

# The 5<sup>th</sup> Annual PIC & WRAPSC Parent Conference

## Achieving Excellence & Well-Being for All Students



### Session Notes Saturday, April 16, 2016

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# HOW TO RAISE CONFIDENT AND MOTIVATED KIDS

Presented by Monique Howat

Handouts were included (attached)

*Notes prepared by Alayne Hynes*

## Main Message within the Session

Mantra = I'm a fabulous parent!

Acknowledge their essence

Focus on what is right with them - their magnificent gifts list (use rating: 1, 2 or 3)

- ✓ Gift of laughter – Jim Carrey – unique gift of laughter, but could be disruptive – let's use this gift for the benefit of everybody – last 10 min of class to perform.
- ✓ Curious child – what, why, when? etc. can drive you crazy, but number one principle in getting along with people is asking questions. We want this type of kid as our partner or boss – tell me what you're thinking? Innovation companies are hiring these kids.
- ✓ Justice – child labour, we can't let this happen – writes to Prime Minister, another example is Pink Shirt Day (the kid who is watching out for everybody else).
- ✓ Take the three number 1's – create word sign for kids bedroom – for the difficult days (a reminder, reinforce the positive, build confidence) – as time goes on will learn more about themselves.
- ✓ Need lots of strategies – magnificent gift list is just one strategy.
- ✓ Moving up stages – things are going well and I'll build on that.
- ✓ Transitional stages – where do I fit in? i.e. grade 8 to 9 .
- ✓ Self-reflection stages – I want my life to be good, what do I need to do to make it better? You are wiser than your child – makeover example: women tells her she's beautiful and doesn't need a makeover (from a single spark, burst a mighty flame).
- ✓ Confident communication – vision of self, determines how we act – we're all time starved, so that's where the strategies come in – Oprah Winfrey – 'you are a somebody' = confidence – she's created a ripple effect; Mayo clinic – words in your head that stay there forever, if repeated often enough – Denzel Washington story (you are important).
- ✓ Need to counteract negative messages – i.e. watching TV, if see something violent, softly massage hand (counteracts message).
- ✓ Silent Sunday – half a day where parent doesn't speak, chance for kids to speak.
- ✓ Special time with child – for certain amount of time, do whatever child wants to do.
- ✓ Discipline – I brought them into this world, and I will not fail them – but it should be fun! You know your child better than anyone, so use that knowledge (i.e. story about middle daughter's attitude - positive action = positive reaction and negative action = negative reaction).
- ✓ Goals – figure out what motivates (we all have things that drive us); accomplishments are good motivators/rewards – we encourage them to try different things to figure out motivates them – any time goal setting: use the simplest goals for your child (i.e. I'm going to smile more today – when we accomplish, we want more and more difficult); timed goals (something for 5 min); fear goals (get over one fear).

## **How to Raise Confident and Motivated Kids** **Summary of Strategies©**

Remember your mantra: **I AM A FABULOUS PARENT!**

- The **gift list** helps parents keep their focus on what is right with their kids instead of what is wrong.
- Consider creating word signs for a bedroom wall of **their** magnificent inner gifts. It is a daily reminder to keep **their focus** on what's right with them instead of what is wrong.
- Building confidence is a process like climbing stairs: kids will experience times when they are confidently and steadily "moving up" one or two stairs at a time or "hanging in" trying to figure out where they fit in or "hanging on" because they are going through a tough transition such as a parent's divorce, bullying or a death of someone close.
- Building your child's confidence will help make parenting easier. Motivation is one of the many benefits of a confident child.

**"From a single spark may burst a mighty flame."-Dante**

- If your child knows your expectations of him/her, it will help to alleviate frustration, angry outbursts and disappointment – both yours and theirs!
- Ask your child what **they** expect from you? Then clarify what you expect from them in return. Your expectation should be **simple and doable** which helps ensure their success.
- Make one room a "device free" room and consider making Sunday's device free.
- Having trouble getting your kids out of bed? Try the free "**siren**" app. It really works!
- An important success habit to teach kids is "**Worst First**" which means they learn to do one thing they don't like, followed by one thing they do (like/love) to do...just like real life ☺
- At the end of each day, teach kids to ask themselves, "How did I do today?" It serves as a review of the day, but more importantly it is a self-evaluating tool that leads to more personal accountability.

**"A child or teen does not usually act beyond who they think they are."**

- Their vision of themselves will affect their confidence level, behavior and choices.
- A phrase repeated daily by parents, such as "You are Important" has big impact!
- Phrases with super power:

**The world is lucky to have you.  
I believe in you.  
You are a somebody!**

**"Nothing builds confidence like accomplishment."-Thomas Carlyle**

- Kids love video games because they involve challenges that move them to the next level. A goal produces **real life** experiences and challenges that will benefit your child's development.
- Setting a goal creates enthusiasm and working toward the goal produces accomplishment.
- Goals can be made anytime. Setting "no more fear" goals are good for summer because kids have lots of time to accomplish it. For those with little time, goal setting can be measured in increments of minutes such as 5 minutes reading each day or 10 minutes a day for a pet.
- Starting a "hi" day at school or simply smiling more are examples of **10 second Goals**.

**"We cannot hit a target we cannot see."**



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**905.986.1441**

**Gifts on the Inside**  
**Elementary**



**Rating:**

- 1: I have **lots** of this!
- 2: I have a **little** of this.
- 3: I could work on this.

\_\_ **Caring:** This is giving gentle attention to the people and things that matter to you like your belongings, pets, family and friends.

\_\_ **Compassion:** When someone makes a mistake, compassion is caring about them and trying to understand how they feel.

\_\_ **Curiosity:** This is showing interest in people and their interests. Everyone appreciates it when you show interest in them.

\_\_ **Courage:** Doing what needs to be done even if it's scary or hard to do.  
It takes courage to speak up to people who have been rude to you.

\_\_ **Detachment:** This is being able to detach from negative thinking to positive thoughts. When someone calls you names, try putting up an invisible wall that blocks the words from you.

\_\_ **Determination:** Using all your will to do something, like making the choice to stop biting your nails.

\_\_ **Enthusiasm:** Stay excited about what you are doing, even if you aren't 100% keen.

\_\_ **Friendliness:** This is when you take an interest in all kinds of people. Smiling and saying hi is one way to show friendliness.

\_\_ **Generosity:** Giving and sharing and not expecting to get stuff in return.

\_\_ **Gentleness:** Being gentle means to be careful and considerate just like you would with a lost kitten. You should always be gentle with yourself too ☺.

\_\_ **Gratitude:** Being thankful for all the good things and people in your life. List one person you are very thankful to have in your life \_\_\_\_\_.

\_\_ **Honesty:** This is when you don't lie, cheat or steal.

\_\_ **Humor:** The ability to enjoy and express what is amusing and comical, or funny! This quality allows you to get along with almost everyone! Everyone loves humor!

\_\_ **Imagination:** This is the ultimate creative power that helps you see what is possible in everything!

\_\_ **Optimistic:** This is when you always try to look at the bright side of a situation. Positive people draw people toward them like magnets.

\_\_ **Patience:** Being able to wait for something without whining or complaining, like waiting for dinner, your birthday or Christmas.

\_\_ **Reliability:** This means when someone asks you to do something, they feel they can count on you to do it....like feeding your pet or setting the table.

\_\_ **Respect:** This is how you want other people to treat you, your family and your things. This is the best way to treat yourself!

\_\_ **Self-discipline:** When you know you have to do something, like homework; you just go ahead and do it without being told.

\_\_ **Toughness:** Strong and durable; not easily damaged by words or events.

**Circle your child's top three distinct (and obvious) personality traits.**

**Keep your emphasis and daily focus on their BIG 3!**



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Monique@moniquehowat.com

## Gifts on the Inside

### TEENS

#### RATING:

- 1: I've got lots!
- 2: I've got some of this.
- 3: I could work on this.

- \_\_\_ **Bravery:** A quality of spirit that enables you to face danger or pain without showing fear.
- \_\_\_ **Curiosity:** A desire to find out and know things. Some say it's a sign of genius!
- \_\_\_ **Determination:** Firmness of purpose.
- \_\_\_ **Discretion:** Being discrete and keeping secrets as well as the CIA!
- \_\_\_ **Flexibility:** Adaptable, able to change to suit circumstances.
- \_\_\_ **Focus:** Concentrated awareness and effort. Great for exams!
- \_\_\_ **Forgiveness:** To cease to feel angry or bitter towards a person or about an offense. This is a great quality to have in a break-up so you can move on fast!
- \_\_\_ **Gratitude:** Being thankful for all the things that go **right** in your day.
- \_\_\_ **Honesty:** Truthful; sincere; not cheating.
- \_\_\_ **Humble:** Modest; not arrogant or boastful.
- \_\_\_ **Humor:** The ability to perceive, enjoy, or express what is amusing, comical, or absurd. This quality allows you to get along with almost everyone!
- \_\_\_ **Industrious:** Diligent, hardworking. Outworking everyone around you.
- \_\_\_ **Justice:** Fair and impartial. Speaking for those who can't or won't speak for themselves.
- \_\_\_ **Kindness:** Friendly, helpful, well meaning.
- \_\_\_ **Loyalty:** Faithful to a person, ideal, custom, cause, or duty.
- \_\_\_ **Moderation:** The avoidance of extremes in actions or opinions.
- \_\_\_ **Openness:** Ready and willing to talk candidly. Not secretive.
- \_\_\_ **Patience:** The ability to be uncomplaining and tolerant.
- \_\_\_ **Reliability:** Can be trusted to do something.
- \_\_\_ **Responsibility:** Having control over and accountability.
- \_\_\_ **Sensitivity:** Being insightful and aware.
- \_\_\_ **Simplicity:** Straightforward; not complex or complicated.
- \_\_\_ **Sincerity:** Free from deceit in manner or actions.
- \_\_\_ **Spontaneity:** Natural, not planned.
- \_\_\_ **Steadfastness:** Firm, determinedly unwavering.
- \_\_\_ **Toughness:** Strong and durable; not easily damaged.
- \_\_\_ **Tranquility:** Serenely quiet and peaceful; undisturbed as in contemplation.
- \_\_\_ **Trust:** Having confidence in others; lacking suspicion.
- \_\_\_ **Trustworthiness:** Able to be trusted or depended on; reliable.
- \_\_\_ **True to yourself:** Being the person that you are, not acting like someone else.
- \_\_\_ **Vivacious:** Being a lively, bubbly and cheerful person.
- \_\_\_ **Whimsical:** Being playful and comical.
- \_\_\_ **Wise:** Showing good judgment.
- \_\_\_ **Witty:** Amusing, entertaining and funny.

Circle your teen's top three distinct (and obvious) personality traits.  
Keep your emphasis and daily focus on their **BIG 3!**

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[www.moniquehowat.com](http://www.moniquehowat.com)  
[Monique@moniquehowat.com](mailto:Monique@moniquehowat.com)

# **FAMILY HABITS OF HAPPINESS**

Presented by Monique Howat

Handouts were included (attached)

*Notes prepared by Lyndsay Holland*

## Main Message within the Session

- ✓ Encourage your children to develop their problem solving skills, and work as a family to help develop these skills.
- ✓ Your child will face adversity and can benefit from those experiences. If you look at all of the negative and positive things that happen in your life, we can often connect them. We can teach our children about the positives and rewards that eventually come from adversity and challenge.
- ✓ We can teach our children to have faith that something good will eventually come into our lives.
- ✓ Beach ball effect – we need to deal with the feelings and emotions from the adversity and challenges. If you try to push it down or pack it away, it will come back to the surface anyway.
- ✓ Work on your ability to let go. We take things on that are no our problem to the point that we carry too much burden and can no longer appreciate the positive. Teach your children to let go of the burdens and bad feelings.
- ✓ Holding onto negativity manifests into real symptoms (i.e. headaches, sleepiness, stomach ache, etc.).
- ✓ We need to help our children have a “bring it on attitude” toward challenge. We need to problem solve and help them move on.

## Presentation Highlights

- ✓ Adversity, failure and heartache will eventually bring great benefit.
- ✓ Learn to teach children to problem solve, recognize potential benefits and move on (let go).

## Key Points That Resonated With Lyndsay

*“How do we focus on the positive that comes out of a negative? I really liked the example provided about finding one positive from a broken relationship, and using that as a learning experience for what you want to find in the future.”*

*Relationships are unavoidable because we don't live on this earth alone.  
They are also the hardest part of being human because conflict is inevitable.*

### **Happy Habits**

*Write the name of someone you are currently in conflict with \_\_\_\_\_.  
Pick a line from the list below. Sometime in the next few weeks try the line on the person whose name you wrote above.*

#### **Phrases that work in conflict:**

*Help me understand.  
I understand.  
If I understand you correctly....  
I'm convinced that we can work something out ... that we can both live with.  
What can we do to make things better (...in the future?)  
How do I make it right?  
There is no right or wrong answer  
It hurts when...  
I would be so grateful if you...  
I appreciate your honesty.  
How would you like to see this resolved?  
It's Ok, now let's move on.*

*Have your child make a list of their friends.  
Have them put a  $\checkmark$  or an  $\times$  beside each name after asking each question.*

**Do I trust them?  
Do I respect them?  
Do I like them?  
Do they support me?**

*Have your kids decide on 2 personality traits they **must have** in a new friend. List those traits.  
The message is to help empower kids to understand they have control and **THEY** don't have to wait to be chosen.*

### **5 Top Ways to Get over a Broken Heart**

1. Plan a pity party - complete with chocolates, power music and Kleenex. Most importantly, circle a second day on the calendar which denotes the day you take **your full power back** and get back in the game of living life well.
2. Write down what was good about the person you were with and add it to the profile of the type of person you **really** want to be with. Add what you learned from the relationship and apply it to your next relationship. The following quote is helpful in finding positive meaning to a previous relationship.

**"Our lives are shaped by those that love us as well as those that don't."**

3. If you had a month left to live, would you spend it mourning or use it to have a great time?
4. Get a sticky note and write the following words in large font, and place it on your alarm "Life is short."
5. If someone offered to pay you a million dollars to get over your heartache, how fast would you make it happen?  
The real payment is in the way you choose to spend each day... despite your heartbreak.



**Don't FORGET! If you want something different, you must DO something different!**

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## Family Habits of Happiness©

Your PHD in Problem Solving.

1. List 2 negative events in your life:

2. List 2 positive:

3. The surprise conclusion!



### **Problem Solving Happy Habits©**

- World economy is based problem solving and managing.
- Next time you are nudged to deal with something but would rather not, remember the **beach ball effect**.
- Gather the family for "table talk" time. Use dim light or candles to help encourage a less communicative child to speak. Add a "**talking stick**" (decorated by everyone) and you're on your way to inspiring everyone to brainstorm problem solving and managing. No-one feels alone and problems are tackled from all levels. End each session with a declaration of love and support.
- Ask your kids to help **you** solve or manage a problem and prepare to be amazed!
- Don't forget to wrap a gift and leave it where everyone will be reminded of the gifts that can come from **adversity**.
- Don't know where to start? Draw the "**messy map**" you saw today that pinpoints where you are and where you want to be. U turns and S curves are allowed. The map is very helpful for visual learners.
- Have the family write an "**Armour Up**" plan in preparation for a future bad day. Come up with a few things that will help you feel better on that day. Power music? Shooting hoops? Soaking in a tub? Baking? Writing? Calling a friend?
- Give problems funny names: Hell's Kitchen, Squash, and Pickle.
- If your child is disappointed that someone doesn't change fast enough, they should remember how hard it was for them.

***"Every adversity, every failure, every heartache carries with it the seed of an equal or greater benefit."***

*Napoleon Hill*

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E-mail: [Monique@moniquehowat.com](mailto:Monique@moniquehowat.com)

Web: [www.moniquehowat.com](http://www.moniquehowat.com)

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**Letting Go-**

## Happy Habits©

*We all have trouble letting go of things like the past, anger, resentment, love, disappointment and more.  
It isn't easy but it's well worth it to try because the result is more joy and happiness.*

- *Write on paper what you are having trouble letting go of. Dig a hole in the garden to "bury your burden." Then plant something meaningful on top, like a baby oak tree (see the symbolism), a perennial fragrant flower or a squash!*
- *Write an obituary for the problem you need to let go of: Here lies...  
Or send the problem soaring in a balloon.*
- *Start a "to heck with it" file.*
- *Try visualizing. Example: You are driving windy road passing forever anyone you never want to see again.*
- *For every problem you encounter ask this simple but freeing question:  
Is this in my control or out? If it is out of your control, **LET IT GO!***
- *Think about the legacy you want to leave for your family.*



*Our personal power is often sabotaged by negative self-talk.*

*Would an outcome that you desire be different if you continually said, "I can" instead of "I can't"?*

### Positive Brainwashing!

*I can do this!*

*I am resilient!*

*I am proud of who I am.*

*I am happy and relaxed.*

*Today, I can do anything!*

*I am in full control of my life.*

*I am surrounded by support.*

*The world is lucky to have me!*

*My life is getting easier every day.*

*I am full of peace, love and harmony.*

*I'm a hot babe/guy with a great personality!*

*Every day in every way, my life gets better and better!*

*I have trust and faith that everything will turn out as it is meant to!*

### Instructions

*Have kids choose a line that resonates with them... (You too)*

*Have them say their special line every night before bed and first thing every morning for a minimum of 3 weeks so it becomes forever tattooed in their soul.*

*This is called positive brainwashing (no torture) for feel-good results!*

**A sea of water can't sink you unless it gets inside---negativity is like that.**

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E-mail: [Monique@moniquehowat.com](mailto:Monique@moniquehowat.com)

Web: [www.moniquehowat.com](http://www.moniquehowat.com)

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## Relationships©

# FOOD: HOW IT AFFECTS LEARNING AND BEHAVIOUR

Presented by Christine Gingerich

Handouts were included (attached)

*Notes prepared by Angelica Allen*

## Main Message within the Session

- ✓ Improved nutrition will always improve learning & behaviour.
- ✓ Too many processed foods & chemicals result in malnutrition, & negatively affect learning & behaviour, especially in children.
- ✓ Use “whole” foods, not processed foods
- ✓ Avoid simple carbs, eat complex (living foods like fruit & veggies)
- ✓ Eating processed food is like riding a bike without air in the tires or a car without gas.

## Presentation Highlights

- ✓ See the top 10 tips on the handout.

## Key Points That Resonated With Angelica

1. Sugar is highly addictive.
2. Food should not be white, which means it is stripped of all nutrients.
3. Processed foods last a really long time because they are full of chemicals.
4. It is cheaper to eat whole foods.
5. Poor protein does not build/repair tissue. You must also include plant proteins.
6. Poor food choices is a learned behaviour, and you can retrain your palate.
7. No devices in the bedroom! Should be a haven of rest.
8. Sleep: 1hr pre-midnight = 2hrs after midnight.
9. Make an intention, well-planned course of action.
10. Start small!

## Food: How it Affects Learning & Behaviour

By Christine Gingerich BA, BEd, PTS • 519-662-3548 • [www.optimalYOU.ca](http://www.optimalYOU.ca)



### SAD (Standard American Diet) way of eating in North America:

- Processed foods
- High in refined sugars
- Low in *real* nutrients (not synthetic)
- Over-cooked
- Chemically modified and treated
- Low in fibre

### All leading research in this area agrees:

- We consume far too many processed foods
- We ingest far too many 'unknowns' that the body doesn't recognize
- This collectively creates massive malnourishment
- Malnourishment *always* affects learning and behaviour
- Improved nutrition *always* affects learning and behaviour in positive ways

Dr Derrick Lonsdale, MD says,

*"Scientifically we have evidence that this approach to diet (i.e. empty calories offering no vitamin or mineral supportive qualities) is changing the balance of neurological transmission which is the hallmark of the function of the brain & the central nervous system. It means that the quality and quantity of nutrition can change your behaviour."*

Barbara Reed-Stitt says,

*"Ignoring the nutrition of the body is the most dangerous mistake one can make. A malnourished central nervous system will inevitably lead to serious physical and behavioural problems; problems which no amount of medication or psychiatry can touch."*

### Top 10 Tips – Healthy Food & Behaviour Choices to Make:

#### 1. My Suggestion: Eat Breakfast!

- Fresh, living fruits each AM
- Quality proteins, fats and carbs (eggs, oatmeal, granola, raw nuts/seeds, omelet with veggies...)

#### 2. My Suggestion: Avoid *simple* carbohydrates, eat *complex* carbohydrates...

- Avoid – refined flour, white bread, cookies, cakes, candies, fries, macaroni, soda, most "juices"
- Eat – whole grains, living fruits/veggies

#### 3. My Suggestion: Eat unprocessed, whole foods as often as possible...

- Avoid – processed, "man-modified" foods: cold cuts, hotdogs, TV dinners, canned & boxed foods
- Eat – foods in the state in which they were created as often as possible

#### 4. My Suggestion: Eat variety/quality proteins and Omega-3 Fats...

- Avoid – commercially prepared hamburgers, hotdogs, cold cuts, bacon, pizza, fried meats
- Eat – naturally fed meats, fish, raw nuts & seeds, legumes/lentils, free-range eggs; consider Omega-3 supplementation

#### 5. My Suggestion: Eat variety of living foods!

- Avoid – canned, boxed, packaged, microwaved, processed foods
- Enjoy – fresh, colourful, **living** foods that contain living enzymes – the spark of life!

#### 6. My Suggestion: Do a food elimination test... (\*Book: Allergies Disease in Disguise by Carolee Bateson-Koch)

- Avoid all foods that *may* cause reactions. Worst offenders: dairy, white sugar, wheat, corn, soy, chocolate and eggs
- Do a 12 week (minimum) elimination test – then reintroduce one at a time to note reactions

#### 7. My Suggestion: Drink lots of water; Eliminate soda, juice! <http://www.eatright.org/kids> (search "How Much Water?")

- See a qualified health practitioner to test and detox from chemicals and internal toxins (liver, heavy metal, parasite detox to start).

#### 8. My Suggestion: Exercise daily!

- Especially outside! Soak up fresh air and vitamin D – get more oxygen to the brain!

#### 9. My Suggestion: Reduce screen time! <http://articles.mercola.com/sites/articles/archive/2012/07/04/cellphone-radiation-may-cause-adhd.aspx>

- Avoid the electro-magnetic/radiation damaging effects of techie devices – and the inactivity associated with them!

#### 10. My Suggestion: Get more sleep at the right times; *Early to bed, early to rise, makes a man healthy, wealthy & wise!*

- No lights/computers/TV/phones in bedroom

### Increase Omega-3 Intake!

- Fatty fish and their oils – salmon, sardines
- Grass/natural fed animals and their meat
- Plant sources – EVCP flax, hemp, walnuts, almonds, borage oil, olive oil
- Capsule form – for therapeutic doses, be advised by a health practitioner (I recommend the *Protocol* brand)

### Fast Food with Consequences

- Tertiary butylhydroquinone found in fast-food fries. TBHQ is a food preservative used in perfume, varnish, paint and a carcinogen.
- Dimethylpolysiloxane found in fast-food fries. An antifoaming agent also found in moisturizing creams and lotions. Irritates the digestive tract, nose and throat.
- Azodicarbonamide found in most commercially-prepared breads. Also used to produce foamed plastics. Increases allergies to other foods. Banned in Australia and Europe.

### Food Additives with Consequences

There are many food additives that have negative effects on our learning, behaviour and physical well-being. Aspartame and "MSG" are two such dangerous additives to avoid. Most pre-packaged foods have ingredients added that contribute to problems with learning, behaviour and general health.

#### Ingredients that ALWAYS contain MSG:

Autolyzed Yeast	Glutamate	Calcium Caseinate
Gelatin	Glutamic Acid	Hydrolyzed Protein
Monopotassium Glutamate	Monosodium Glutamate	Sodium Caseinate
Textured Protein	Yeast Extract	Yeast Food/ Yeast Nutrient

#### Ingredients OFTEN containing MSG or that create MSG during processing:

Flavors and Flavorings	Seasonings	Natural Flavors and Flavorings	Soy Protein
Natural Pork Flavoring	Soy Protein Isolate	Natural Chicken Flavoring	Soy Sauce
Whey Protein	Malt Extract	Natural Beef Flavoring	Barley Malt
Carrageenan	Corn Starch	Malt Flavoring	Protease
Maltodextrin	Citric Acid	Powdered Milk	Pectin
Bouillon	Enzymes	Broth	Stock

Anything "Enzyme Modified" or "Ultra-Pasteurized" or "Protein Fortified"

#### Highly Recommended Resources:

- ✓ *FOOD & Behaviour ~ A Natural Connection* ~ Barbara Reed Stitt, PhD
- ✓ **The Impact of Healthy Food** [http://www.youtube.com/watch?v=OYG4V\\_hogzI](http://www.youtube.com/watch?v=OYG4V_hogzI)
- ✓ <http://www.youtube.com/watch?v=KWYPjipBSgQ&feature=related>
- ✓ *They Are What You Feed Them* ~ Dr Alex Richardson, PhD
- ✓ Mercola.com "The Shocking Dangers of MSG You Don't Know," videos Parts 1, 2, 3  
<http://articles.mercola.com/sites/articles/archive/2007/08/28/dangers-of-msg.aspx?aid=CD12>
- ✓ [https://www.drfrhman.com/library/junk\\_food\\_may\\_limit\\_childrens\\_intelligence\\_and\\_learning\\_ability.aspx](https://www.drfrhman.com/library/junk_food_may_limit_childrens_intelligence_and_learning_ability.aspx)

#### Materials by Dr. Russell Blaylock, MD:

- ✓ *Excitotoxins: The Taste That Kills*
- ✓ <http://www.youtube.com/watch?v=7W-gba0GPwU>
- ✓ DVD: The Truth About Aspartame
- ✓ DVD: Nutrition and Behaviour

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# HOW TO NAVIGATE THE SCHOOL SYSTEM

Presented by Jim Woolley

Our apologies that no notes were taken in this session.

For more information, please visit <http://www.wrdsb.ca/> or contact your school's administrator.

## EXPLORING EQUITY AND INCLUSION AT THE WRDSB

Presented by Deepa Ahluwalia

Handouts were not included

*Notes prepared by Aylane Hynes*

### Main Message within the Session

- ✓ Territorial Acknowledgement
- ✓ Speaker Bio: Parents from India, father came to Canada first and then mother came 1 year later, grew up in predominantly white lower middle class neighbourhood, did not enjoy school – felt like treated differently (teacher and students), sad child growing up, average student (because didn't feel good about myself), father changed jobs and moved school – principal, Mr. Taylor, set the tone for the school – feel good and like I belong and so did much better in school – I'm passionate about what I do because I know it makes a difference!
- ✓ About you: share name, children & grades and why came today: to learn more, gain more information (new immigrant), have high school students and interesting to hear what they come home with, learn more as kids attend very multi-cultural school, daughter is visible minority, grade 6 child has been bullied (ethnically diverse family), lots of friends who struggle with sexuality, be part of conversation, special needs child, 2 students on student council.
- ✓ Safe space to ask questions or can ask privately later.
- ✓ The Sticker Activity: given a coloured dot, but can't see colour – organize yourselves without talking – we got together by colour – there was only one blue dot.
- ✓ How do we discriminate – by any difference – race, religion, learning ability, etc. (all the areas of the Human Rights Code).
- ✓ As Canadians, we're so nice, but discrimination stills exists – it's more covert i.e. why there are not more ethnically diverse teachers.
- ✓ Power & Privilege: conference last year on white privilege – spoken word piece regarding brown people not helping when black people are discriminated against, experience of young black man being carded over 50 times in Toronto – acknowledge that we have privilege and make sure that we are not perpetuating this.
- ✓ Equity consciousness: a person's awareness of level of equity or inequity present – how aware or mindful people are – i.e. Halloween costumes that are inappropriate.
- ✓ Ontario's Equity and Inclusive Education Strategy – 2009, four year strategy – definitions for diversity, equity and inclusive education – applies to students, staff and community.
- ✓ Eight Areas of focus: board policies, guidelines and practices; shared and committed leadership; school and community partnerships, inclusive curriculum and assessment practices, religious accommodation, school climate and prevention of discrimination, professional learning, accountability and transparency.
- ✓ What is inclusion? Not bringing people into what already exists, it is making a new space, a better space for everyone.
- ✓ Q&A: traditional celebrations that exclude? (i.e. Valentine's Day, Mother's Day) schools trying to be more aware and inclusive, instead of Valentine's Day – Love is Love day; buddy bench at school – if you sit there, you need a friend to play with.

# CODE: PARENT MATH KIT

Presented by John Lee

Handouts were included (attached)

*Notes prepared by Laurie Tremble*

## Main Message within the Session

- ✓ Inspire Your Child to Learn & Love Math was developed by Council of Directors of Education (CODE).
- ✓ Kits were received by all schools in Ontario this year.
- ✓ K-8 resource is to encourage parent involvement in math learning, and there are 5 modules (approx. 2hrs each)
- ✓ This is a broad resource, but at the school level you could work with staff to customize the program for your school.
- ✓ The resource is available online along with other parent resources.
- ✓ Part of the goal is to help parents understand math in Ontario today, plus to help you help your kids.
- ✓ Intermediate module goes into careers, goals & reasons why you should learn math.
- ✓ Why did math to chance? Why can't we go back to "dd math"? There is research that shows about 50% of adults have math anxiety, so did "dd" math really work?
- ✓ 3 ways to see math – Models (hands on), Visual (pictures, tables) & Symbols (equations). All ways are useful through math education.
- ✓ Talk to the teacher if you have questions about what your child is doing in math.

## Presentation Highlights

- ✓ Students do end up being able to do automatic mental math (like times tables) by going through the earlier exercises that promote understanding why.
- ✓ It's okay to not know the math your kids are doing. Ask questions & listen to the answers.
- ✓ Don't rescue & give them the answers when they are having difficulty. Instead, ask them questions about the next step, etc.
- ✓ Teachers are embedding basic skills in problem solving that gives meaning to the numbers. We don't want them just memorizing.
- ✓ Showed some difficult methods to do multiplication & highlighted the basic skills & understanding involved. These are the types of activities you could add to a math night based on the CODE resource.

## Key Points That Resonated With Laurie

1. How do parents help when they don't know the new methods?
  - Ask teach to send home the math work done that week and go over it with them.
  - Can ask for topics/work in advance to be prepared at home
  - Textbooks – Canadian publishers aren't producing new textbooks anymore & are based on old curriculum.
2. Parents & teachers impact children's learning about math by their attitude.
  - Growth mindset = "I can do this...yet."
  - Be positive about math at home, even if you aren't comfortable about math.

# Inspiring Your Child to Learn and Love Math

When you support and encourage your child to learn, your positive approach helps influence your child's success.

[http://www.ontariodirectors.ca/parent\\_engagement-math/en/](http://www.ontariodirectors.ca/parent_engagement-math/en/)

## Inspiring Your Child to Learn and Love Math

### Workshop Introduction

These guided workshops have been designed to provide the tools and materials to plan and host parent education sessions. Each workshop is self-contained and includes a template for sharing practical, age-specific strategies and resources to encourage mathematics learning at home. The materials for each module include an invitation letter and flyer, an annotated agenda, and Blackline (photocopy) masters for all activities (including solutions).

These workshops have been created to complement each of the five modules in the *Inspiring Your Child to Learn and Love Math Tool Kit*. The workshops require no prior knowledge of mathematics or specialized content—they can be implemented by anyone who has an interest in learning and sharing.

Think organizers and other key members of the implementation team. Introduce parents to the C.O.D.C. "Inspiring Your Child to Learn and Love Math" and outline how to get a copy.

#### Purpose

Explain that the purpose of this workshop is to:

- ★ Enable parents that feel that their child's performance in math and that they can have a positive impact on their child's attitudes, beliefs, interest and motivation to do math.
- ★ Inform and extend what parents may be doing at home already.

Because parents that purpose is how to learn something new and to learn together!

- ★ Provide practical strategies and suggestions that can be done at home to enhance their child's math achievement.
- ★ Provide resources and other tools and technology that will support parents' efforts to help their child's math achievement.

### Module Two

Kindergarten - *Count Together*



Download this  
[Introduction to 2D](#)  
[Introduction to 3D](#)  
[Introduction to 4D](#)  
[Parent Guide](#)

### Module Three

Primary (Grades 1, 2, 3) - *Making it Count*

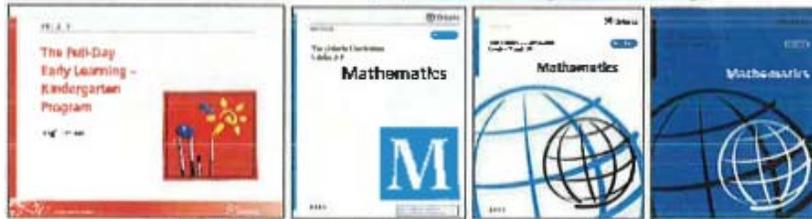


Download this  
[Introduction to 2D](#)  
[Introduction to 3D](#)  
[Introduction to 4D](#)  
[Parent Guide](#)

*Inspiring Your Child to Learn and Love Math* is a toolkit for parents. It provides modules with simple, but effective methods and materials for parents. It shows you how to get involved in your children's learning, and offers guidance for working with students of different ages.

## Additional Resources for Families

Ontario Mathematics Curriculum: <http://www.edu.gov.on.ca/eng/>



Ministry of Education Parent Information: <http://www.edu.gov.on.ca/eng/parents/multiLanguages.html>

Dr. Jo Boaler / Stanford University "youCubed": [www.youcubed.org/parents/](http://www.youcubed.org/parents/)

**Homework Help** provides **FREE** online math help for students in Grades 7-10. <https://homeworkhelp.ilc.org/> ]

**Doing Mathematics with your Child, Kindergarten to Grade 6 – A Parent Guide**  
Lots of fun everyday activities organized by curriculum strand, and grade levels K to 3 and 4 to 6.

<http://www.edu.gov.on.ca/eng/literacynumeracy/parentGuideNum.html>

# **SCIENCE: STEM SKILLS IN CAREER EDUCATION**

Presented by Kevin Donkers

Handouts were not included

*Notes prepared by Erica Beck*

## **Main Message within the Session**

- ✓ Kevin talked a lot about how statistically students who continued within the STEM stream through High School, scored higher when stating the entrance exams to Law, Medical and Business School.
- ✓ The focus on Creativity, Collaboration, Problem Solving, Critical Thinking, Data Analysis, and Integrity and Honesty were the main reasons this is thought to be why.
- ✓ In many jobs, STEM play a huge role. When talking to your students/kids about their future, focus on what they like to do instead of what they want to be.

## **Presentation Highlights**

- ✓ We watched video clips from the Perimeter Institute that talked about career changes, and how often the after person will change careers in their working life.
- ✓ Having a basis in STEM will help with possible career changes.

## **Key Points That Resonated With Erica**

*"How are our students and schools being prepared for the constantly changing job market, and how are we preparing our children for having skills and jobs that do not even exist yet."*

# **DEFINING YOUR DIGITAL IDENTITY**

Presented by Cat Coode

Check out [www.BinaryTattoo.com](http://www.BinaryTattoo.com) for a full listing of information and resources



# safeTALK

Presented by Melissa Isherwood and Lisa Mulvihill

Handouts were included (attached)

Notes prepared by Laurie Tremble

## Main Message within the Session

- ✓ safeTALK is a 3hr suicide alertness workshop to recognize people with thoughts of suicide & connect them to intervention & help.
- ✓ Our board is one of the first to really think about suicide & provide support to our whole community – create a suicide alert community.
- ✓ Suicide is the 2<sup>nd</sup> leading cause of death amongst youth.
- ✓ The board focus is on training the staff & parents, with some opportunity with students too.
- ✓ The board is working with WRAPSC, Suicide Prevention Council & Canadian Mental Health Association to train 5 parents and & 19 board staff to become safeTALK trainers.
- ✓ Any school can request the training. The need is 15-30 parents to attending. Connect with your school council or administrator to set up training.
- ✓ The board also wants to be proactive to encourage mental wellness.
- ✓ What negatively impacts mental wellness: moving, divorce, loss, physical health, genetics, etc.
- ✓ Some preventative skills to build in kids are:
  1. Problem solving skills  
SODAs: **S**ituation (understand from kids), **O**ptions (brainstorming), **D**isadvantages (of each option), **A**dvantages (of each option), **S**olution (allow kids to pick, as long as it's not dangerous. If it doesn't work, start again). Use role playing coaching to help youth navigate difficult situations, and helps us slow it down.
  2. Strength-based language  
How you talk about yourself affects your self-image. Reframe in positive language to find the good things (i.e. "rebellious" becomes "courageous", "traumatized" to "resilient"). Also helps teachers interact & think differently about children.
  3. Activity, sleep & nutrition  
Should have 1hr activity a day (max 2hrs) of inactivity (i.e. video games). Hours of sleep/night kids need are 8-10hrs, and teenagers need at least 9hrs. Food can affect mental wellness.
  4. Righting reflex  
We have to sometimes let kids make mistakes & learn from the consequences. Avoidance is the worst think you can do with anxiety. You can't always avoid what you're scared of. Even if you see they are making a mistake, as long as it's not dangerous to themselves or others, you may be best to stand back.
  5. Communication  
Recognize that these events are huge for kids. Don't dismiss their concerns & fears. Open-ended questions instead of "How was school?" say "Tell me about..." or instead of "Did you drink last night?" say "Tell me what you drank last night."
- ✓ TIP training
- ✓ Mindshift app

## Key Points That Resonated With Laurie

1. When to be concerns
  - They stop talking to you
  - Sleeping/eating habits change
2. Counselling is just like learning math or science. It's learning skills for their toolbox to help them negotiate difficult situations.

# Resource Supports

*(Because knowledge is power)*

## Some Online Resources

The ABC's of Mental Health

[www.hincksdellcrest.org/ABC/Welcome](http://www.hincksdellcrest.org/ABC/Welcome)

Kias Health

<http://kidshealth.org>

Stress Lessons Toolkit

[www.morethanmedication.ca](http://www.morethanmedication.ca)

Mind Check: Interactive help with figuring out how you're feeling

<http://www.mindcheck.ca>

CMHA: Your Mental Health

<http://www.cmha.ca>

Teen Mental Health

[www.teenmentalhealth.org](http://www.teenmentalhealth.org)

CMHA: Understanding Mental Illness

<http://www.cmha.ca/mental-health/understanding-mental-illness/>

Psychosis Sucks: Straightforward information and coping strategies

<http://www.psychosissucks.ca>

## Some sources of help in this region

- ❖ Front Door(Lutherwood) (519) 749-2932
- ❖ Grand River Hospital (Psychiatry and Inpatient Care) (519) 749-4300
- ❖ Connecting with your family doctor
- ❖ Cambridge Memorial Hospital (Psychiatry and Inpatient Care) (519)621-7336
- ❖ Cambridge Family Counselling (519) 621- 5090
- ❖ KW Counselling (519) 884-0000
- ❖ Carizon Family and Community Services (519) 743-6333
- ❖ Private practitioners (Psychiatrists, Psychologists, Social Workers)
- ❖ Connecting with your EAP or Employee Assistance Program

# **ANXIETY IN KIDS: SUPPORTING YOUR CHILD'S STRESS MGT**

Presented by Dr., Kerris Del Rosario

Handouts were not included

*Notes prepared by Kevin O'Reilly*

## **Main Message within the Session**

- ✓ Supporting Your Child's Stress Management
- ✓ Stress: physical, emotional, cognitive and behavioural response to threatening or challenging events
- ✓ Stressor: anything that causes a stress reaction
- ✓ A Same situation (stressor) can cause different response in different people (i.e. washing windows on high-rise, speaking in public, etc.). Our stress response depends on our perceived resources.
- ✓ Top Stressors for Kids
  - Family - arguments, illness in family, sibling issues, etc
  - School - Grades, tests and assignments
  - Social Issues - popularity, cyberbullying, relationship and romantic issues
  - Changes/Losses- moving, loss of a pet
  - Body image
  - Sports/Activity - pressure to perform, no down time
  - Family finances. Wanting to have what their friends have
  - Experience of Trauma - either experienced or observed!!
- ✓ Things that increase the likelihood of stress
  - Pressure - urgent demands
  - Uncontrollability
  - Frustration
- ✓ Why is Stress Management Important?
  - Subjective stress
  - Can lead to anxiety disorders
- ✓ Anxiety Disorders
  - Separation anxiety disorder
  - General anxiety disorder
  - Panic attacks
  - Specific Phobias
  - Social anxiety disorder
  - Obsessive compulsive disorder
- ✓ Signs That Your Child Is Stressed
  - Unwillingness to engage in school/family activities
  - Frequent expressed worries or fears
  - Low self-esteem or decreasing self confidence
- ✓ Signs Stress is Becoming More Serious
  - Frequent school refusal
  - Significant decline in grades
  - Social withdrawal
  - Aggressive behaviour
  - Loss or increase in weight
  - Stuttering
  - Emotional over-reactivity or irritability

- ✓ Specific Symptoms of Anxiety
  - Increased heart rate
  - Hyperventilating
  - Upset stomach
- ✓ How does anxiety manifest?
  - Becoming quiet and withdrawn
  - Becoming angry and belligerent
  - Sleep is often disturbed
- ✓ How Parents Can Help
  - Be a strengthened-ally. Take care of yourself so you have the strength to care for others. Put oxygen mask on you first!
  - Provide emotional support at home. Build an emotional vocabulary
  - Talk about your own emotions. Talk about their emotions
  - Model and encourage the expression of emotion in a variety of ways
  - Get creative - draw, paint, sing, dance
  - Work it out - play a game, get physical exercise
  - Engage in self-care - bath, read with scented candles, massage, meditation
  - Help kids evaluate their own - diet, sleep schedule and night time routine, etc.
- ✓ Prevention - Promote wellness!
- ✓ Encourage kids to take care of all of the following aspects in our lives:
  - Social - family, friends, games, clubs
  - Physical - healthy eating, sleep, exercise
  - Intellectual-learning new info/skills
  - Creative - music, dance, art, building, writing,
  - Emotional - self-care, relaxation
  - Spiritual - pray, time in nature
- ✓ Depression - 80% who get help are able to get back to regular life
- ✓ Seeking Professional Help
  - Psychologist/Therapist. Individual, group therapy, parenting support
  - Family doctor - meds. Gatekeeper for other specialists (psychiatrist)
  - Naturopath
  - Non-traditional - acupuncture, etc.
- ✓ Focus on being proactive.
- ✓ Open communication.
- ✓ A General Structured Approach - STAR PLAN - to help your child:
  - Identify feelings (sad or scared), mind/body (does it hurt anywhere)
  - Acknowledge that they are thinking negative thoughts (come home after school "nobody likes me")
  - Come up with actions and thoughts that can help (Doesn't Anna like you? Go for a walk with Mommy? Watch a movie?)
  - Evaluate the results and rewards (rewards are things they can say, do or get)

# UNDERSTANDING PROBLEM GAMING & INTERNET USE

Presented by Noella Taylor

Handouts were included (attached)

*Notes prepared by Joe Ortiz*

## Main Message within the Session

- ✓ Playing video games is not the problem. Addiction is!
- ✓ 96% of households in Canada has access to a computer in Canada.
- ✓ 10.3% of students (gr 7-12) report a video gaming problem.
- ✓ Question: What is a video game?
- ✓ Males are 3 times more likely to play a video games than females.
- ✓ Action games are #1 in ranking.
- ✓ Top game by revenue is Grand Theft Auto V
- ✓ What is gaming or internet addiction
  - Continue to game despite negative consequences
  - Failed attempt to control their gaming
  - Withdrawal
  - Loss of attention (in class)
- ✓ Addiction: a complex behaviour & neurological disorder
- ✓ Addiction is not a bad behaviour, but a bad disorder
- ✓ What makes gaming addictive?
  - Game updates
  - The feeling of "Just one more game..."
  - Access to a game 24/7
  - Lots of virtual "friends"
  - Immediate gratification
- ✓ Warning signs
  - Lowered interest in school
  - Feeling of anger
  - Decrease in personal hygiene
  - Feeling depressed
  - Headaches
  - Difficulty Sleeping

## Key Points That Resonated With Joe

1. Physical and mental problems
2. Easy access!
3. Reasons to play video games: temporary escape, they're social, they are a challenge, etc.
4. Video gaming is an acquired behaviour over time
5. Do not control the player, understand the reason why a game is the object of the addiction (why the pain?)
6. Do not allow gaming consoles in the kids' bedroom
7. Be consistent in boundaries

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## Where to get help

Talk with your children if you have concerns about their use of the new media. This includes listening to what they have to say. If you are still concerned, seek help from a health care professional such as your family doctor.

Here are some services designed for young people that you may also find useful.

CAMH Youth Addiction & Concurrent Disorders Service  
416 335-8501 ext. 1730 (dial from outside CAMH)

CAMH Advanced Clinical and Educational Services (ACES)  
416 335-8501 ext. 33912

Kids Help Phone  
1 800 668-6868

Get Game Smart Program  
[www.getgamesmart.com](http://www.getgamesmart.com)

Media Smarts, Canada's Centre for Digital and Media Literacy  
[www.mediasmarts.ca](http://www.mediasmarts.ca)

Mind Your Mind  
[www.mindyourmind.ca](http://www.mindyourmind.ca)

Problem Gambling Institute of Ontario  
[www.problemgambling.ca](http://www.problemgambling.ca)

Canadian Centre for Child Protection  
[www.texted.ca](http://www.texted.ca)

For more information on addiction and mental health issues, visit [www.camh.ca](http://www.camh.ca)

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# EMOTIONAL INTELLIGENCE AND ADOLESCENT DEVELOPMENT

Presented by Manuela Ullrich

Handouts were not included

*Notes prepared by Lyndsay Holland*

## Main Message within the Session

- ✓ Humans have more to them than just general or cognitive intelligence. They also have emotional intelligence.
- ✓ We want our children to have positive relationships with those around them (i.e. friends & family).
- ✓ Emotional intelligence is determined by both temperament, as well as their interactions with their parents.
- ✓ Aspects of emotional intelligence include: perception, integration, understanding and managing.
- ✓ In relation to adults, adolescents have a lower perceived stress, lower depression & anxiety, & engage in fewer risk behaviours.
- ✓ Emotional intelligence is correlated to verbal intelligence.
- ✓ Emotions occur in all relationships & are embedded in everyday social interactions. Everyday interactions between a parent & child in the family will be internalized.
- ✓ To help them to learn to rejuvenate their emotions, show empathy and positive attitude and do not dismiss feelings/emotions.
- ✓ Transition to adolescence is a time of change. All of the exterior change during adolescence is paralleled in the brain (i.e. faster & strong processing, improved self-control, etc.). They get more moody and seek immediate reward situations.
- ✓ Mental satisfaction is at its lowest when your first child hits adolescent.

## Presentation Highlights

- ✓ The adolescent changes both physically & mentally can be challenging for young adults to comprehend and internalize.
- ✓ They need time to process what is happening to them.
- ✓ Parents can help this time period by initiating conversation & keeping them on a long leash.
- ✓ 2 Dimensions of Parenting: Responsiveness & Demandingness
- ✓ 4 Parenting Styles: Authoritarian or Indifferent (adult centric), Authoritative or Indulgent (child centric)
- ✓ Your actions & behaviors as an adult need to adapt to the needs of your child.
- ✓ 5:1 rule: 5 positive reactions for 1 negative reaction

# PARENT EMPOWERMENT! GETTING HOMEWORK DONE WITH YOUR CHILD

Presented by Erica Woodford

Handouts were included (attached)

Notes prepared by Laurie Tremble

## Main Message within the Session

- ✓ Have a place set aside for homework.
- ✓ Make it a priority set – set a scheduled time to do it.
- ✓ Be with them while they work.
- ✓ Model it (paying bills, etc.)
- ✓ Literacy is so important because when you can read, you can learn & teach yourself.
- ✓ What is important is the quality not the quantity of homework time.
- ✓ Know your child's learning style so you can help them apply that to their homework.
- ✓ Tips to help children learn to read
  - Talk to your child, ask questions, tell them stories, tell them about your day, sing songs, etc.
  - Be a role model. Make sure your child sees you reading (a variety of things like newspaper, books, online, etc.)
  - Read every day & make it fun! Pick things your child wants to read, find daily reading opportunities, use audio books or podcasts, etc.
  - Talk about books. Favourite books, in the store, etc. "What do you think this book is about?"
- ✓ What is the right amount of time to spend on homework?
  - Grades 1 & 2 = 30 min/day
  - Grades 3-6 = 30-60 min/day
  - Grade 7+ = 60-90 min/day
- ✓ You don't have to do homework all at once. You can split it up, save it to the weekend, etc. Figure out the best times for you & your child.
- ✓ What if your child doesn't get homework? There has been a shift away from teachers assigning homework in grades 1-6, in that case you can do supplemental work at home.
- ✓ Tips:
  - Set a regular time, put a schedule on the fridge
  - Provide a study area & supplies
  - Remove distractions (no TV or cell phones), but some kids do well with music playing while they work
  - Find out how your child learns best (visual, auditory, kinesthetic, etc.) If you're not sure, there are quizzes online you can do. Watch your child to get clues about their learning style or just try different things to see what works
  - Lead by example. Let them see you do your work.
  - Show an interest & give them praise. Attend parent/teacher interviews. Ask specific questions. Encourage their effort & the progress not the result. "I like the way you thought about that in a new way." and "Clearly you took the time on this!" or "Thank you for the effort you put in!"
  - Monitor assignments, know what's coming up & due dates
- ✓ Math is like literacy. It needs to be practiced every day.
- ✓ Be positive about math, & let them know you think it's important.
- ✓ Use math & show them math in everyday life (recipes, budgets, shopping, tipping, etc.)
- ✓ Don't let them give up. You can use online tutorials or games for help.

# Key Points That Resonated With Laurie

- ✓ Procrastination & how to deal with it
  - Recognize the favourite time wasters & keep them at bay
  - Why do they procrastinate? (Unpleasant, difficult, overwhelmed?) Problem solve with them in ways to make it less negative. Bored? Ask them to explain it to you or to expand on it, & make it more challenging Doing things in crisis mode is not usually the best way. Help them understand the consequences of it, and perhaps let them experience the those consequences
  - Get over it! Just start. Set a time limit, and a break is okay. Ask for help, & get someone to check. Reward yourself!



## *Some Suggestions for Magnetic Letter Fun*

1. Print your child's name on a piece of paper. Have your child pick out magnetic letters (and name the letters as he/she finds them) to "build" his/her name. Remember to use uppercase for the starting letter of his/her name! He/She can place the letters on top of your printing, or underneath them. Take care to point out the proper positioning of the letters (*"we start from the left end and put our letters to the right. And look, the "e" in your name faces this way, just like how we printed it first."*)

You can also encourage your child to spell out his/her name with a crayon, first by tracing your letters, and then by copying them underneath. Then, encourage your child to match the magnetic letters in his/her name to his/her own printed version—have him/her read the letters aloud as they are placed in order.

2. Spell out your child's name with the magnetic letters, but omit one letter. Can you child find/tell you what letter is missing, and put it in its proper place? If your child is already familiar with the letters in his/her name, spell out your child's name but reverse the order of the first and last letters (ie., NEVIK instead of KEVIN). Then encourage your child to find what's wrong and "fix it." *"What's the first letter of your name? K? Well, where's the K? Oops, there it is! Where should it really go?"*

3. Sing the Alphabet Song while pointing to the letters. Sing the song backwards while moving through the letters as well. Or, mix up your alphabet letters, then sing the song while choosing which letter corresponds with the Alphabet Song. Then, sing the letters in your child's name while pointing to the letters as well. Other "spelling songs" are great ways to match letters, as well. (A terrific one is The "Chicken Song," found on the *Wee Sing* series of kids music.)

C, that's the way we begin;  
H, is the next letter in;  
I, that is the third;  
C, we've already heard;  
K, now that letter's our friend;  
E, now we're nearing the end;  
C, H, I, C, K, E, N, that is the way to spell chicken!  
C, H, I, C, K, E, N!

## Learning Styles

### Visual Learner

Here are some things that visual learners can do to learn better:

- Sit near the front of the classroom. (It won't mean you're the teacher's pet!)
- Have your eyesight checked on a regular basis.
- Use flashcards to learn new words.
- Try to visualize things that you hear or things that are read to you.
- Write down key words, ideas, or instructions.
- Draw pictures to help explain new concepts and then explain the pictures.
- Color code things.
- Avoid distractions during study times.

### Auditory learner

Here are some things that auditory learners can do to learn better:

- Sit where you can hear.
- Have your hearing checked on a regular basis.
- Use flashcards to learn new words; read them out loud.
- Read stories, assignments, or directions out loud.
- Record yourself spelling words and then listen to the recording.
- Have test questions read to you out loud.
- Study new material by reading it out loud.

### Tactile/Kinaesthetic

Here are some things that tactile learners can do to learn better:

- Participate in activities that involve touching, building, moving, or drawing.
- Do lots of hands-on activities like completing art projects, taking walks, or acting out stories.
- It's OK to chew gum, walk around, or rock in a chair while reading or studying.
- Use flashcards and arrange them in groups to show relationships between ideas.
- Trace words with your finger to learn spelling (finger spelling).
- Take frequent breaks during reading or studying periods (frequent, but not long).
- It's OK to tap a pencil, shake your foot, or hold on to something while learning.
- Use a computer to reinforce learning through the sense of touch.



# Frontier College Programs in Kitchener – Waterloo



## Family Language and Learning Program

At the YMCA Immigrant Services' Family Language and Learning Program, assistance is provided to recent immigrant and newcomer families through conversation circles, ESL support, homework help, and reading and math skill activities. Call [\(519\) 579-9622](tel:519-579-9622) to register

Runs Wednesday's in May – June 2016, Sept – Dec 2016

## High School Homework Club

Volunteers provide in-class help to all students of St. David's Catholic Secondary School. The homework club operates on a drop-in basis with tutors offering assistance with math and science. Students must be part of the WCDSB to attend this program. Speak to Gary Boland for more information

Runs Monday's in April – June, 2016, Sept – Dec 2016

## Reading Buddies – Main

The Reading Circle's main goal is to establish better literacy and social skills, and to make reading an enjoyable experience for children grades 4-6. Learners engage in one-on-one or small group reading, then choose a fun, educational game to play. Held at the Waterloo Public Library Main Branch on Tuesdays, Sept – Dec, 2016 .

To register, please visit <http://www.wpl.ca/>

## Reading Buddies – McCormick \*New\*

The reading circle's main goal is to establish better literacy and social skills, and to make reading an enjoyable experience for children ages 1-3. During the first half hour of the program tutors are matched up with learners to engage in one-on-one or small group reading. The learners and the tutors select books from the library.

After reading some books, the volunteer and learner can choose a fun, educational game to play.

Will be held at Waterloo Public Library McCormick Branch on Saturdays, Sept – Dec 2016.

To register, please visit <http://www.wpl.ca/>

To volunteer with Frontier College in Kitchener – Waterloo,  
please email [waterloo@frontiercollege.ca](mailto:waterloo@frontiercollege.ca)



Literacy:  
Learning for Life.

L'alphabétisation,  
Une leçon pour la vie.



# Strategies for Students

with Special Education Needs

Please contact Frontier College if you're interested in getting a copy of this handout.

# LIFE AFTER HIGH SCHOOL: PREPARE YOUR TEEN

Presented by Shellie Deloyer

Handouts were not included

Notes prepared by Kevin O'Reilly

## Main Message within the Session

- ✓ Choosing a career path
- ✓ Empowering teenagers
- ✓ Creating a strategy for success
- ✓ Great Career Myth - go to school, work hard, get a good education, get a job, climb the ladder, be happy and successful. This only works for 5% of the population. Makes the other 95% feel like failures. Are they failures? NO! Puts an incredible amount of pressure.
- ✓ Teach our kids that the greatest learning occurs at the top of each curve or bottom of each dip...so be ready for the curves...embrace the curves...lean into the curves.
- ✓ Ask our children "Why do you work?" (i.e. what is YOUR main reason?) Money, help others, travel, balance, purpose (make a difference, change the world), etc.?
- ✓ When choosing a career path, does it match:
  - Their personality - like working with people
  - Their interests - like Biology so that work is fun
  - Your values - do you know someone who works for a company that does not match your values?
  - Your skills - everybody has skills and everybody has weaknesses. Find a career that matches best
  - Your life/lifestyle goals
- ✓ How many of you know a teenager who is pressured or stressed? (All)
- ✓ Questions to ask....to get to the root of their dreams
  - "What is your BIG DREAM for your life?"....let them think on this for a week.
  - Ask them to dream big....if you could be anything, what would you be if money or education was not an issue.
  - "Who do you want to BE?"....let them think on this too
- ✓ When you focus on what you don't want, you end up opening a space to attract what you don't want...so don't do it!
- ✓ Empowerment. Unmotivated people aren't standing in their power.
- ✓ Motivation + Confidence = Empowerment
- ✓ Physiology of excellence. Throw a hoop on the floor and step in and take the pose (Superman, etc.) Shoulders back, stand up tall and offer what you have to offer!
- ✓ It is the students' responsibility to empower themselves. Ability to choose their response. Own where you are to get where you want to be.
- ✓ People in CAUSE take responsibility for where they are and can focus on what they want/need to do.
- ✓ People in EFFECT blame others...and can't focus on what they want.
- ✓ Responsibility = Replace negative self-talk with positive self-talk
- ✓ Confidence - comes from accomplishment. From doing something you didn't know you could do. It gives us a rush.
- ✓ Build confidence - by setting a small goal with your child that you know they can achieve...and celebrate the heck out of it when they attain it.

- ✓ Confidence - to believe in themselves. Confidence - to know what they want
  - Know what you want! Specific (Not..."To be happy")
  - Know how you will get it
  - Have the confidence to make it happen
  - Develop your strategy
- ✓ Develop your strategy
  - Determine your career goal first
  - Choose an education pathway that aligns with your career goal
  - Create a game plan that points your skills, experiences, education, and connections towards your career goal.
- ✓ Game Plan
  - Education
  - Experience in a related field
  - Develop skills. Hard skills in school. Must develop the soft skills in your developing process. Sports teach leadership, teamwork, communication, etc.
  - Connections - who can help you along the way? Tell everyone you know about your goal. People like to help others and someone will know someone to help you along the way.
- ✓ Overcoming Challenges
  - A roadblock will always pop up. So how do you make it happen?
  - Focus on what you want. You get what you focus on.
  - Write down your goal. Put it on a poster if you want it. Read it often out loud.
  - Create a plan- to achieve your goal.
  - Take Action - NOW! It is your responsibility.
- ✓ What's Holding You Back?
  - Fear - Who here has nothing they were afraid of?
  - Some fears are good...but out of proportion.
  - Failure - if you have failed before...this can incapacitate many.
  - Other people's thoughts and opinions - "You aren't going to university right after high school??"
- ✓ Top tips
  - Passions, career goals & life goals
  - Discover options, research and evaluate
  - Game Plan - overcome obstacles, accountability.
  - Mindset - motivation, confidence.

*"I need to figure out what I really want and to find a way to make it happen."*

# DRUG AWARENESS AND PREVENTION

Presented by Kathy McKenna and Christine Padaric

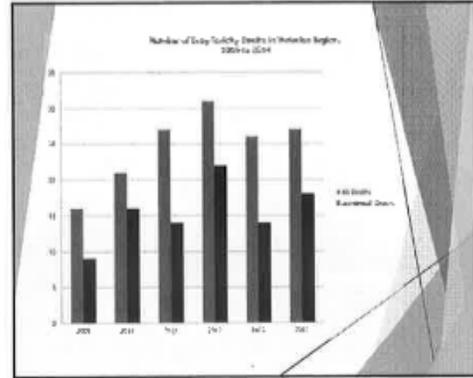
Handouts were included (attached)

Notes prepared by Alayne Hynes

## Main Message within the Session

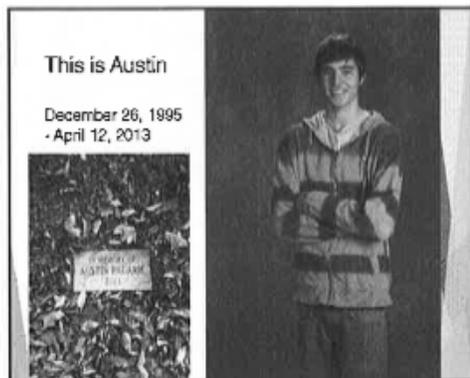
- ✓ Kathy & Christine were joined by Paul Morgan, Principal, EDSS – most difficult experience in school life is student death (due to drug overdose). What can we do to make sure that this doesn't happen again? EDSS is working on a strategy & sessions to inform student the population.
- ✓ More drug overdoses occur than car accident deaths in Ontario and Canada yearly.
- ✓ Public health emergency – many that are not fatal, go unreported.
- ✓ Harm reduction approach – key is to know what to do if someone is in trouble.
- ✓ Focus is on Opioid deaths – on the rise in Waterloo Region, same trend in Ontario and is an increasing concern.
- ✓ Christine started SKATE for Austin (Save Kids Abusing through Education). Her son died of overdose in April 2013 & wants to shed light on this problem which now affects more people than car accidents. Don't stay silent if dealing with a drug issue at home. June 2013, EDSS was starting a drug strategy committee and wanted Christine to part of. The school is taking a stand to say enough is enough. They will refine this strategy and will expand to other schools. They are also helping to pass Good Samaritan Drug Overdose Act (would provide immunity to those who call 911 in these cases), more information in school so that if they ever come across someone in Austin's position, they will know what to do.
- ✓ Harm Reduction – things like sun screen, condoms, seat belts, bicycle helmets, needle syringe program, naloxone, overdose training – about programs and policies to reduce risk.
- ✓ Drug categories: stimulants, hallucinogens, depressants (Opioids – affect breathing, can be deadly).
- ✓ Prescription Opioids: OxyContin, Fentanyl, Percocet, Morphine, Codeine, Heroin, Methadone, Suboxone, Hydromorphone, etc. (narcotics, good for physical pain).
- ✓ Pharma Fentanyl - once Oxy was delisted, went to Pharma Fentanyl (100x stronger than morphine)
- ✓ Bootleg Fentanyl – black market, uncertain purity, cut with many different things – so even if pill, can be very unsafe (new drug W18 – 100x stronger than Fentanyl)
- ✓ Risk factors: mixing drugs (other drugs or alcohol), being a new user, using alone, inconsistent drug quality, being an experienced long-term user, reduced tolerance (infrequent use, dehydration, empty stomach).
- ✓ Overdose: occurs when a person uses more of a drug or combination of drugs, than the body can handle – as a result, the brain is not able to control basic life functions. The person may pass out, stop breathing, have heart failure, or experience seizures.
- ✓ Waterloo Region 2013: opioid related deaths: 21; EMS calls for all ODs > 1,000
- ✓ Signs of an overdoses include: slow/shallow breathing or not breathing at all, deep gurgling sounds, lip/skin/nails are pale or blue, person does not wake up to loud noises, does not react to pain, pupils are very small, body is very limp, skin is clammy or cold, vomiting or choking – see these symptoms: consider this an emergency! Call 911.
- ✓ Stimulation – Call 911 – Administer Naloxone. Can they be awakened? If they respond, do not leave them alone. Tell the dispatcher that the victim is not responding to shake or shout, give clear directions to your location.
- ✓ Naloxone Kit – available over the counter now, opioid antagonist, very fast acting – free from public health for those at risk for opioid overdose.
- ✓ Recovery Position – hand supports head, knee stops body from rolling onto stomach.
- ✓ Christine's story - [www.skateforaustin.com](http://www.skateforaustin.com)

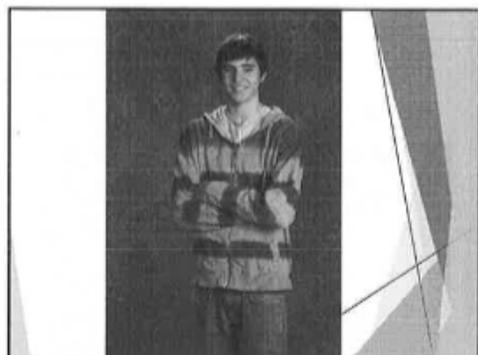
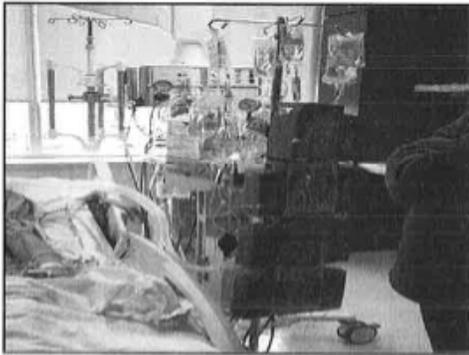
**What causes more deaths  
in Canada –  
car accidents  
or  
drug overdose?**



Kathy McKenna  
Public Health Nurse  
Sexual Health and Harm Reduction  
Region of Waterloo Public Health and  
Emergency Services  
  
519-575-4400, ext. 5386  
kmckenna@regionofwaterloo.ca

Christine Padaric  
SKATE for Austin  
Save Kids Abusing Through Education  
[www.skateforaustin.com](http://www.skateforaustin.com)  
  
My mission is to help educate others about the harmful effects of legal and illegal drugs. I believe in harm reduction. Drugs are part of our society.  
  
We must equip ourselves with the knowledge to make wise decisions and to act responsibly.





**Harm HARM REDUCTION as we know it...**

- ▶ Sun Screen
- ▶ Condoms
- ▶ Seat belts
- ▶ Bicycle helmets
- ▶ Designated driver
- ▶ Needle Syringe Programs
- ▶ Naloxone
- ▶ Overdose Training



**Drug DRUG CATEGORIES**

- ▶ **Stimulants:** Stimulate the brain and central nervous system, speeding up communication between the two.
- ▶ **Hallucinogens:** Interfere with the brain and central nervous system in a way that results in distortion of reality and hallucinations.
- ▶ **Depressants:** Slow down the activity of the brain and nervous system. Opioids are depressants and can be deadly.



Commonly Abused  
**Prescription Opioids**  
Opiates

- ▶ OxyContin, Fentanyl, Percocet, Morphine, Codeine, Heroin, Methadone, Suboxone, Hydromorphone, etc.

**Pharma Fentanyl**

- ▶ A high dose opioid
- ▶ 80-100x stronger than morphine



- ▶ Prescribed for End of Life pain, cancer pain

**Bootleg Fentanyl**

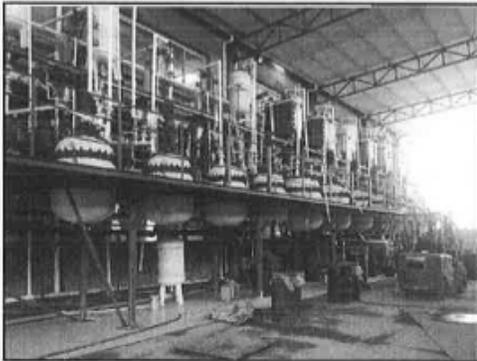
- ▶ Black market produced and distributed
- ▶ Pills and powder; mixed into other drugs
- ▶ Uncertain purity
- ▶ Lethal at small doses
- ▶ New drug on the block: W18 100 times stronger than Fentanyl



**Bootleg Fentanyl: Alberta**

Deaths attributed to Fentanyl / AB

Year	Edmonton	Alberta
2011	3	6
2012	7	29
2013	12	66
2014	38	120
2015		270



### Risk Factors

- ▶ Mixing drugs with other drugs or drugs and alcohol
- ▶ Being a new user
- ▶ Using alone
- ▶ Inconsistent drug quality/potency
- ▶ Being an experienced long-term user
- ▶ Reduced tolerance because of:
  - Infrequent use
  - Dehydration
  - Empty stomach
  - Change in the way you take the drug



### WI



- ▶ Occurs when a person uses more of a drug, or combination of drugs, than the body can handle.
- ▶ As a result, the brain is not able to control basic life functions.
- ▶ The person may pass out, stop breathing, have heart failure, or experience seizures.

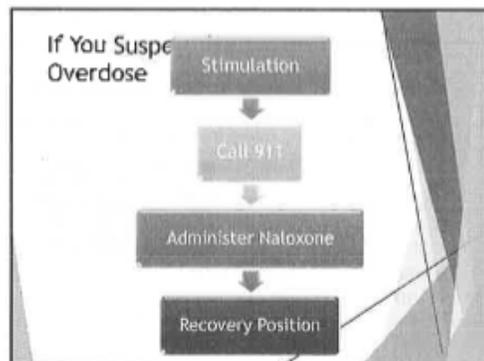
### Overdose in Waterloo Region (2013)

- ▶ Opioid-related deaths : 21
- ▶ Motor Vehicle Accident deaths : 10
- ▶ EMS calls for all ODs : > 1,000



### Signs of an overdose include:

- Slow or shallow breathing, or not breathing at all
- Deep gurgling or snoring sounds
- Lips, skin, and/or nails are pale or blue
- The person does not wake up to loud noises (like shouting) and does not react to pain (pinching)
- Pupils are very small
- The body is very limp
- Skin is clammy or cold
- Vomiting or choking

### Stimulation

- ▶ Can they be awakened? Shout their name, make loud noises, shake at shoulders, squeeze their fingernails.
- ▶ If they respond, they may still be at risk of overdose - keep an eye on them!
- ▶ If they do not respond, then...

**HEY!**

### Call CaCall 911

- Tell the dispatcher that the victim is not responding to shake and shout.
- Give them clear information about where you are in the building. If necessary, send someone to meet EMS at the entry to your building and escort them to your location.

**911**

### NALOXONE



### Recovery Position

