

COOK COUGARS

April 27, 2020

**NEWSLETTER****Message from the Administration:**

We would like to notify you that effective this week cash donations can be accessed through KEV (School Cash Online) via Credit Card or e-Cheque. Parents can now go to the school's website and click on School Cash Online in the right-hand column and once you are in, you can click on the "Make a Donation" button to donate. If a member of the public (family or friends) who are not signed up for KEV account and would like to make a donation, they can go to the Richmond School District's Donation Landing page [https://www.sd38.bc.ca/Pages/donations.aspx#/ =](https://www.sd38.bc.ca/Pages/donations.aspx#/=) and will be able to follow simple steps to donate.

The funds that are donated will be used to support families in our community that are in need. Supporting our community at this time is of utmost importance to us. If you require support of any kind, please call the school at 604-668-6454 and speak with Mrs. Alderson or Mrs. Loat.

Please check our school website for weekly birthday announcements, newsletters and tweets!

Online Learning:

We are now entering our fourth week of learning at home and we are very impressed with the number of families that are persevering with using the portal. Now we have also added Zoom meetings as a way to connect with your child and share learning.

Many teachers are excited to see the children's faces and hear their voices through Zoom. We know it can be challenging to read all the instructions, sign in on time and use the technology successfully. However, this is a great opportunity to connect with not only the teacher but with some friends in the class as well. Thank you for your support and assistance in helping your child get on to Zoom and engaged in their online learning opportunities sent out by your child's teacher. We have offered iPads to families that have limited access to technology. We have also been made aware that Staples is offering no

payments or interest on devices including Chromebooks, specifically tailored for students for the length of 12 months. If you would like to purchase your own device for any reason, feel free to contact your local store should you need any support, or if you have any questions.

**What is SEL?**

SEL is the process by which children and adults learn and develop knowledge, attitudes and skills to better understand and manage emotions, better set and achieve goals, better able to feel and show empathy for others, better establish and maintain positive relationships, and better make responsible decisions. These are the 5 pillars of the CASEL wheel. (Collaborative for Academic, Social and Emotional Learning).



This week’s SEL focus is Self - Management, Pt. 1

Today’s reality has parents being the primary source of teaching and modeling positive ways to express and manage emotions. *Self-Management* is not just feeling our feelings, but accepting them and using them wisely. When we teach healthy strategies to manage emotions, keep in mind that they are:

- Developmental - using language that is age-appropriate for your children
- Only effective if practised often and in a state of calm
- Always changing and evolving so assess and revise when needed
- Part of a toolbox - not all strategies work all the time with all emotions.

For example, breathing is a great strategy to manage our emotions. Choose and practise one that is more effective and doable for you and your children.

The Brain Science behind Deep Breathing...

The part of your brain that controls and regulates your emotional states is called the amygdala. It reacts to fear and danger and protects us from threats. When we’re in a positive emotional state, the amygdala sends incoming information to the prefrontal cortex (PFC) and we are able to think and reason; our brain is ‘online’. When we’re in a negative emotional state (stressed, angry or scared), the amygdala prevents information to the PFC, blocking higher and reasoned thinking; our

brain is ‘offline’. The amygdala does this as a response to perceived danger and to prepare the body for an automatic reflexive response of “fight, flight or freeze”.

When we breathe deeply, we take in more oxygen to our brain which calms the nervous system and allows our brain to be back ‘online’. Teaching our children about brain science helps them understand how their brains respond to negative emotions, like stress, and how they can use strategies to prepare for calm.

~ From the MindUp resources

Breathing Strategies

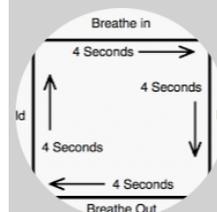
Belly Breathing

1. Sit/lie flat in a comfortable position.
2. Put one hand on your belly and the other on your chest.
3. Take a deep breath in through your nose, and let your belly push your hand out. Your chest should not move.
4. Do this 3-10 times.



Square Breathing

1. Sit comfortably.
2. Gently inhale through your nose to a slow count of 4.
3. Hold at the top of your breath for a count of 4.
4. Then gently exhale through your mouth for a count of 4.
5. Hold at the bottom of the breath for a count of 4.
6. Repeat 3-4 times.



STOP, LOOK AND LISTEN - Tips to tune into your child's stress... ~ from Kids have Stress Too

- Set the climate by saying, "I know there are things that worry you, can you tell me about them?"
- Choose the moment - talk during quiet times or before bedtime
- Find "little" opportunities to connect - have casual chats when you're doing an activity or going somewhere in the car
- Once a day, check your child's face and body. Are you able to make eye contact? Does your child seem tense or relaxed?
- Pay close attention to your child's facial expressions, mood, body language and activity level. This can help you gain a sense of your child's well-being and their stress level too
- Give your child your full attention. Show that you are fully present in what your child is saying or feeling. Try saying, "We are all worried about Covid, let's talk about our feelings"
- Listen without speaking. Nod and give other non-verbal signs that you're listening. Let your child finish saying what they want to say without interrupting or finishing their sentence

FOOD BRINGS US ALL TOGETHER...

- During this time, it seems like the most exciting conversations around the house has to do with "what are we having for dinner?"
- SEL Cooking with your children - get their input about what the family should have for dinner every day. With younger kids, involve them with making the grocery list, have them help you with age - appropriate cooking tasks like washing vegetables, stirring, mixing or prepping ingredients. With older kids, have them cook a simple meal for the family once or twice a week; this includes having them make a grocery list of needed ingredients and cooking the meal. As the parent, offer to be their sous-chef, this really adds to their fun when you do the prepping.
- Suggest to your kids that whoever cooks, are exempt from the after meal clean-up (kids love that!)

