



Social Emotional Learning

Pause and Reflect

Taking time to pause and reflect can help students develop an awareness of their physical and mental states. It can provide a fresh perspective or needed break and may help students to avoid becoming overwhelmed in times of stress by cultivating a sense of calm.

Two Minute Mindfulness

Have a mindful message every day, take two minutes for mindfulness. For example, encourage students to tune into their breathing, do a body scan activity to relieve tension, or engage in positive self-talk/affirmation.

Develop a signal to begin moments of silence and stillness. During this time students may say a mantra or inspiring thought quietly in their minds.

Debrief/check in at the end of two minutes of mindfulness to determine if the moment was helpful for students or not.

-Source: [School Mental Health Ontario](#)



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Staff Well-Being: Laughter

A good laugh with friends, colleagues, or students can change an outcome, diffuse tension, or ease a heavy burden. A well-timed joke or an easy laugh is a useful skill in any educator's toolbox. According to the Mayo Clinic, laughter not only benefits emotionally, but it also provides a host of physical benefits.

Short-term benefits of laughter:

- **Activate and relieve your stress response.** Laughter activates and then deactivates your stress response as well as increasing and decreasing your blood pressure. This results in a relaxed feeling.
- **Soothes tension.** When you laugh, your circulation is stimulated causing your muscles to relax. This can help reduce some of the physical symptoms of stress.
- **Stimulate many organs.** The act of laughing enhances your intake of oxygen-rich air, stimulating your heart, lungs, and muscles, and increases the endorphins that are released by your brain.

Long-term effects:

- **Improve Immune system** Positive thoughts can help the body release neuropeptides that help fight stress and potentially more serious illnesses.
- **Relieve Pain** Laughter helps the body to produce its own natural painkillers.
- **Increase personal satisfaction** Laughter may make it easier to cope with difficult situations.
- **Improve your mood.** By laughing, many people report a lessening of stress, a higher sense of self-esteem, and ease anxiety.

Source: [Mayoclinic: Healthy Lifestyles](#)

ADSB WELLNESS TEAM HOSTS:

**Tim Murphy as
Gina Lola International-Bridgida**

Join us for a night of Laughter, Fun
and Prizes

24 November 2021

6:30 pm

Via Teams

To register:





Centering Equity: School Mental Health Ontario

Students and staff carry many stories and lived experiences with them as they enter the classroom doors. As educators, we have been keenly aware of the differences and the impact these variants have on children as they learn and grow. No time in recent history has this been more apparent than now. The pandemic, rise in racial tensions, economic uncertainties, and mental health challenges have touched us in various ways. Amidst these many stories, we need to center equity. The intersection between learning, equity, and mental health has never been more important as inequities and injustices have been amplified. Students who are racialized may be faced with additional challenges including increased acts of racism towards Black, Indigenous, Asian, and religious persecutions. As teachers, we can set the tone, educate those in our classroom, and lead with compassion, humility, and authenticity. **Educators....Make....A....Difference**

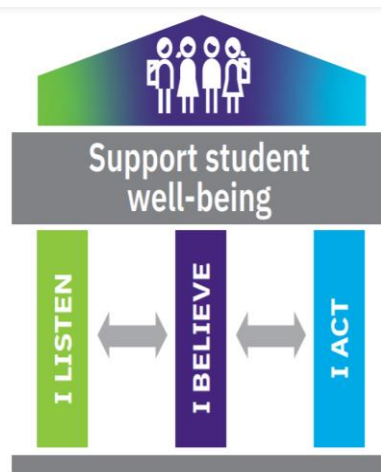
Leadership

I show LEADERSHIP when...

- *I set a good example for others*
- *I help others help themselves*
- *I think for myself*
- *I am an inspiration to others*
- *I know when to be a follower*
- *I take charge of a situation*
- *I listen well to others*
- *I make good decisions*
- *I plan*
- *I take good risks*
- *I organize*
- *I have courage to follow my own path*

Digging Deeper

Andre De Grassi 2021 Ignite Interview



To further support the adoption of anti-oppressive and student-centered practice, it is necessary that we begin to think and act differently in response to concerns that arise at school, particularly those that involve students who have been deeply impacted by the pandemic associated inequities, and/or instances of racism, marginalization and oppression. Whether facilitating a discussion or responding to a situation that perpetuates racism or marginalization, it can be helpful to remember to **Listen, Believe, & Act**. As shown, this is meant to be an iterative process, where upholding the three pillars of listening, believing, and acting allows students to feel welcomed, safe, and validated within their school community.



Try This: The Imaginary Box

This activity, taken from [Tiffany Jewel's, This Book is Anti-Racist](#), can help students understand the importance of identity and the pressures of the dominant culture. Once completed, this activity can also be a powerful visual display of identity and equity in your classroom. Try drawing a box in the middle of a bulletin board, label it "The Imaginary Box" and define what the dominant culture is (see insert). Explain that there are many more people who exist outside this imaginary box than those who fit inside it. However, it's the dominant culture of "normal" that has been created and is maintained by those who are inside it. **The key is to understand that although many will try to get them to fit into this imaginary box, they don't need to.** Quotes to add to your display and to extend students thinking can include: "You are the only you; there is so much that makes you who you are", "You are everything within you and everything that surrounds you", "Understanding who we are allows us to grow and empowers us", "You have the right to be seen and understood without having to compromise who you are", "Your many identities are parts of the whole you: one part alone does not define who you are." Ask and see if your students have any quotes or ideas about identity that they can add to these.

Dominant Culture:
The group of people in society that hold the most power and may be the majority.

TRANS AWARENESS WEEK

Nov. 13-19, 2021



Dr. Lee Airton shares 2 axioms for the gender friendly classroom

- "Teach like its a given that all of your students' relationship with gender are ambivalent and will change over time"
- "Teach like you already have transgender students, or students with transgender loved ones in your classroom."

[Read more here](#)



Bullying Awareness Week Nov. 15 – 19, 2021

What is Bullying?

Bullying is the repeated, unwanted aggressive behavior that involves an observed or perceived power imbalance. It can result in physical, social, or educational harm or distress for those who are being bullied.

What can educators do to deal with bullying?

- Let students know that they don't have to be friends with everyone, but they must respect every one's right to be safe and treated with dignity.
- Be a positive role model: set an example of inclusiveness, respect, and valuing students' unique differences. Demonstrate concern and empathy for all students. Stand up for anyone who is bullied. Do not tolerate oppressive slang including racial slurs or insults based on sexual orientation.
- Assign students to groups and teams to ensure that students who are vulnerable to bullying are with students who will support and stand up for them. Monitor consistently and intervene whenever bullying occurs.
- Be proactive. Use opportunities like **Bullying Awareness Week** for discussions with your class. Have discussions often about positive relationships.
- Listen to what students say and take it seriously. Recognize the courage it takes to report bullying and remind students that seeking help from an adult is not the same as tattling.
- Work with your school team to create and implement effective bullying prevention policies and procedures in your school.

[Check out this Resource](#)

FOLX!

YOU
ALL

FRIENDS

PEEPS

HUMANS

CREW
CREW
CREW

CHUM

GLOW

TEAM
MATES

Gender Neutral
Alternatives
to You Guys!

GANG
PACK

SQUAD

Crash
Strong

TEAM

EVERYBODY

PLEBS!

Treaties

Recognition Week

Nov 2 – 6, 2021

A week to bring awareness to the treaty relationships between Indigenous and non-Indigenous people in the province of Ontario.

Aboriginal Veterans Day

Nov 8, 2021

A day to recognize the contribution of Indigenous people in the armed forces.

Remembrance Day

Nov. 11, 2021

A day to remember those in the armed forces who have died in the line of duty.

Diwali

Nov. 14, 2021

India's biggest and most popular festival of the year. Celebrated by Hindus, Jains, Sikhs, and some Buddhists.

Louis Riel Day

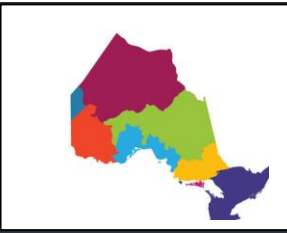
Nov. 16, 2021

A day in which we remember Louis Riel, a Metis hero, who fought for the recognition and rights of the Métis people.

Transgender Day of Remembrance

Nov. 20, 2021

This day represents awareness of the threat of violence faced by those who identify or are perceived to be under the trans/gender variant umbrella and the persistence of prejudice felt by the transgender community.



Land Acknowledgment

Algoma District School Board lies in the geographical location that includes three treaty relationships, which are the Robinson-Huron, Robinson-Superior Treaty and Treaty 9 territories. The land we live on is the traditional territory of the Anishinaabe, Cree and Métis people. It is with respect we acknowledge the importance of our relationship with our Indigenous partners as we move forward together in reconciliation.

Treaties Recognition Week : Nov. 1-5, 2021

The Ontario Ministry of Indigenous Affairs has designated November 1 to 5, 2021 as **Treaties Recognition Week**. The goal of this week is to promote public education and awareness about treaties and treaty relationships. All students, both Indigenous and non-Indigenous, are enriched by learning about the histories, cultures, contributions and perspectives of First Nation, Métis, and Inuit peoples in Canada. Our school board sits in three treaty areas, including: Robinson-Huron, Robinson-Superior and Treaty 9 and we partner locally with the Anishinaabeg, Cree and Métis.

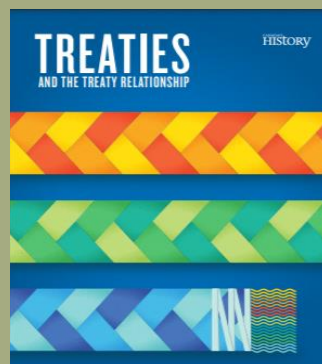
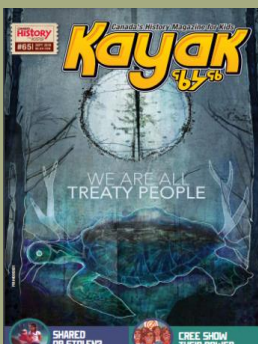
The Algoma District School Board supports Treaties Recognition Week and is encouraging schools to support this effort by developing programs and activities that can bring awareness to students and teachers about the importance of treaties to our past, present, and future. While the province has designated a specific week, activities can take place throughout the month of November, and throughout the school year while integrated into the curriculum. **To support schools in developing programs and activities a number of resources and a support guide are highlighted below.**

Resources



The First Nations, Métis and Inuit Education of Ontario compiled this inclusive guide that not only includes rich lessons for classrooms, but also invaluable teachings for educators and allies.

Access these Resources by Clicking on the icon!



The publishers of Canada's History and Kayak have developed resources and support lesson plans regarding Treaties for elementary and secondary students. The elementary resource (Kayak – We are All Treaty People), the secondary resource (Treaties and the Treaty Relationship) and the Educator's Guide which provides support activities and lesson plans that utilize both of these resources.