.

This free program is offered in New Brunswick in two different versions. The DVD version is delivered in a classroom setting while the community-based version of the program is an all-day event that is planned and organized by a team of experts and volunteers from within your community.



P.A.R.T.Y helps students understand what happens to someone when they are seriously injured by following the path of an injury survivor through the health care system. This program is designed to give youth a better understanding of the consequences of risk and injury. Youth realize that their actions will not only affect their lives but the lives of their family and friends as well. The goal is for youth to recognize and manage risks in their lives and make safe choices.

For more information on the P.A.R.T.Y program please visit their website at www.partyinb.com

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