

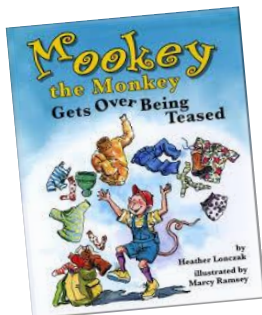
Gray Elementary

SEL Update January 2021

Dear Parents/Guardians,

As we enter the second half of the month, I hope you and your family have had a smooth and positive start to the new year. Coming back from a long break always has its challenges. With attempts to return to more regular sleep routines, ensuring lunches and laundry are ready and other efforts to get families organized and back to school—we hope your transition back has been a smooth one.

The focus for SEL for Term 1 was to explore ways we can express our emotions in effective ways, and to develop healthy strategies to cope with 'big feelings' (like frustration, worry, stress). For Term 2, the main goals for students will be to take what was learned in Term 1 and apply them to social interactions with others.



The ZONES of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

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For primary classes I visit, we will:

- Develop and demonstrate respectful behaviour when participating in activities with others
- Identify personal skills, interests, and preferences

For intermediate students I visit, we will:

- Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations
- Describe factors that influence mental well-being and self-identity

EASE at Home (Grades 4-7)


Strategies to help children cope with anxiety during the COVID-19 pandemic and beyond

Sometimes it's hard for adults to know what to say or do to ease a child's worries, especially during times of change and uncertainty. As the most important big people in their world, parents and caregivers can help children feel safer and soften the sharp edges of whatever is happening to make their worries grow.


Creating Rhythms and Routines

What is it?
When the world feels upside down, the repetition of routines and a regular schedule help create a sense of order. Routines don't have to be elaborate and can include small acts that create moments of connection and comfort for your child.


How?
Involve your child in creating a daily schedule that works for your family. Make sure to include time for fun, creativity, and quiet time. Print and post a [schedule](#) or try out a [scheduling app](#). Establish some new routines or revisit old favourites. Examples include:




Have a special one-on-one connection time in the morning and before bed




At dinner, ask everyone to share one thing they learned or one thing that surprised them that day



Have a certain meal on a certain night, like Taco Tuesdays or Spaghetti Sundays - invite your child to help or even take over the cooking on these nights




Schedule time for bubble baths - light a candle and play some soothing music to make it even more special




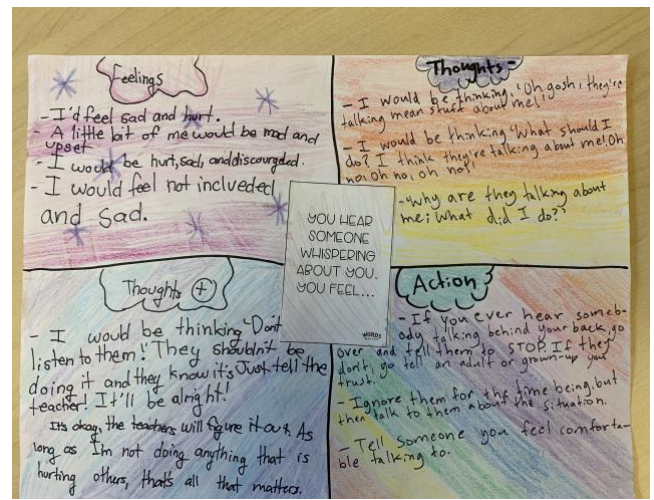
Older children still find comfort from the routine of bedtime rituals and may want to be read or sung to again even if this hasn't happened in a while

Hint: Having regular reminders of what's coming next will help smooth transitions from one thing to the next.



EASE (Everyday Anxiety Strategies for Educators) is a collection of classroom resources that have been adapted for parents and caregivers to help children manage anxiety and worries at home.





Feelings

- I'd feel sad and hurt.
- A little bit of me would be mad and upset.
- I would be hurt, sad, and discouraged.
- I would feel not included and sad.

Thoughts

- I would be thinking "Oh gosh! they're talking mean stuff about me!"
- I would be thinking "What should I do? I think they're talking about me! Oh no! Oh no!"
- "Why are they talking about me; what did I do?"

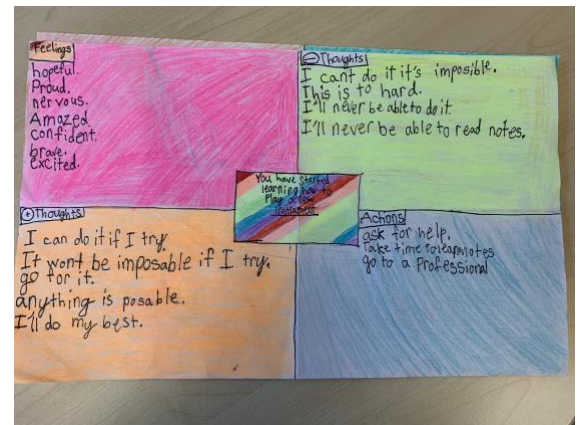
YOU HEAR SOMEONE WHISPERING ABOUT YOU. YOU FEEL...

Thoughts (+)

- I would be thinking "Don't listen to them! They shouldn't be doing it and they know it's just tell the teacher! I'll be alright!"
- It's okay, the teachers will figure it out. As long as I'm not doing anything that is hurting others, that's all that matters.

Action

- If you ever hear somebody talking behind your back, go over and tell them to STOP! If they don't, go tell an adult or grown-up you trust.
- Ignore them for the time being but then talk to them about the situation.
- Tell someone you feel comfortable talking to.



Feelings

- hopeful.
- Proud.
- nervous.
- Amazed
- confident.
- brave.
- excited.

Thoughts

- I can't do it it's impossible.
- This is too hard.
- I'll never be able to do it.
- I'll never be able to read notes.

You have started learning how to play a instrument

Thoughts

- I can do it if I try.
- It won't be impossible if I try, go for it.
- anything is possible.
- I'll do my best.

Actions

- ask for help.
- take time to practise.
- go to a Professional.

Parent Resources / Sessions

There is a free education session for parents and caregivers presented by the Delta School District titled, *Self-Care: Juggling Personal Life in the Context of COVID-19*. It is scheduled for Feb. 4 at 6:30. Attendance is limited. Please register in advance.

Please see flyers attached for registration information.

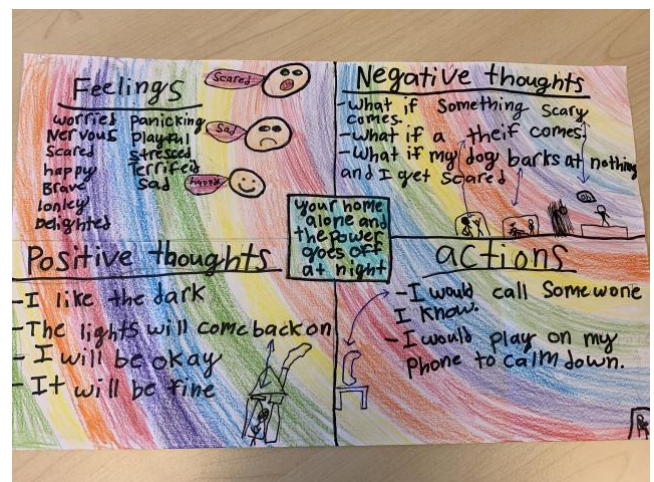
Additionally, given the challenging times we are experiencing, here are some helpful links for parents/caregivers:

[Parent Support Services for Lower Mainland/Fraser Valley](#)

[Mental Health Resource for Kids](#)

Sincerely,

Heidi Gonzalez
Vice-Principal, Gray Elementary
hgonzalez@deltasd.bc.ca



Feelings

- worried
- Nervous
- Scared
- happy
- Brave
- lonely
- delighted
- panicking
- Playful
- stressed
- terrified
- Sad
- scared

Negative thoughts

- What if something scary comes.
- What if a thief comes!
- What if my dog barks at nothing and I get scared!

your home alone and the power goes off at night

Positive thoughts

- I like the dark
- The lights will come back on
- I will be okay
- It will be fine

actions

- I would call someone I know.
- I would play on my phone to call m down.

