



Supporting Students Healthy Relationship Skills

Listen/Hear

Purpose

To teach students to actively listen to each other, which helps them feel valued and understood.

Instructions

Discuss active listening skills:

- Pay attention to the speaker
- Listen without interrupting
- Take turns to speak
- Use actions to show understanding

In Pairs

- Sit facing each other. Choose a topic to discuss.
- Partner one whispers information about the topic.
- Partners switch roles and return to the circle when finished.

Discuss

- Did they look at their partner when speaking?
- Did they hear their partner?
- Did they use actions to show they understood?
- Did they wait patiently to take turns?



this issue

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National Indigenous People's Language Day

"In our own circles, the language is critical for cultural continuity. Most of our ceremonies are conducted exclusively in our tribal languages. To lose the languages is to lose our ceremonial medium, and in many cases the ceremonies themselves. The deepest level of meaning are the most potent, in everything from medicines to nuanced ceremonial or religious content, and in many cases those levels can be only reached through a living language."

-Dr. Anton Troyer, *The Language Warrior's Manifesto*

What is Language Revitalization?

Indigenous Language Revitalization is a concerted effort not only to revive the language, but in doing so recognizing the connection to culture. Language Revitalization enriches all our lives

How does Algoma District School Board support Indigenous Language Revitalization?



Ojibwe language classes are taught in six ADSB secondary schools as well as Kina Awiya Secondary Program. Ojibwe is also offered to students at Eastview, Mountain View, Blind River Public School, Sir James Dunn, and White Pines Intermediate School. Joel Syrette, ADSB Indigenous Education Lead, supports programming and language programs throughout the district. In addition to Joel, ADSB is fortunate to have Mary Otakwadiwan working as the Ojibwe Language and Indigenous Cultural Support Lead to support staff and student language needs in all schools. Mary is a first language speaker and has a wealth of experience, having taught in federal and provincial schools throughout Ontario.

INFUSING EQUITY TOOLS IN YOUR CLASSROOM WITH DR. ANTON TREUER

March 3

7:00 – 8:00

Via TEAMS

[Registration Now](#)



School
Mental Health
Ontario

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



Loyalty

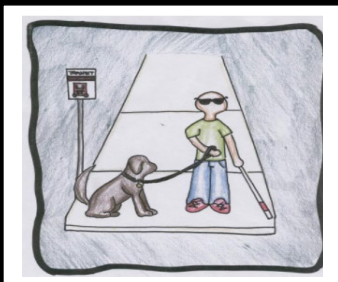
I demonstrate LOYALTY when...

- *I stand by my family and friends*
- *I honour my commitments*
- *I am faithful*
- *I respect myself and my values*
- *I question to whom or to what I am loyal*
- *I do not mistreat my friends*
- *I am devoted to a cause*

Digging Deeper

How a 13-year-old boy turned

"Impossible" to "I'm Possible"



Professional Learning Opportunity

March 22 - May 3

Start Here Start Now ADSB Equity Work

Join our Learning Community as together we:

- learn how to incorporate antiracist work in all subject areas, through Liz Kleinrock's book *Start Here Start Now*
- consider our own self-identities
- create strategies for making classrooms and schools more equitable places for all stakeholders
- build skills to hold space for difficult conversations
- explore topics such as gender diversity, Indigenous language revitalization, and social justice

This study involves optional evening and/or weekend synchronous gatherings to collaborate with colleagues as well as asynchronous opportunities to learn at your own pace.



[Sign Up Here](#)

Character Matters: Eaket becomes a Bee City School

Staff and students at WC Eaket have been busy working with both local and national partners to earn a Bee City School designation. This designation recognizes the outstanding work the staff and students have done to support the biodiversity of their area and educate their community about the importance of pollinators for sustainability. In addition to working with municipal partners, WC Eaket staff and students have been learning about the work that pollinators do to enhance their own flourishing horticulture program. As part of the Bee City Canada program, they have also committed to raising awareness of the harms of pesticides, encourage biodiversity, and celebrate the importance of bees.



Eaket teachers Gabriela Rosilisu, Jim Raddon, and Adelaide Filiberto are the reason for the success behind the horticulture projects in this Blind River secondary school. In addition to the Bee School Designation, Eaket hosts a thriving green house. The popular horticulture class gives students a hands-on experience and takes learning out of the classroom as each spring students get to see the benefits of their hard work. This semester, 17 students from the LEAD program will incorporate science, math, and business as they build a budget, plant and grow seeds, and sell

their products to the residents of Blind River. When speaking about the Horticulture class, Jim says that the students benefit from getting their hands into the soil, taking care of the seeds, and spending time away from their devices. Students not only care for the plants but have utilized available space to design and implement ways to grow healthy seedlings even in the harsh winter weather. The horticulture students at WC Eaket are busy getting ready for spring.





RYAN'S LAW

Ensuring Asthma Friendly Schools

"Asthma is a common chronic (long-term) lung disease that can make it hard to breathe. People with asthma have extra sensitive airways, that when triggered can tighten up, become swollen, produce extra mucus and make it hard to breathe."

-Healthy Schools, Ministry of Education



Communication between caregivers and schools is essential in developing a Plan of Care for a student with asthma.



Recognize the Signs and Symptoms of Asthma:

- shortness of breath
- wheezing (whistling sound from inside the chest)
- difficulty breathing
- chest tightness
- coughing



In an emergency follow the student's Plan of Care. This may include: have the student use their relieving inhaler, call 911, and call the emergency contact found in the Plan of Care.

How Gender Friendly is your Class?

Creating and sustaining schools that are safe, inclusive, respectful, and welcoming environments for all students is a priority for teachers. Making your classroom gender-friendly is part of the process of creating places where all students belong. It is important not to wait until you have a publicly "out" transgender student to develop these practices.

Doing better for all our students begins with the two axioms developed by Dr. Lee Airton, author of *Gender: Your Guide*.

1. Teach like it's a given that all of your students' relationships with gender are ambivalent and will change over time.
2. Teach like you already have transgender-spectrum students, or students with transgender-spectrum friends, family or loved ones, in your classroom.

There are many great resources to help you become familiar with terms, concepts, and experiences of people on the transgender spectrum. Some articles, books and resources that are tailored to educators who want to learn more include:

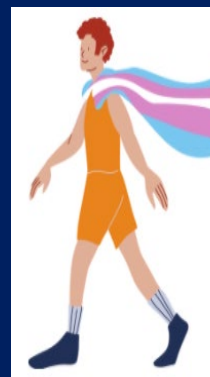
Start here:

[The Gender-Friendly Classroom](#)

[Kids Helpline: Identity & gender expression](#)

"If there are no out transgender students at your school it doesn't mean they are not there. Rather, it means that they cannot come out and live who they are at school."

-Dr. Lee Airton



[Gegi.ca](#)

Gender: Your Guide, Dr. Lee Airton

International Day for the Elimination of Racial Discrimination

March 21

Educators have a unique opportunity to encourage and foster global citizenship in our students. The UN recognizes days such as IDERD to encourage conversations around concepts such as disparity, equity, prejudice and discrimination.

Do you want to learn more?

Join our ADSB Equity Learning Community as together we dig into creating equitable classrooms and schools for all stakeholders.

Sign up [HERE](#).

International Women's Day

March 8, 2022

A global day celebrating the social, economic, cultural, and political achievements of women.

Purim

March 16 - 17, 2022

Commemorates the day Queen Esther saved the Jewish people from execution by Haman, the advisor to the Persian King. This day is celebrated by the reading of the Scroll of Esther, carnivals for children, and festivities.

Holi

March 18, 2022

Known as the Festival of Colour, an ancient Hindu festival that celebrates good over evil, good harvest, and fertility.

International Day for the Elimination of Racial Discrimination

March 21, 2022

A day to bring awareness to the injustices and prejudices that occur in our communities. A day to educate and commit to challenging systems that perpetuate racism.

National Indigenous Peoples' Language Day

March 31, 2022

A day to celebrate the legacy of language, and the ongoing efforts of those who continue to work to protect, educate, and revitalize across Canada.

International Day of Transgender Visibility

March 31, 2022

It is a day to commemorate the accomplishments of transgender and gender non-conforming people while raising awareness of the work that is still needed.

TIPS FOR SUPPORT AFTER A COMMUNITY OR INTERNATIONAL INCIDENT



Community or international incidents can be deeply upsetting for both staff and students, including recent events such as:

- Russian invasion of Ukraine,
- Convoy protests in Ottawa and across Canada,
- Continued uncovering of unmarked graves of children at former residential school sites, and
- Increasing antisemitic incidents in Ontario.

Media involvement can surround individuals with upsetting details and images, potentially triggering distressing emotions. It is important to keep in mind that these events are rare. Schools are one of the safest places for children and youth during the school day, and an important place for them to receive support, a calm environment and connection to caring adults/peers.

Communication and collaboration among schools, families and communities is important to ensure that students continue to view schools as safe, caring, and supportive environments. Further, how adults react to community incidents can impact the way children and youth respond.

Adults can reinforce students' sense of safety and well-being by:

- Creating a calm, predictable and welcoming environment,
- Bolstering well-being and healthy coping strategy activities,
- Listening for and responding to students who may be struggling with the information or events, and accessing appropriate mental health resources for them, and
- Connecting families with other available resources if needed.

Educators and families can support children and youth to understand and cope with the impact of the incident. Most children and youth are resilient and will cope well with the support and caring of their families, teachers, friends, and other caring adults. However, young children may have particular difficulty understanding and describing their feelings and emotions.

Some tips to help children and youth cope include:

- Provide a developmentally appropriate, clear, and straightforward explanation of the event without sharing graphic or unnecessary details.
- Address unhelpful rumors which may be circulating and to refocus children and youth on facts.
- Support children to return to normalcy and routine, while maintaining flexibility.
- Let children and youth know it's okay to feel upset or angry about the event.
- Observe and listen to the questions and statements about the event, reach out for support if you are concerned.
- Provide various ways for children and youth to express emotions, either through journaling, writing letters, talking, meditation, yoga or music.
- Focus on resiliency as well as the compassion of others.

This is an important time to reinforce the natural coping strategies of children and youth, and emphasize the proactive steps that can be taken to maintain a safe and caring environment.

Adapted from York Region District School Board