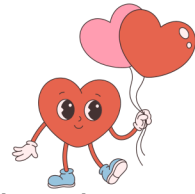


# Sayward School News

February 2024



**Valentine's Day Themed**

**BINGO and BAKE SALE!!**

**Saturday, Feb 10th 1-4pm**

Baked good donations can be  
dropped off to the school  
Friday, Feb 9th or brought to  
the event



Reminders:



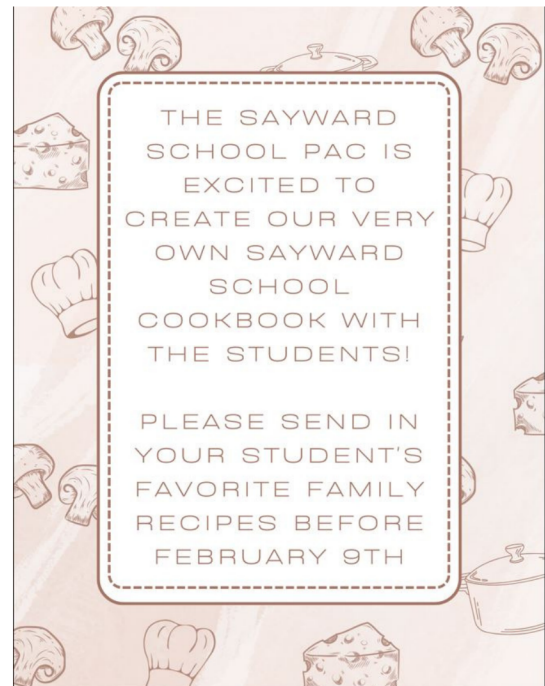
- These kids are HUNGRY! Please send in larger lunches
- Its puddle jumping season! We don't encourage it, but just in case they cannot resist the urge, it is great to have a spare pair of pants and socks in their backpack



The fish are growing!!!  
In just a week or two, students will begin to feed the salmon as they are nearly grown out of their egg sacks. We are excited to announce that all but one of the 100 eggs were viable! That tank sure will look FULL when they get a few inches bigger.

Our amazing and dedicated PAC has been busy planning! They have teamed up with **Make it Sow**, a seed Company that grows their plants and harvests those seeds right here in Canada! For Every 10 seed packs sold, a tree will be planted! This is the same seed company we fundraised with last Spring so we KNOW they are great seeds. The best part? The fundraiser is now set up to make all of our individual orders directly on their website. You can simply go to [Makeitsow.com](https://Makeitsow.com) Then scroll down and click on the 'Wholesale Master Orders' tab. Type in our schools code: **SSPAC\_2024** From there you can choose the seed packages that you would like and go to the cart at the top right of the page to checkout. Please have your orders in by February 23.

The PAC has also been busy preparing to build a cookbook with our students favourite home recipes! If you have one that you would like to send in, please do! Recipes can be sent in to: [saywardschoolpac@gmail.com](mailto:saywardschoolpac@gmail.com)





## LOVE OUR BODIES, LOVE OURSELVES CELEBRATE WHAT YOUR BODY CAN DO!

Parents, teachers and caregivers play a key role in helping children and youth develop a positive body image and to feel good about themselves. Here are some tips to help kids develop positive body image and self-esteem:

- Let kids know you love and accept them just the way they are!
- Give kids chances to learn what they are good at and what they enjoy
- Teach kids to value qualities such as kindness, honesty and curiosity
- Focus on the health benefits of being active (not just as a means to control weight)
- Model healthy behaviours and attitudes
- Talk about how healthy bodies come in all shapes and sizes
- Avoid making comments about other people's weight, size or shape Remember, you are a powerful role model: Eat well, Move daily, Hydrate often, Sleep lots, Feel your feelings, and Love your body.

More information:

- Your local Public Health Unit
- Love Our Bodies, Love Ourselves (Jessie's Legacy)
- Kelty Mental Health Resources for Parents and School Staff
- Being Me Action Schools! BC Resources – activities to promote positive body image (Kindergarten to Grade 7)
- Dietitian Services at HealthLink BC or dial 8-1-1 and ask to speak to a Registered Dietitian (a free call)



## MOVE MORE, SIT LESS! UNDERSTANDING THE PHYSICAL ACTIVITY RECOMMENDATIONS



Bodies are made to move and children and youth need to be moving more. How much more? At least 60 minutes every day!

### What types of activity?

- Heart-pumping aerobic activity like running, basketball, soccer and biking at least 3 days each week
- Strengthening activities 3 days a week like climbing and swinging at the playground, push-ups, running, and jumping rope

Moving in all different ways helps children develop physical literacy AND a love of movement.

*“Kids’ bodies have to move to get the wheels in their brains turning. They need to be active. Their brain health depends on it. A growing body of evidence indicates that physical activity in childhood is essential for a healthy brain.” (The Brain + Body Equation, 2018 ParticipACTION Report Card)*

### Parents who are active tend to have children who enjoy being active.

Adults need at least 30 minutes of physical activity most days of the week. If you and your family are not meeting the recommendations, begin slowly and gradually increase the amount of time you spend being active. Find a few fun activities that the whole family can do together. If you need ideas, check your local recreation centre.

For more information:

- Your local Public Health Unit
- 24-Hour Movement Guidelines for Children and Youth
- Physical Activity Tips for Children (5-11 years)
- ParticipACTION
- HealthLink BC - Physical Activity for Children and Teens or dial 8-1-1 (a free call)



## HEALTHY RELATIONSHIP WITH FOOD

Are you curious about how to help your child eat well, have a healthy weight and develop a healthy relationship with food?

Ways to help children develop a healthy relationship with food:

- Offer 3 meals and 2-3 snacks regularly throughout the day.
- Offer a variety of healthy foods. Offer your child the same foods as the rest of the family.
- Let children decide whether to eat and how much to eat.
- If your child refuses to eat, remove uneaten food without comment. A skipped meal will not harm a healthy child.
- Never force or bribe your child to eat.
- Don't withhold food as punishment or offer it as a reward.

Healthy foods served in a relaxed family atmosphere is the best way to help children develop a healthy relationship with food:

- Enjoy food together - sit down and eat with your child!
- Turn off the TV, cell phones and other devices.
- Keep family meals positive and supportive. Check out the meal time conversation ideas at BetterTogetherBC.

Trust that healthy children will eat what they need. If your child is not growing well or has health issues, contact your health care provider.

For more information:

- Your local Public Health Unit
- Dietitian Services at HealthLink BC or dial 8-1-1 and ask to speak to a Registered Dietitian (a free call)
- BetterTogetherBC ☐ Ellyn Satter Institute
- Canada's Food Guide



OUR SCHOOL IS  
KIWI FREE!



## LIFE-THREATENING FOOD ALLERGIES AND SPECIAL DAYS

Special days like birthdays, Easter and year-end parties are times of celebration with friends and food. However, these can be very risky times for students with life-threatening food allergies.

School staff, parents and students can help to keep allergic students safe by creating “allergy-aware” classrooms and schools:

- Clear communication between parents and teachers about special days and any food that might be offered
- Avoidance strategies such as handwashing before and after eating and asking students not to share or trade food
- Celebrate with stickers, games or prizes instead of food
- Teach students about severe allergies and how they can help if a student is having a reaction
- Remind allergic students to tell an adult right away when they might be having a reaction
- Make sure all school staff know what to do if a student has a reaction

Refer to your school's policies and regulations around life-threatening food allergies for more information.

For more information:

- Your local Public Health Unit
- AllergyAware.ca (free, online courses about anaphylaxis)
- Food Allergy Canada
- EpiPen.ca
- Dietitian Services at HealthLink BC or dial 8-1-1 and ask to speak to a Registered Dietitian (a free call)
- HealthLink BC File #100a Severe Allergic Reactions to Food Children and Teens
- Your local Doctor or Pharmacist





## HANDWASHING FOR HEALTH

Germs spread easily in a classroom. Handwashing is the best way to stop the spread of germs that cause colds, influenza (flu), diarrhea and other sicknesses. It is important that children learn how and when to wash their hands to lower their risk of getting sick.

How to Wash Hands:

- Wet your hands with clean running water (warm or cold) and apply soap
- Lather your hands by rubbing them together with the soap
- Scrub all surfaces of your hands, including the palms, backs, fingers, between your fingers, and under your nails. Keep scrubbing for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song twice.
- Rinse your hands under clean, running water
- Dry your hands using a clean towel, paper or air dry them
- Turn off taps with a paper towel

When to Wash Hands:

- Before and after preparing, eating or handling food
- After using the toilet
- After coughing, sneezing or blowing your nose
- After touching an animal, animal food or treats, animal cages, or animal feces (poop)
- After touching garbage
- If your hands are visibly dirty or greasy

For more information:

- Your local Public Health Unit
- HealthLinkBC or dial 8-1-1 (a free call)
- Do Bugs Need Drugs?
- Handwashing in Communities: Clean Hands Save Lives (CDC)



## DOES YOUR CHILD HAVE A VISION PROBLEM?

Eyes are very important. This guide can help you to determine if your child might have a vision problem.

### Do your child's eyes look abnormal?

Eyes that turn in or out, eyelids that droop, or pupils that are different sizes may indicate your child has a vision problem. If there is swelling or crusting of the eyelids or pinkness in the eye itself, your child may have an infection.

### What is your child saying?

If your child complains about headaches, sore eyes, blurred vision, words that jump or move around the page when reading or not being able to see the board, your child may have a vision problem.

### What are you and the teacher noticing?

If you or the teacher notices your child tilts his/her head, covers one eye, rubs their eyes, frowns when concentrating on objects, has difficulty keeping their place when reading (uses a finger to follow along) or holds printed material in a strange position, your child may have a vision problem.

Other common signs of a vision problem are a lack of interest in activities that require concentrating on an object, lack of interest in reading, and daydreaming in class. **If you notice any of these problems or if there is a family history of vision problems, contact your eye doctor (optometrist).**

British Columbia's Medical Services Plan provides some coverage for eye exams for children under the age of 18, and the Healthy Kids Program provides limited funds once in a twelve-month period for prescription eyewear for children 0 – 18 years living in low-income families.

### For more information:

- Your local Public Health Unit
- Your local eye doctor (optometrist)
- HealthLinkBC or dial 8-1-1 (a free call)





### PAC Info!

Volunteers are always welcome! Come to a meeting or join the group page on Facebook to see what and where you can help!

The PAC is preparing a local Cookbook that will be for sale to raise funds to keep hot lunch free for all! If you have a recipe that you feel would be a valuable addition to the book, please send it in!

[saywardschoolpac@gmail.com](mailto:saywardschoolpac@gmail.com)

Hot lunch volunteers are ALWAYS welcome and encouraged! Please reach out to one of our incredible hot lunch coordinators:

Hali Samuels

or

Joanie Bouliane



### Helping to Reduce the Spread of Germs

Covering coughs and sneezes and keeping hands clean can help prevent the spread of serious respiratory illnesses like influenza, respiratory syncytial virus (RSV), and whooping cough.

Germs can be easily spread by:

- Coughing, sneezing, or talking
- Touching your face with unwashed hands after touching contaminated surfaces or objects
- Touching surfaces or objects that may be frequently touched by other people

To help stop the spread of germs:

- Cover your mouth and nose with a tissue when you cough or sneeze
- Throw used tissues in the trash
- If you don't have a tissue, cough or sneeze into your elbow, not your hands



### PAC meetings 2024

February 15 @ 2:45pm

March 14 @ 2:45pm

April 18 @ 5pm

May 16 @ 2:45pm

June 13 @ 5pm AGM

All meetings to be held in the school library

Join the PAC group on Facebook

@saywardschoolpac



### Hot Lunch Schedule

**Feb 1~** Pizza with veggies and dip

**Feb 8~** Spaghetti with sliced veggies and garlic toast

**Feb 15~** Chicken nuggets, fries and fruit salad

**Feb 22~** Quesadillas and Caesar salad

*Menu items are subject to change based on availability.*

## Principals Corner



Hello Sayward Families;

At Sayward Elementary School, we value safety, belonging, education, and physical and social/emotional health. To further create a culture in which all students can open their minds and hearts to being a part of our school as well as develop the skills to learn and engage in school activities and events, we will be implementing the Circle of Courage® as our school philosophy.

While this is originally from American Culture, it is relevant to children from anywhere. The Circle of Courage is based on traditional values from cultures who, like us, cherish children and treat them with respect. Current research in education and youth development shows that these practices align with what children need to do well and feel confident.

As part of my educational journey, I created a journal for students to use as they explore the different areas of the circle. I have adapted this journal to suit the needs of our students. The Circle of Courage provides the philosophical foundation for Sayward School's approach to working with children, families, and the community.

From the creators of the Circle of Courage:

The Circle of Courage is a model of positive youth development that integrates the wisdom of indigenous Native American philosophies of child-rearing with research in resilience science and positive youth development. It is based on the principle that children have four universal growth needs: belonging, mastery, independence, and generosity and that when these needs are met, children can flourish. Recognizing that the Circle of Courage “transcend[s] cultural boundaries” and that “all children have the same growth needs” the Circle of Courage is an offering for all youth across cultures and contexts.<sup>1</sup> When children have supportive environments where they can build strengths, their life pathways can change.<sup>2</sup>

1. Belonging: The universal longing for human bonds is nurtured relationships of trust so that the child can say, “I am loved.”
2. Mastery: The child's inborn thirst for learning is nurtured; learning to cope with the world, the child can say, “I can succeed.”
3. Independence: The child's free will is nurtured by increased responsibility so that the child can say, “I am in charge of my life.”
4. Generosity: The child's character is nurtured by concern for others so that the child can say, “I have a purpose for my life.”<sup>3</sup>



1. Brendtro, M., Brokenleg, M., & Van Bockern, S. (2013). The Circle of Courage: Developing resilience and capacity in youth. *International Journal for Talent Development and Creativity*, 1(1), 67-74.  
2, 3. Brendtro, M., Brokenleg, M., & Van Bockern, S. (2002). *Reclaiming youth at risk: Our Hope for the Future*. (Rev. ed.). Bloomington, IN: Solution Tree Press. "