



Parent Education Session – February 7<sup>th</sup>, 2019

# Acknowledging the Territory



# Introductions



**District:** Maureen Lee  
Allison deBoer

**School:** Stephanie Langlois  
Marla McLellan  
Donna Rinfret  
Jennifer Towers

*Aaron Anthony, Courtney Bates and Kelly Skehill are also contributing members of our team.*



# Tonight's Agenda

- 1) School Goal – what are we working on?
- 2) Executive Function and the Brain
- 3) Organizational Skills
  - **Learning Space** - school and home
  - **'Get Ready, Do, Done, Get Done'** Strategy
  - **Passage of Time**
  - **Long-Term Planning**
  - **Study Skills**
- 4) Affective Skills
  - **Reflective Practice**
  - **Buckets for Balance**
- 5) Resources / Questions



# School Goal

Framework for Enhancing Student Learning (*three year cycle*)

Year 1: Improve affective, organizational, and reflective skills as per the IB MYP Self-Management Approach to Learning through the engagement of students, staff, and parents.

Years 2 & 3: Improve **affective** and **organizational** skills



MYP – Approaches to Learning		BC Curriculum - Core Competencies	
<b>Communication</b>	Communication Skills - Through interaction - Through language	<b>Communication</b>	Connect and engage with others Acquire (research), interpret and present Collaborate Explain, recount and reflect
<b>Research</b>	Information Literacy Skills Media Literacy Skills		
<b>Social</b>	Collaboration Skills	<b>Social Awareness &amp; Responsibility</b>	Contributing to community/environment Problem solving Valuing diversity Building relationships
<b>Self-Management</b>	<b>Organization Skills</b>		
	<b>Affective Skills</b> - <b>Manage your own state of mind</b>		
	Reflection Skills	<b>Personal Awareness &amp; Responsibility</b>	Self-determination <b>Self –regulation</b> <b>Well-being</b>
<b>Thinking</b>	Critical Thinking Skills Creative Thinking Skills Transfer - Skills and knowledge across different disciplines and subject groups	<b>Positive Personal and Cultural Identity</b>	Relationships and cultural contexts Personal strengths, abilities, values and choices
		<b>Creative Thinking</b>	Novelty and value Generating ideas Developing ideas
		<b>Critical Thinking</b>	Analyze and critique Question and investigate Develop and design

# The Brain

**Executive function and self-regulation skills depend on three types of brain function: working memory, mental flexibility, and self-control.** These functions are highly interrelated, and the successful application of executive function skills requires them to operate in coordination with each other.



# What is Executive Function?

Around the time of puberty, the frontal part of the cortex of the brain matures, allowing individuals to perform higher-level tasks like these:

**Analyze** a task

**Plan** how to address the task

**Organize** the steps needed to carry out the task

**Develop** timelines for completing the task

**Adjust** or shift the steps, if needed, to complete the task

**Complete** the task in a timely way





# Development of the Time Horizon

How far into the future can they anticipate?

2 years old	NOW
3 - 5 years old	5 – 20 minutes
K – 1 <sup>st</sup> Grade	Several hours
3 <sup>rd</sup> – 6 <sup>th</sup> Grade	8 – 12 hours
6 <sup>th</sup> – 12 <sup>th</sup> Grade	2 – 3 days
17 – 23 years old	2 – 3 weeks
23 – 35 years old	3 – 5 weeks



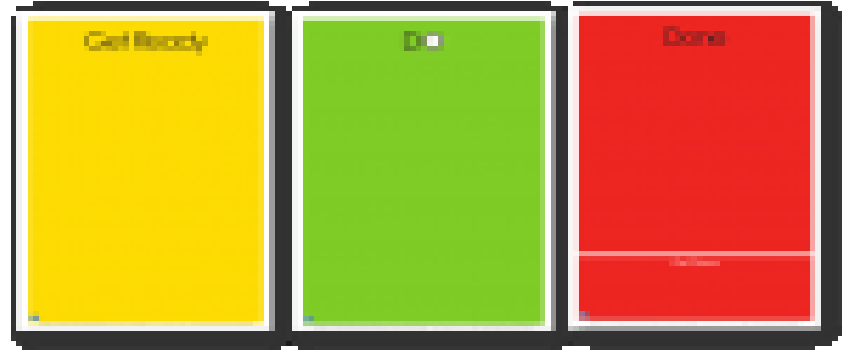
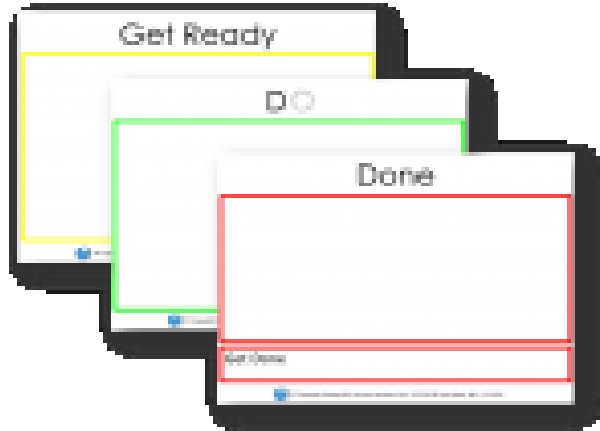
# Learning Spaces – At School



# Learning Spaces – At Home



# Plan Backwards – Get Ready, Do, Done, Get Done



# Time-Management (Passage of Time)



# Long-Term Planning

## THREE BIG QUESTIONS:

1. What will the finished product look like?
2. What needs to happen to get it done?
3. When will I complete each part?



### PROJECT PLANNING PAGE

What needs to be done to complete this project?

Step/Task	I will finish this by:

Fill in the calendar with your other commitments. Determine how you will use your time to meet the due date(s). Fill in the 2<sup>nd</sup> column above.

SUN	MON	TUES	WED	THURS	FRI	SAT
			WORK PERIOD		WORK PERIOD	
		WORK PERIOD		WORK PERIOD		
	WORK PERIOD		PRESENTATION DUE			

Step/Task

Research Questions #1-5

Research Q's #6-10

Make Bibliography

Build Slideshow

↳ Key points

↳ Images

Write script for presentation

Rehearse presentation

Send to Ms. L for feedback

Get feedback from classmate (Emil)

Last-minute changes (check criteria!)

Make cue cards

on on a  
opic

om now

ct?

1.

2.

3.



# Long-Term Planning

Example:

**Class Presentation on a  
Research Topic**

**Due: 3 weeks from now**

## THREE BIG QUESTIONS:

1. **What will the finished product be?**
2. **What needs to happen to get to the finished product?**
3. **When will I complete each part?**



# PROJECT PLANNING PAGE

What needs to be done to complete this project?

Step/Task	I will finish this by:
Research Questions #1-5	Wed Feb 6
Research Q's #6-10	Wed Feb 8
Make Bibliography	Sun Feb 10
Build Slideshow	
↳ Key points	Tues Feb 12
↳ Images	Thurs Feb 14
Write script for presentation	Sat Feb 16
Rehearse presentation	Mon Feb 18
Send to Ms. L for feedback	Mon Feb 18
Get feedback from classmate (Emil)	Mon Feb 18
Last-minute changes (check criteria!)	Tues Feb 19
Make cue cards	Tues Feb 19

Fill in the calendar with your other commitments. Determine how you will use your time to meet the due date(s). Fill in the 2<sup>nd</sup> column above.

SUN	MON	TUES	WED	THURS	FRI	SAT
	4	5	6	7	8	9
Chores	Soccer 4-5	Work 4-8pm	Soccer 4-5	Work 4-8pm	SCI QUIZ	Soccer Game 10-12
11	11	12	13	14	15	16
Chores	MATH TEST Soccer 4-5	Work 4-8pm	Driving Lesson 3:40-4:20 Work 4-8pm	SS. ESSAY DUE Work 4-8pm		Alyssa's BDay Party Soccer Game 12-2
17	18	19	20	21	22	23
Grandma's Birthday	WORK PERIOD Soccer 4-5	19	PRESENTATION DUE			
	Soccer 4-5	Work 4-8pm		Work 4-8pm		

SUN	MON
Chores	Soccer
13	MATH TEST
Chores	Soccer
17	WORK PERIOD
Grandma's Birthday	Soccer

FRI	SAT
8	9
WORK PERIOD	Soccer 10-12 Game
SCI QUIZ	
	Alyssa's BDay Party
15	16
	Soccer 12-2 Game
22	23

**WORK PERIOD #1**

Date: \_\_\_\_\_

My upcoming deadline(s) for the space project:

My Goal(s) for today's class:

**Reflection:**

How did I work today?

<b>Novice</b>	<b>Learner</b>	<b>Practitioner</b>	<b>Expert</b>
<i>I <b>couldn't</b> ignore distractions, keep focused or maintain concentration for <b>very long</b>, even when reminded.</i>	<i>I ignored distractions, kept focused and maintained concentration for <b>moderate periods if reminded</b>.</i>	<i>I ignored distractions, kept focused and maintained concentration for <b>moderate periods of time independently</b>.</i>	<i>I ignored distractions, kept focused and maintained concentration for <b>long periods of time independently</b>.</i>

Did I meet my goal(s)?

If I didn't meet some of my goals, why not?

# Help your adolescent child develop study skills:

1. Break a project down
2. Identify reasonable plans (with timelines) for completing each piece
3. Self-monitor while working
4. Be aware of critical times for focused attention. Reduce distractions.
5. Use memory supports for organizing tasks
6. Keep a calendar of project deadlines and steps along the way
7. After completing an assignment, reflect on what did and did not work well.
8. Think about what was learned from assignments that were not completed well. What would you do differently next time?

*(Harvard)*



Mind Full, or Mindful?

Marla McLellan

# Mindfulness vs Mindful Awareness

# Mindfulness

Be in the here and now (longitudinal study – stuffie on tummy)

Noticing without judgement

\*\*If we can learn to be present more often, it can have a significant impact on ANXIETY (worrying about the future) and DEPRESSION (dwelling on the past).\*\*

# Mindfulness (cont'd)

“Many of us are so busy that the thought of adding one more thing - no matter how potentially beneficial – is just too much. The good news is that mindfulness practice can be taken up in different ways to suit different lifestyles. Mindfulness can be practiced as part of our ordinary routine, while brushing our teeth, driving to work, walking the dog, or waiting in the check-out line. Most people actually feel as though they have *more* time in their lives once they begin practicing mindfulness-they become increasingly focused and efficient while feeling more rested and less stressed.” **Dan Siegel, Psychologist.**

# Strategies

5 (see), 4 (hear), 3 (feel), 2 (smell),

1 (affirmation i.e., “I have all the time I need”)

Focus on the Breath – cold air in, warm air out

Muscle tensing

4 (in), 7 (hold), 8 (out)

Gratitude Journal

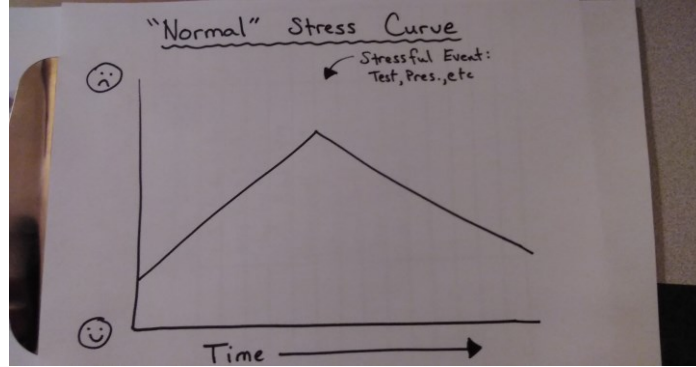




# Types of Stress

(cited from the documentary film, *Paper Tigers*)

**Positive Stress:** Brief increases on heart rate, mild elevations in stress hormone levels



**Tolerable Stress:** Serious, temporary stress responses, buffered by supportive relationships

**Toxic Stress:** Prolonged activation of stress response systems in the absence of protective relationships

# Triggers

What are Triggers, how do we get them, and how do we get rid of them/mute them?



# Student Feedback

“The mindful moments you do with us..., those really calm me down and help me feel calm in class. Thank you.”

*(provided by Mr. Anthony)*



# Student Feedback

“...(the mindful moment) is helpful to me because it helps clear my mind and gets me ready to start learning and to be more focused during class, so I am actually understanding the lesson.”

“I think I improved on state of mind due to the moments in class where we just sat silently to breathe and focus. That has really helped me.”



# Buckets for → BALANCE

Jennifer Towers

# Balanced

We understand the importance of balancing different aspects of our lives - **intellectual, physical and emotional** - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.



# Buckets for → BALANCE

1. In the top right corner - write down all the experiences you can think of that would make for an awesome day - *where you feel the best (physically and mentally), you had fun, you're happy, stoked, enjoying life*

## 1. Brainstorming

# Buckets for → BALANCE

2. On the left hand side of the page - use your brainstorm and the following questions to further develop your awareness of experiences or environments that would result in you having a very enjoyable day (*experiences that make you happy*)

## 2. Refining

Who were you with?

What did you eat/drink?

What were you doing?

How many hours did you sleep?



# Buckets for → BALANCE

3. In the bottom right hand **corner** - identify a rough-draft of what your buckets could be

***Note:** You should be able to fill at least 6 buckets a day every day*

## 3. My 10 Buckets

1. A yoga class
2. Time with friends or close colleagues
3. Time with my family – my husband and 2 kids (off devices)
4. Healthy food – salad, veggies, whole foods
5. A latte in the afternoon
6. Time for just me and my husband
7. Good chocolate
8. Laughter
9. Organization (a busy but manageable schedule)
10. A trip planned or being planned for the future

# Resources

- <https://developingchild.harvard.edu/resources/>
- <https://self-reg.ca/self-reg/self-regknowledge-series/>
- <http://ei.yale.edu/ruler/>
- <http://efpractice.com/index.php/latest-resources>



