

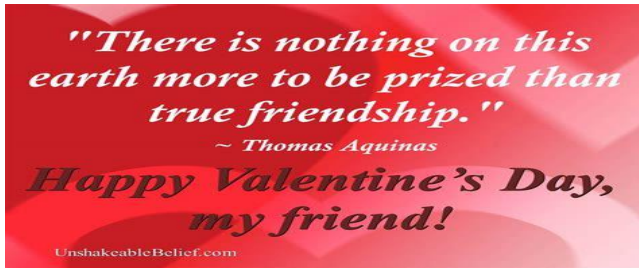


News from the Den

February 2022

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Vice-Principal: Heather Touchie Blakely
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Telephone: (506) 357-4070 Fax: (506) 357-3604
School Website: <http://haroldpeterson.nbed.nb.ca>

Wellness • Communication • Knowledge



School Website: <http://haroldpeterson.nbed.nb.ca>

Don't forget to check the school website daily for information regarding sports, after-school activities and upcoming events. You will also find links for all of our teachers here.



Attendance

We again ask for the support of all parents and guardians in ensuring that your child arrives on time and prepared for all classes. Please note that the students go to homerooms at 8:15 a.m. Thank you for your support in getting your child to school on time and creating minimal interruptions during the school day.

Reminder - Sign In/Sign Out

Students must be signed in/out by an authorized parent/guardian. Once you are at the school, you can call from your vehicle in the driveway or buzz at the main office doors. Students will be called down to the office, signed out and sent to you. We ask that you not text your child in advance to leave class as the teachers do not allow students to leave the classroom until called down from the office. Thank you for your cooperation and understanding with this.



Dates to Remember: Mark Your Calendars

Mon. Jan 31	Back to School for Students & Staff
Feb 14-18	Staff Appreciation Week
Mon. Feb 21	NB Family Day – No School
Wed. Feb 23	Pink Shirt Day
Mar 7 - 11	March Break
Fri. Mar 25	Professional Learning Full Day for Teachers – No School for Students

Staff Appreciation Week

The week of Feb. 14-18 is Staff Appreciation Week. Our teachers and educational assistants work hard each day to support our students – not just in the area of academics, but also with their social and emotional needs. Often, they go above and beyond for our students, and many people do not realize this. A simple “thank you”, a kind message, or a small treat is always very appreciated by staff members. Thanks for remembering this important week!

Pink Shirt Day - February 23, 2022



On February 23rd we are encouraging all staff, students and families to wear pink to celebrate **Pink Shirt Day**. **Pink Shirt Day**, is a campaign that provides students with the opportunity to address **bullying** behaviour with a focus on that **actions have impacts** and we all have the **power** to make ours **bold** in the face of **bullying** behaviour. On February 23rd, students and staff will be wearing **Pink** shirts to show that they are **taking a stand** against bullying. (If you don't have a pink shirt you can wear white to celebrate the campaign.)

CAFETERIA

Pre-orders are appreciated, easy and convenient! Just go to www.chartwellsk12.ca to order and pay quickly in just a few clicks. Please note that the following classes have the cafeteria first for the month of February; Grades 6 and 7. If your Grade 8 child has lunch second, you can still pre-order by going to www.chartwellsk12.ca and they can pick up at their lunch time.

FROM THE PE DEPT.



Looking for a cool way to connect to HP? Follow us on Instagram – “hpmspanthers”

COLD WEATHER



As the cold weather continues students need to be dressed for the weather. It is a good idea that your child has hat, mitts and coat on when they leave for school.

School Closures

The most up to date information regarding school closures due to poor weather or emergencies will be available on the local radio stations, the ASDW website, on Twitter, by calling 453-5454 after 6:00 a.m. Harold Peterson is in [Anglophone School District West and in Zone 7.](#)

Children Need Healthy Relationships

Children and teens need close relationships with caring adults so they can be healthy, happy and successful. Respect and caring expressed to children models for them the skills they need to develop other relationships as well as encouraging their self-esteem. Relationships with parents are important and children also need other people in their lives such as teachers, friends and siblings who challenge them and provide support.

The *Search Institute* outlines some actions that are important for helping children to develop self-worth and skills needed to experience healthy relationships with others.

- ☺ **Caring** is expressed by showing positive attention to your child, express your love, show interest in them, spend time with them and be someone they can trust.
- ☺ **Challenge growth** by helping your child to make plans for the future and set goals, have expectations for your child, recognize your child's abilities and hold your child responsible to keeping rules and boundaries.
- ☺ **Provide support** by encouraging and praising your child's efforts, provide guidance and assistance, and model how you want your child to act and set an example and stand up for your child when necessary.
- ☺ **Share power** by respecting your child, take your child seriously, ask for your child's opinion and listen to them, respond to your child and their needs and interests, and work with your child to solve problems that they may face and help them to reach their goals.
- ☺ **Expand possibilities** for your child by showing them new ideas, experiences and places, connect them with other people who can help them, help your child work through things that keep them from reaching their goals.

Help Can Start With 211

As Canada navigates the second wave of COVID-19, people are still seeking support and unsure where to turn. Whether it's help accessing food, mental health supports, or other non-emergency programs and services in your community, simply dial **2-1-1**. **211** is a free helpline and the phones are answered 24/7 in 170 languages. Community Navigators will talk to you about your situation and help you find the right solutions. Whether you're a senior feeling isolated or anxious about getting your basic necessities, or an individual uncertain about whether there are assistance programs for which you are eligible, or a parent worried about your child's mental health, Help starts with **211**.

The ABC's of Anxiety (anxietycanada.com)

Anxiety can impact the lives of children, teens (and adults!), in the following 6 ways:

- **Affect:** Emotionally and physically—what we feel in our body
- **Behaviour:** Behaviorally—what we do or our actions, such as avoiding or seeking-reassurance
- **Cognition:** Mentally—what goes through our mind like worrisome thoughts
- **Dependence:** Relying on parents—what happens over time is that children and teens depend too much on their parents
- **Excess and Extreme:** Anxiety is a problem when it is excessive and extreme in relation to the situation
- **Functioning:** How your child manages each day

Note: The pattern of these experiences varies in each child, and from situation to situation, but generally anxious children are impacted in in all six domains.

AFFECT

Anxiety is an emotion that is felt in the body. It is a physical response. Often, when children feel anxious, they do not actually recognize or describe their body symptoms as anxiety or nervousness. Instead, they may say that they feel sick, or have a sore tummy. Teens may complain of headaches, chest pains, and sore shoulder muscles.

Common examples include:

- Chest pain or discomfort
- Discomfort or pain in the stomach, nausea
- Dizzy, lightheaded, or unsteady feelings

- Feeling foggy, or like things are unreal or a feeling of being detached from oneself
- Feeling very hot or cold
- Feelings of a lump in the throat or choking
- Headaches
- Numbness or tingling
- Rapid heart rate
- Rapid breathing (hyperventilating), feelings of shortness of breath, or breath holding
- Sweating
- Trembling or shaking

If 4 or more of these symptoms happen suddenly (within a few minutes) and intensely, your child may be having a [panic attack](#). Panic attacks are uncomfortable but not dangerous. Remember the body is not designed to remain anxious for hours and hours, but will settle back to a resting state. For a child suffering from anxiety, his or her worries may reoccur, starting off the anxiety cycle of symptoms over and over.

BEHAVIOUR

Anxious children and teens avoid! One of the most common behaviors in anxious kids is not doing things or refusing to go places, also known as avoidance. In a situation of real threat (e.g., being cornered by a large, snarling dog), moving away from the threat, or avoiding, is very helpful, as the [fight-flight-freeze](#) response keeps us safe from danger. In other situations where there is no real danger, avoidance prevents children from learning to cope with a challenging situation or from engaging in age appropriate activities.

Common examples include:

- Difficulty raising hand in class or reading out loud
- Excessive fear of making mistakes, or desire to be “perfect” in appearance and work projects
- Not getting routine injections (shots) or dental work
- Not hanging out with other kids or having few friends because of social fears
- Not sleeping in his or her own bedroom or refusing to attend sleepovers
- Refusing to go to school for any number of reasons (e.g. an exam, performances, a bully, social situation, etc.)
- Refusing to participate in sports, dance, or other performance related activities

Key Point: Avoidance is a habit-forming, unhelpful way of coping with stress. With your patience and consistency, your child will learn a variety of coping skills to practice, and will then learn to face his or her fears with success!

COGNITION

Anxious children and teens worry. These worries can be about a current situation or about some future event. Young children may not be able to identify anxious thoughts even when they are very anxious. This also sometimes happens for older children and teens. However, when they are able to tell us what they are worrying about the thoughts can range from the reasonable (e.g. I will fail my test) to the remote (e.g. I will get sick and die if I eat in a restaurant).

Common examples include:

- *I'll fail my exam*
- *My Mom might forget to pick me up after school*
- *My teacher will yell at me and the kids will laugh*
- *That dog might bite me!*
- *The world is a dangerous place*
- *What if I fall off my bike and everyone laughs?*
- *What if I throw up at school?*
- *What if my Mom or Dad dies?*

DEPENDENCE

Anxious children and teens reply and depend on their parents' far more than same aged peers. These anxious kids either seek reassurance or ask their parents to do things for them that seem unnecessary. While it is normal and helpful for children to ask for information when they are learning about new things, or seek comfort when they are scared, anxious children and teens often ask the same questions over and over again, or demand comfort in non-threatening situations. In addition, these kids often ask their parents to do things for them, or to be available to help just in case something goes wrong, even when the feared outcome seems unlikely. When parents of anxious children compare their children to their peers, parents often notice they are doing far more for their children than are the parents of their children's friends.

Common examples include:

- Asking “*Are you sure I won't get sick?*”
- Asking “*Are you sure you will be on time to pick me up?*”
- Asking parents to talk to teachers to request extra time on an assignment or to manage other academic needs
- Making the parents give them a complete change of clothes when they go to the movies in case the child gets sick.

- Not wanting to be away from home unless they have a cell phone
- Only going to a party if a parent comes with them
- Requesting ongoing reassurance that eczema is not actual skin cancer

- Struggling to balance reasonable demands such as doing homework and playing a sport

Less common examples include:

- Engaging in high risk behaviours such as sexual promiscuity or cutting
- Using drugs and alcohol to “take the edge off”

EXCESSIVE AND EXTREME

Anxious children and teens worry in excess and to an extreme. They worry about more things, more often, and in more extreme ways than their peers. Socially anxious teens are not just worried about saying the wrong thing once or twice, but are afraid that they will say the wrong thing repeatedly, be judged harshly by their peers, and embarrass themselves beyond repair for the rest of their lives!

Common examples include:

- Expecting the worst to happen, all of the time
- Generating extreme conclusions from vague information
- Having trouble falling asleep due to excessive worries about daily events, getting enough sleep, or staying asleep
- Making extreme predictions with catastrophic outcomes
- Viewing themselves as incompetent, unlovable, worthless, ugly, etc.
- Worrying for hours rather than minutes about talking to a peer, a girl/boyfriend, or teacher

FUNCTIONING

The daily lives of anxious youth are typically severely impacted by anxiety. Many of these children and teens are functioning at a lower level compared with their peers. They struggle to get up and ready in the morning, and are often late to school or forget things at home. They appear disorganized, unfocused, or fail to reach their full academic potential (and if they can reach their potential it is due to extreme efforts). They miss out on important social and recreational activities due to fear, often missing opportunities to learn important skills like making friends, dating, asserting oneself, and more. They experience more conflict with their families than is typical for teens, or depend more on parents to get their needs met causing them to be unprepared for adolescence or the adult world.

Common examples include:

- Being unable to do routine tasks without crying, tantrums or having continual reminders
- Believing, “*I can’t cope*” or “*It’s safer to stay home*”
- Not getting enough sleep or nutrition
- Over time, academic struggles and/or social withdrawal