

# February Newsletter

February 2022

## Fairvale Elementary School

Vision: FES students will be passionate life-long learners who contribute as responsible leaders in a global community.

### Student Code of Conduct

As a student of F.E.S.,  
I will be

- respectful,
- responsible,
- safe
- ready to learn

By living the 7 Habits



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## Mindset Matters

### Ends Policy #2

*Teachers will focus on learner-centered strategies that promote engagement, active processing, the construction of subject-specific knowledge (assessment for learning process, personalized learning, student choice)*

### Raising Resilient Children

Now more than ever children are faced with challenges that require a resilient mindset- one that enables them to adapt well to adversity. The American Psychological Association has an article providing ways in which families can develop resilience in their children. Below are a few tips they suggest:

1. **Make connections**-Teach your child the importance of engaging and connecting with their peers, including the skill of empathy and listening to others. Find ways to help children foster connectivity by suggesting they connect to peers in-person or through phone, video chats, and texts. It's also important to build a strong family network. Connecting with others provides social support and strengthens resilience.
2. **Help your child by having them help others**- Children who may feel helpless can feel empowered by helping others. Engage your child in age-appropriate volunteer work or ask for assistance yourself with tasks that they can master. At school, brainstorm with children about ways they can help others in their class or in grades below.
3. **Teach your child self-care**-Teach your child the importance of basic self-care. This may be making more time to eat properly, exercise, and get sufficient sleep. Make sure your child has time to have fun, and participate in activities they enjoy. Caring for oneself and even having fun will help children stay balanced and better deal with stressful times. To read the full article please click on the link below <https://www.apa.org/topics/resilience/guide-parents-teachers>



## A Note from the Music Room

**Kindergarten** will continue learning to distinguish fast, slow, high, low, and loud, quiet-through singing and movement listening and stories. They will also be learning about Mozart and listening to a version of "Mozart's Magic Flute" story/opera.

**Grade 1** are learning about the elements of music (slow/fast, loud/soft, high/low) through composer Camille Saint-Saens and his series of songs called "Carnival of the Animals" When we finish this Unit grade 1 will show off their knowledge with an escape room theme activity.

**Grade 2** is focusing on ta, titi, rest, adding ticatica (16<sup>th</sup> notes), and halfnotes. We are learning a snow chant and talking about Nunavut, creating a soundscape of the Northern Lights, and adding instruments and movement.

**Grade 3** is learning to read notes on a staff using our pitched tubes called Boomwhackers, and practicing their rhythms.

**Grade 4** are working hard on their ukulele unit. They will continue to work independently through songs that allow them to read TAB, next we will be moving on to chords and strumming,

**Grade 5** will be learning Sara Bareilles song "Brave" and practicing their rhythms.



# What's Happening In the Gym?

- Weather permitting, All PE classes will be outside once a week for walking the FES trails, playing on Dreamland and/or playing hide & seek in the woods.



## K-1 OUTCOMES for the month:

### Students are expected to:

**Doing** – 1. Students will be expected to perform and make simple movement sequences. 2. Students will be expected to get on, travel across and get off benches and balance beams safely. They will be able to jump, land, roll on gym mats and join these movements together smoothly.

**Knowing** – 1. Students will be expected to know which body parts they can balance on. They will know that a wide base is more stable so so balances are easier to hold.

2. Students will be expected how to land properly and safely when jumping.

**Valuing** - 1. Students will be expected to stay on task when participating in the gymnasium.

2. Students will be expected to try new activities (dance and gymnastics).

### Lessons:

We will be continuing Gymnastics for the next few weeks. We will be focusing on:

Balances – stork stand, cloud stand, front support, leg lifts, etc.

Jumps – motorcycle landing and how to jump safely.

Bench Travels – walking forward, sideways, backwards, toe dips, etc.

Rolls – log roll, egg roll and forward roll.

Students will be putting some of their moves together to make sequences.

Students will have the opportunity to participate in Winter Carnival Outdoor Activities at the end of the month.

## 2 OUTCOMES

### Students are expected to:

#### **Doing:**

1. Students will be expected to make sequences on the mats and balance on benches and balance beams. They will be expected to get on, balance, travel and dismount from the bench or beam.

#### **Knowing:**

1. Students will be expected to know about absorbing force when they stop, jump and roll.

2. Students will be expected to know the importance of participating in physical activity daily.

#### **Valuing:**

1. Students will be expected to show safe behaviour when using gym equipment. Students will be able to help set up and put away equipment.

2. Students will be expected to work in a group and share ideas, equipment and space.

#### **Lessons:**

We will be continuing with our gymnastics theme for most of the month.

Students will be putting together their own sequences of movements. They will be choosing different locomotions, pathways, patterns and directions to move.

Students will also be continuing to practice and work on their balances, jumps and rolls. They will be performing sequences involving these skills.

Students will be involved in Winter Carnival activities at the end of the month.

## 3-5 Outcomes Students are expected to:

**Doing:** 1. Students will be expected to choose and put together a combination of balances, rolls, jumps, rotations and spins. 2. Students will be expected to compose a gymnastics. They will choose a variety of balances, rolls, jumps, etc... that they have been taught and put them together in a sequence.

**Knowing:** 1. Students will be expected to know the benefits of physical activity.

**Valuing:** 1. Students will be expected to participate willingly in a variety of activities.

2. Students will take responsibility for a physically active lifestyle, making good food choices, activity and being safe.

#### **Lessons:**

We have been reviewing lots of gymnastics moves that have been taught previous years, along with some new moves during the month of January.

Grade 5 students will be making up their own routines using the balances, jumps and rolls that they have been practicing.

Grade 4 students will be given a routine to practice and perform, using the different balances, jumps, rolls, travels, etc.

*Winter Carnival Fun activities will be held outdoors during the last week of the month.*

# From the Guidance Office

Take care, Mrs. Kerry Casey & Java (Your Guidance Counselling Team)



## STEPS TO HELP CHILDREN *Cope with Stress*



### REFRAME STRESS

Help your child shift from a "stress hurts" mindset to a "stress helps" mindset. Some level of stress is beneficial and presents opportunities for growth.

Big Life Journal



### SHIFT FROM A FIXED TO A GROWTH MINDSET

Help your child look at the situation from a growth mindset perspective: it's not fixed, it can be improved, and they do have the power to influence the situation.



### STOP CATASTROPHIC THINKING

Do the worst case scenario exercise. Ask your child, "What's the worst thing that could happen?"



### PRACTICE PROBLEM-SOLVING

Brainstorm solutions, doing more listening than talking. Think through the positive and negative consequences of each proposed idea, then choose one.



### USE STRESS-MANAGEMENT TECHNIQUES

Use techniques like deep breathing, stretching, listening to music, meditation, and practicing mindfulness.





# From the Guidance Office

## WHEN I FEEL WORRIED...

I can talk to:

It's **SAFE**  
to feel  
my **FEELINGS**

I can try this  
breathing activity:

I can go outside and:

I can tell myself:

- This is tough but so am I.
- I can always ask for help.
- I can focus on things I can control.

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I can try these things to feel better:

Big Life Journal

Give someone a hug

Write in a journal

Hum or sing a song

I can move my body by:

I can listen to:

**FEELINGS**  
**COME**  
**AND**  
**FEELINGS**  
**GO**