



JOHN ALLISON ELEMENTARY SCHOOL

PO Box 40

PRINCEGEON, B.C.

YOX 1X0

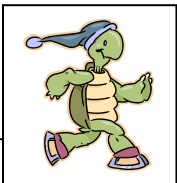
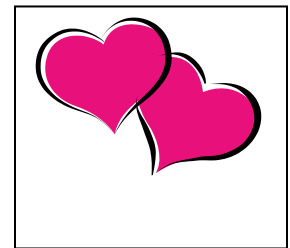
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Newsletter No. 10

February 14, 2012

JAE CALENDAR UPDATE

FEB. 16	SKATING
FEB. 17	PRO D Day (Students do not attend)
MAR. 2	BOWLING
MAR. 7	MRS. LOW'S CLASS TO COOPERS
MAR. 13+14	2:00 DISMISSAL FOR PARENT/TEACHER INTERVIEWS
MAR-26-30	SPRING BREAK
APR 2-5	Non-INSTRUCTIONAL Days (DISTRICT/IN LIEU)
APR. 6	GOOD FRIDAY
APR. 9	EASTER Monday
May 21	VICTORIA Day HOLIDAY
June 1	BIKE RODEO
June 29	LAST DAY OF SCHOOL FOR STUDENTS



SKATING

PLEASE REMEMBER THAT WE HAVE OUR
LAST SKATING DAY THIS THURSDAY,
FEBRUARY 16TH
PARENTS WELCOME!

PRO D

PLEASE NOTE THAT FRIDAY, FEBRUARY
17TH IS A PRO D DAY. STUDENTS DO
NOT ATTEND

Please see other side



SLEDDING HILL

Our sledding hill is now
open at lunch time. Grades 2+3
go sledding on Monday,
Wednesday and Friday.
Kindergarten and Grade 1 go
sledding on Tuesday and
Thursday.
Please send appropriate outdoor
clothing along with a helmet.
Students **without a helmet**
are not allowed on the
sledding hill.

ALLERGY ALERT

Three people at John Allison have severe allergies to nuts. Another has allergies to scented products. Nut allergies are especially dangerous because the allergens can travel in the air. That means anyone who has eaten something with nuts in it or touched something with nuts in it is spreading the allergens wherever they go. It is as bad for those people as it would be if you gave your child something poisonous to eat. No one would purposefully do that. Please respect the people in our building who have allergies. Please do not send your child to school with foods that contain nuts. If they love peanut butter have them eat that at breakfast and then brush their teeth and wash their hands before coming to school. Or save the foods with nuts for after school snacks. Please make sure that you do not wear scented products when coming to the school and do not put perfume or other scented products on your child.

Thank you for your cooperation. It is important to make our school a safe place for everyone. If you have questions or concerns please do not hesitate to contact the

LIBRARY

Next week Tuesday February 21st in the Library will be "INCREDIBLE BUGS DAY".

Please encourage your children to wear "Bug Clothing"

Thank you for encouraging your children to return their Library Books. Students are taking home 2 books most weeks.



Mrs Atkinson (Librarian)



Riverside Centre Theatre is hosting a children's movie this Friday for the Pro-D Day. If you could add to any newsletters/notices that are going out this week I would greatly appreciate it.

Happy Feet 2

Friday, February 17

Matinee: 1pm

\$5.00 at the door

Allowing Negative Feelings

It is difficult for parents to deal with a child's negative feelings because we want to see our children happy. Negative feelings include anger, disappointment, sadness, and frustration. We may be tempted to suppress these feelings in our children, often out of a desire to fix the problem and see the child stop hurting. Unfortunately, some of these methods may have the opposite effect.

The four approaches below each teach the child to avoid expressing negative feelings. This can impact the child throughout their lives. Suppressing emotions can affect our overall happiness and lead to second-guessing ourselves, and being unsure of who we are and what we are able to do. Suppressing negative feelings can also affect our good feelings, leaving us at risk for depression or anxiety.

It is important for parents to encourage their children to express negative feelings in a healthy way. This is difficult to achieve because it means seeing your child in pain and not making any effort to fix, suppress, or by-pass it. To help your child learn to express negative emotions, you may first want to identify approaches you may use that suppress negative feelings.

Consider this example: *Macy is upset that her friends are having a sleepover and she is being excluded.*

1. The "Fix-It" Approach – Take away the child's pain as quickly as possible

Mom's Reaction: Take her shopping and out to lunch, and promise she can have her own sleepover

Macy's reaction: She is happy and excited

What's the problem? Macy had no time to feel and express her disappointment and hurt about being left out. She learned a possibly harmful coping mechanism to reward herself when she feels unhappy.

Bottom Line: Cheering up your disappointed child is not wrong. However, first they should be encouraged to experience the disappointment, and figure out a healthy way to cope with it.

2. The "Just Get Over It" Approach – Get the child to put it behind her

Mom's Reaction: "Oh well, everyone gets left out sometimes. Just ignore it."

Macy's Reaction: She feels that her negative feelings are weak and silly, and maybe even unacceptable

What's the problem? Macy's feelings were not dealt with. She was taught to get rid of them without giving them attention.

Bottom Line: This could lead to a dangerous habit of not feeling pain, which puts the child at a higher risk of missing emotional warnings, setting her up for situations such as unhealthy relationships.

Consider this example: *Carter cries after realizing that he broke a craft he created at school that day.*

3. The "Children are Starving in China" Approach – Teach the child that someone always has it worse

Dad's Reaction: "Be happy this is your biggest problem! Some kids don't have food or a warm house."

Carter's Reaction: He feels his feelings are unimportant

What's the Problem? He believes that because there are bigger problems, his feelings are insignificant

Bottom Line: This approach can help us stop wallowing in self-pity, but first we must feel, express, and understand the negative feelings and figure out how to cope with them. Children learn to understand and identify with the pain of others by experiencing their own emotionally painful situations.

4. The "My Problems are Bigger Than Yours" Approach – Get the child to realize the problem is small

Dad's Reaction: (After a long day at the office, criticized by his boss, given a large project at the last minute, and annoyed with co-workers gossiping) "Cut it out. You don't know what a tough day is!"

Carter's Reaction: He hears that his feelings are insignificant and not worth considering

What's the Problem? Dad overpowered Carter's feelings with his own. He should have separated his own stress from Carter's stress

Bottom Line: When a child's expression of negative feelings is met with a comment like, "Just wait until you're an adult", the child hears that his feelings should not be addressed and he should suppress them.

A Different Approach:

You may see some of your own traits in the above descriptions, or some of the ways your parents dealt with you as a child. There are other options for how to deal with your child's negative emotions.

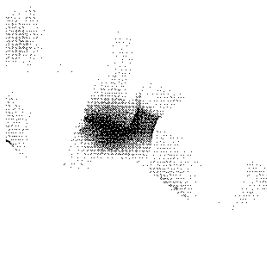
First, just allow them to happen. This is not easy, as it means seeing your child in pain and not trying to fix it. You can "*facilitate the expression*" by asking questions, listening, and reflecting back what you hear. Help your child explain the events, and also what feelings and emotions she experienced along the way. By reflecting back what you hear, you show your child that you hear, understand, and empathize with her. You can also "*contain her emotions*" while you are facilitating. Show your child that her emotions do not make you afraid or angry and do not avoid the emotions. This gives her space from her emotions and helps her gain control over them. You also teach her that life has disappointments but she can get through them.

Sometimes, you may need to help your child problem-solve. In Macy's example with the slumber party, her mother might try to find out if she is fighting with these friends, if she is being picked on, or if she has done something to make the friends upset without realizing it. By examining all of the possibilities, you help your child learn to analyze a problem and see if there is a way to solve it.

The most important thing is allowing your child to experience difficult emotions. You are also teaching her how to express these feelings verbally instead of acting them out. You are helping to develop skills of self-examination and insight. Finally, you are teaching your child to problem solve and turn negative feelings into positive actions.

Summarized by: Rebecca Stent, RN, February 2012

Adapted from: <http://www.thesuccessfulparent.com/parent-child-relationship/allowing-negative-feelings>



ActNowBC

Pop does not steal calcium out of bones, but it does replace milk as a drink. Many kids and adults drink more pop than milk!

Regular pop has a lot of added sugar. One 600mL bottle of pop a day for 1 year – more than 22 kg of sugar, 89,000 calories...

How Sweet It is!

What Schools Need To Know About Sugar and Artificial Sweeteners

WHAT'S THE BIG DEAL WITH SUGAR?

A little bit is fine when it's used to make nutritious foods. But sugar provides "empty calories" that can displace vitamins and minerals. For example, pop drinkers are more likely to have a low intake of calcium and other nutrients. Also, students who sip on sugary drinks or graze on high sugar foods are at a higher risk for tooth decay.

HOW MUCH IS A LOT OF SUGAR!

The World Health Organization recommends that no more than 10 per cent of our calories should come from added sugars. For younger students, that can mean as little as 10 teaspoons worth. That leaves very little room for sugary drinks or candies, but it is ample for kids to enjoy nutritious foods with some sweetening.

HOW DO WE KNOW IF A DRINK IS REAL JUICE OR FLAVOURED SUGAR-WATER?

Read the label and check the ingredient list. In Canada, only 100% juice can be called "100% Juice". Words such as "drink", "blend", "beverage", "cocktail", "splash" or "contains/made with 100% juice" etc. mean sugar has been added. Don't be fooled by other drink names, labels, or container shapes. They are carefully designed to attract kids and small amounts of juice or herbs might be added to entice adults. Be careful of "natural" sounding names like honey, corn syrup, rice syrup, etc. too. These are all just different names for sugar.

IS FRUIT JUICE BETTER THAN OTHER SWEET DRINKS?

Fruit juice contains some of the natural vitamins, minerals and fibre found in fruit, so it is a better choice. However:

- ✓ It's too easy to drink 2-4 pieces of fruit's worth of juice and consume too many calories.
- ✓ Juice has the same effect on teeth as other sugary drinks.

WHAT ABOUT FRUIT?

Children should have fruit more often than juice. When children eat a piece of fruit, they get all of its vitamins, minerals and fibre.

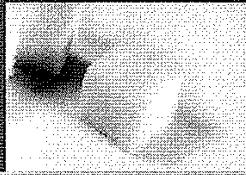
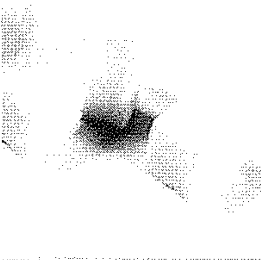
DOES SUGAR EFFECT BEHAVIOUR?

The studies tell us "no", but teachers tell us "yes"! Is it just because children feel gleeful when they get a treat? Are some children sensitive to the colours or flavours in most sugary items? Is it the caffeine in chocolate and some drinks?

OR DOES SUGAR REALLY AFFECT THE BRAIN?

A student's brain needs glucose (sugar) to fuel its thinking processes. Both complex carbohydrates and sugars are digested to create glucose to fuel the brain. Sugar by itself provides a short rush of brain fuel. This is why children might get tired or grumpy soon after having a sugary item.

Protein, fat or fibre eaten with carbohydrates or sugars gives the brain a steadier energy supply for a longer time. This might explain why a child who just ate a healthy snack seems better behaved than a child who just had a sugary item.



ActNowBC

Quench your students' thirst with:

1. Unlimited plain water
2. Milk, plain or flavoured*
3. Limited amounts of 100% juice or calcium fortified 100% juice*

* see the 2007 Guidelines for Food and Beverage Sales in BC Schools

WHAT ABOUT ARTIFICIAL SWEETENERS?

While Health Canada has approved their use in small amounts for school age children, the *Guidelines for Food and Beverage Sales in BC Schools* (2007, BC Ministry of Education & Ministry of Health) call for elementary and middle schools to eliminate all artificially sweetened products. To help prevent teenagers from getting used to sweet-tasting non-nutritious items, secondary schools should also minimize sales of these foods and beverages.

Sugar Maximum: 10% of Calories

Years of Age	Boys	Girls
	cubes or teaspoons	
4-8 years	11	10
9-13 years	14	13
14-18 years	20	15

WHAT DOES A "SMALL AMOUNT" OF ARTIFICIAL SWEETENER LOOK LIKE?

The Acceptable Daily Intake (ADI) for aspartame for children ranges from 640-2680 mg/day, depending on their body weight. One tablet or packet of aspartame contains 15-35 mg of aspartame and could be considered a "small amount" for most children. Diet pop has the equivalent of 4-9 packets/ tablets of aspartame in a 355mL can, or 6-15 packets/tablets in a 600mL bottle.

This represents a larger portion of the ADI for children and is one reason why the *Guidelines for Food and Beverage Sales in BC Schools* (2007, BC Ministry of Education & Ministry of Health) require that diet drinks be removed from elementary and middle schools. For other foods and drinks, read the labels to find out how much artificial sweetener has been added and compare it to the ADI.

FOR MORE INFORMATION

- ✓ Guidelines for Food and Beverage Sales in BC Schools (2007, Ministry of Education and Ministry of Health)
www.bced.gov.bc.ca/health/guidelines_sales07.pdf
- ✓ Acceptable Daily Intake of Artificial Sweeteners:
www.diabetes.ca/files/en_sweeteners_final.pdf AND www.diabetes.ca/Section_About/sweeteners.asp
- ✓ Calgary Health Region, "Rethink Your Drink",
www.calgaryhealthregion.ca/rethinkyourdrink/introduction.htm
- ✓ Centre For Science in the Public Interest, "Liquid Candy", 2005,
www.cspinet.org/liquidcandy/index.html
- ✓ Health Canada's response to aspartame rumours:
www.hc-sc.gc.ca/fn-an/secureit/facts-faits/aspartame/aspartame01_e.html
- ✓ Dial-a-Dietitian at 604.732.9191 (toll free in BC at 1.800.667.3438)
www.dialadietitian.org
- ✓ American Academy of Pediatrics, Policy, "Soft Drinks in Schools".
<http://aappolicy.aappublications.org/cgi/content/full/pediatrics;113/1/152>