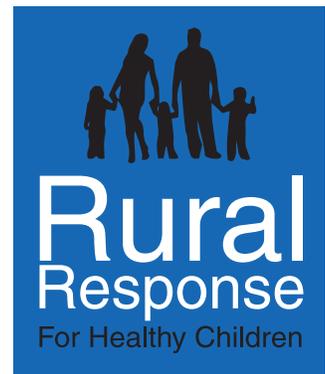


2017-2018 Elementary School Programs

Rural Response for Healthy Children is pleased to provide programming to elementary school students in Huron County. Our programs focus on creating outcomes that serve the organization's mission of helping families and children to create an environment of well-being, community engagement and capacity building.



A variety of programs are available for Junior Kindergarten through Grade Four students. Programs are provided through requests by classroom teachers, as well as requests to our organization from parents with teachers' consent for presentations to students.

Programs align with Ontario Curriculum expectations, in particular Physical Education where our programs contribute to students developing the life skills needed for resiliency, a secure identity and a sense of self. By addressing Living Skills Expectations, our programming creates opportunity for elementary schools to receive support and further education of students in the delivery of these important skills that contribute to overall healthy development, which is essential in overall school success. Our personal safety programming aligns with the new Physical Education curriculum in the areas of personal safety and human development/sexual health for Grade One through Four.

Each Program intertwines personal skills, interpersonal skills as well as critical and creative thinking aspects. By participating in Rural Response for Healthy Children's school programs, students are better able to understand themselves and have tools to draw on for life's challenges (personal skills), interact with each other in many ways through relationship building and social skills (interpersonal skills) and make mistakes and apply new skills to learn from their mistakes (critical and creative thinking).



Each program intertwines personal skills, interpersonal skills and critical and creative thinking aspects.



Programs also align with Ministry of Education’s Well-Being Strategy

with particular focus on inclusive education, healthy schools and positive mental health specific to the elements of cognitive, emotional and social well-being. Our Tier One programs are geared towards all students with the intent of providing programs that support self-regulation and supporting the creation of calm classrooms.

Funding for these programs is provided by Public Health Agency of Canada, Ontario Ministry of Education and private donations.

This package includes the program referral form, program outlines and additional support and services available for parents from Rural Response for Healthy Children.

Requirements for Rural Response for Healthy Children Programs in Schools

Referral Form

To initiate service at your school, please call the office at: **519-482-8777** between 8:30 a.m. and 4:00 p.m., Monday thru Friday. During this call, a Referral Form will be completed. A copy of the RRHC School Referral Form is included in this package. Please refer to it prior to calling.

Suitable Space at School

Some programs are delivered in the classroom and other programs are delivered to smaller groups who require a separate space. A factor in success is ensuring an appropriate, quiet space with seating and floor space is available.



Teacher Involvement

Teacher involvement is necessary to ensure a thorough understanding of the concepts and knowledge student participants will gain. Success continues when teachers have the knowledge to support the students in what they learn and implement the strategies in the classroom.

Face-to-face time is required prior to, during and after program delivery. Teachers are provided with program related tools and resources, if need be, for their classroom.

Parent Engagement

Small group student programs require parent consent. We require completion of Rural Response for Healthy Children Parent Consent forms prior to the delivery of small group programming to students. We depend upon teachers to secure the signed consent forms and will provide support should they have difficulty securing consent from parents.

Engaging parents at home to support their children's learning is also key to ongoing success. We provide program specific information and resources for parents. There is an expectation that teachers will send home the Rural Response for Healthy Children Parent Resources in a timely manner.

Evaluation

Upon completion of the program delivery, we require teacher input for evaluation. Assessment helps us ensure the program content and materials are meeting classroom needs and allows us to identify opportunities where adjustments or new program content needs to be completed.

Teachers will receive a link to a Google Form for evaluation after the completion of each program delivered to students in their classroom.



Teacher involvement is necessary to ensure a thorough understanding of the concepts and knowledge student participants will gain.



Summary of Available Programs

For the 2017-2018 school year, Rural Response for Healthy Children offers the following programs to Huron County elementary schools in Avon Maitland District School Board and Huron Perth District Catholic School Board;

Program Name / Grade	Kindergarten (JK or SK)	Grade One	Grade Two	Grade Three	Grade Four
Self-Regulation	X	X	X	X	X
Being Together	X	X	X	X	X
Friends Count	X	X	X	X	X
Max & Kate Disability Awareness	X	X	X	X	X
Teatree Tells Personal Safety	X	X	X		
Kids on the Block Personal Safety				X	X
Individual Learning for Students and/or Parents	X	X	X	X	X



Self-Regulation

Program Outline - Grade 1 to Grade 4

Week One:

- Increase vocabulary of feelings and emotions
- Begin to learn concepts of the Zones of Regulation and what it means to be in each zone (blue, green, yellow, and red)
- Identify particular things that cause specific emotions
- Learn what a “Check-In” entails and the importance of “Check-In” throughout the day

Week Two:

- Broaden understanding of the Zones of Regulation
- Identify individualized emotions for each zone
- Learn to acknowledge and identify your own emotions
- Learn it is natural and expected to experience all of the zones in different situations/environments

Week Three:

- Learn how each zone looks in others
- Gain awareness of how others perceive people in different zones.
- Learn that one’s behaviour can change/affect other’s feelings and zones
- Observe movie/television character’s social skills and gain insight into behaviours

Week Four:

- Gain awareness that they are more successful if they can stay in the Green Zone
- Learn what a trigger means and how to identify triggers in you
- Recognize specific triggers that lead to the yellow and red zone
- Work on problem solving to avoid triggers

Week Five:

- Provide examples of small, medium and big problems
- Learn to analyze a situation and rationalize how big a problem is
- Gain insight that size of their reaction must match the size of the problem
- Understand how use Size of the Problem can help to regulate them to an expected zone

Week Six:

- Understand different strategies to change their zone and self-regulate
- Recognize when to self-regulate and what type of tool they need
- Acknowledge opportunities in their day to use zone tools
- Learn to select an appropriate tool based on their zone

Being Together

Program Outline - Grade 1 to Grade 4

Week One:

- Increasing child's ability to identify and express feelings
- Determining a link between expressive colours and feelings
- Creating solutions to different scenarios that might alter a person's feelings
- Use of body gestures, facial cues and guessing classmate's feelings.
- Feelings and faces activities to discuss scenarios that result in making children feel better

Week Two:

- Helping students build confidence when meeting new people
- Discussing the definition of greetings and how to greet someone
- Investigating strategies that help us become a good friend
- Role playing through different games to focus on being a good friend

Week Three:

- ↳ Learning new ways to greet friends
- ↳ Encouraging the class practice of social skills and learning of language to build inclusion
- ↳ Brainstorming attributes that it takes to be a good friend
- ↳ Discussing strategies that are encouraged for maintaining communication and learning appropriate social cues
- ↳ Practicing turn taking in conversations
- ↳ Practicing conversation starters and building on turn taking and eye contact through playing a role the dice game

Week Four:

- ↳ Increase knowledge of what personal space means
- ↳ Practicing how to create boundaries with our peers
- ↳ Building confidence by learning what is good and bad boundaries with specific picture examples
- ↳ Creating our own “bee hives” to create a clear vision of boundaries

Week Five:

- ↳ Discussing different scenarios to introduce polite manners
- ↳ Practising using manners in specific situations
- ↳ Creating a craft to role play when to implement manners

Friends Count Social Skills

Program Outline - Grade 1 to Grade 4

Week One:

- ↳ Increasing child’s ability to identify and express feelings
- ↳ Determining a link between expressive colours and feelings

- Manipulating “Build Me Emotions” into characters with different feelings
- Creating solutions to different conflicts that might alter a person’s feelings
- Feelings and faces BINGO to discuss scenarios that result in making children feel better

Week Two:

- Helping students build confidence in problem solving and conflict resolution
- Discussing the definition of conflict and how to deal with conflict
- Investigating strategies that help us increase conflict resolution
- Practicing using “I” messages
- Role playing different scenarios that focus on problem solving

Week Three:

- Learning new ways to be friends and enhance manners
- Brainstorming attributes that it takes to be a good friend
- Discussing strategies that are encouraged for maintaining friendship
- Practicing turn taking in conversations
- Showing kindness and compassion through creative artwork

Week Four:

- Encouraging the class practice of social skills and learning of language to build inclusion
- Practicing how to give statements of appreciation to our peers
- Building self-esteem by fostering positive feelings among all classmates
- Becoming “Bucket-Fillers”
- Creating our own Buckets to use in the classroom

Max & Kate Disability Awareness

Program Outline - JK to Grade 4

This program may be delivered as solely Week One or may be delivered as a four week program, depending on classroom needs.

Week One:

- Discuss Rural Response and introduce the puppet show. (40 minute puppet show)
- Opportunity for questions and answers
- Assisted Devices (splints, wheelchair, etc) are available to touch and see following show.

Week Two (optional):

- Introducing the term disability to young children
- Independently, students will be able to express the meaning of “disability” through various ways
- Verbal explanation, Pictures
- What “disability” is and what it is not
- Increasing child’s knowledge through a disability quiz

Week Three (optional):

- Discussions around similarities and differences in your classroom
- Students will discover the various abilities of people with disabilities
- Craft opportunities to model similar characteristics of each individual
- Encouraging the class practice of social skills and learning of language to build inclusion

Week Four (optional):

- Introducing simulation activities’ “Through Others Eyes”
- Identifying what inclusion means in a family, school, and community
- Discussion around activities to help students understand different disabilities.

Personal Safety Programs

The goals of our personal safety programs are to prevent child abuse, intervene when abuse is suspected and increase knowledge about abuse. Teatree Tells and Kids On The Block programs increase knowledge and understanding for Kindergarten through Grade Four students.

Parents and classroom teachers are provided additional information. Parents receive our new handbook about how to talk about personal safety at home. Teachers are also briefed about signs of abuse, as well as how and when to report suspected or disclosed abuse.

Teatree Tells – JK to Grade 2

Created by the Canadian Centre for Child Protection, Teatree Tells is designed for children from 4-6 years of age. Lessons are age appropriate, fun and include plush puppet characters that teaches them how to be safe. Topics include lessons on identifying a safe adult, identifying feelings, naming body parts, establishing personal boundaries, and okay and not okay touching.

The Teatree Tells program is geared towards Junior Kindergarten through Grade One students and is delivered in four workshops. Lessons and activities about identifying a Safe Adult, labeling feelings and naming body parts, appropriate and inappropriate touching, and boundaries are included as a means to interrupt the process and increase the likelihood of a child disclosing sexual abuse. Information for parents is also provided to encourage their participation.

Kids On The Block – Grade 3 and Grade 4

The Kids on the Block is an international puppet-based program that educates children on a wide variety of topics. Through the use of puppetry, the characters share their personal experiences, role-play and teach practical skills in a factual, child-friendly way. Trained community members use three-foot-tall puppets to convey the stories. Thousands of Grade Three and Four students in Huron County have participated in this program over the last twenty years.

Each presentation is approximately 45 minutes, featuring two short puppet skits on personal safety. The puppet show is supported by classroom materials for the

teacher to integrate into daily discussion as well as a handbook for parents that guides them in further discussion at home.

A week following the puppet show, two members of the Rural Response for Healthy Children support team return to the school for a question and answer period with students. Additional information is provided and any necessary follow-up occurs.

Additional Services & Support

Rural Response for Healthy Children is happy to provide additional support and information to parents with young children and school-aged children.

We are available to provide presentations to School Councils to enhance their understanding of the community and build capacity for a number of parenting topics, including;

- School Readiness
- Saving for School
- Keeping Children Safe in the Community
- How To Talk about Personal Safety With Children
- Healthy Child Development
- Positive Parenting

Student success increases by engaging parents in their children's learning and school environment.

Please contact us at 519-482-8777 or mail@rrhc.on.ca to request a presentation at your school or community group.



School Referral Form 2017-2018

Referral Date: _____ Referred by: _____

School Name: _____

Teacher/ Grade: _____

Telephone: _____ Email: _____

● Is the School Principal Aware of Referral: Yes No

● School Team Involved: _____

● Other Agencies Engaged in Classroom Support: _____

● Program Request (check all that apply):

Friends Count – 4 weeks

Being Together – 4 weeks

Self-Regulation – 6 weeks

Friends Count + Being Together – 8 weeks

Friends Count + Self-Regulation – 10 weeks

Tea Tree Tells – 4 weeks

Kids On The Block Personal Safety Puppet Show & Class Discussion – 2 weeks

Max & Kate Disability Awareness Puppet Show – 1 week

Max & Kate Disability Awareness Puppet Show + Workshops – 4 weeks

Individual Support for Personal Safety and Social Skills

● Are you looking for class Promotion or classroom Prevention? Promotion Prevention

Promotion refers to full-class learning to promote healthy relationships.

Prevention refers to small groups, up to 6 students, from a single class to further discuss healthy relationship strategies and participate in more extensive practice.

● Is your Mental Health Lead at the School Board office aware of this program request:

Yes No I don't know

● Does your school have a Healthy School Committee: Yes No I don't know

● How does this program request fit into your School Improvement Plan (SIP)?

Thank you for completing the referral form. A Child Support Worker will contact you either by phone or email within two days to further discuss the program request.