

LUCERNE EVENTS



Beautiful, Wonderful, Busy Fall

Lucerne is truly an amazing school, and part of that is the plethora of events that occur at our great school.

So much has happened since I sent out our first events focused newsletter, and before I talk about individual events, I would like to thank the teachers, parents, and community members who have made these events a success. Lucerne has many strengths but one of its greatest is its dedicated staff and caring community members who never settle for good enough. So a great big thank you to everyone, your work is more appreciated than you can imagine. Along these same lines, our Parent Advisory Council will be having their AGM on Tuesday Nov. 7th, at 6pm, this is a great time to stop in and get involved. You can find out more by contacting the PAC president Scott Kipkie at [sakupkie@gmail.com](mailto:sakipkie@gmail.com).

Nick Graves - Principal of Lucerne

"INSTRUCTION DOES MUCH, BUT ENCOURAGEMENT EVERYTHING."

Johann Wolfgang von Goethe



Oct. 16th

Rup Loops: The Human Radio Performance

Post-Secondary Institute Day

Oct. 17th

Picture Day

Mushroom Identification Day

Oct. 20th

Pro-D: Non-Instructional Day

Oct. 30th

Sand Northrup: The One Woman Circus

Oct. 31st

Halloween Fun

Nov. 6th

Student Led Conferences

Athletics

The air is cool and crisp, and beautiful for a run. Students at Lucerne have been participating in a variety of running activities the past month. The running began with our annual Terry Fox run, but there has also been numerous cross country events. Perhaps most exciting, last week we held our own cross country event with participation from kindergarten to grade eleven. Three different schools came to participate, and the students had a great time. A big thanks to Scott Kipkie and everyone else who helped facilitate this event

Harvest Festival

Fall is the season of harvest, and on September 27th we held our annual harvest festival. Our lower field was filled with a wide variety of activities including horseback riding and seed sorting. It was also filled with delicious soups, and smiling faces. Thanks to everyone who lent a helping hand.

Swim Lessons

Living near water it is vitally important that our students know water safety and learn how to swim. To further this end Katrina and the primary teachers have arranged for swimming lessons again this year in Castlegar. The students have been travelling to the pool each Friday and so far it has been a great success.

Rock Climbing

We are lucky to live in one of the most beautiful places in the world. An extension of this is the ability to get out and engage in outdoor

activities. Last week, led by our very own Mountaineer Gary Parkstrom, students got to go climbing at the Slocan Bluffs. While it was a little chilly, a wonderful time was had by all.

Breakfast and Lunch Program

The lunch and breakfast program is now in full effect at Lucerne, with our first breakfast occurring today. As most in the community know this is an amazing program that provides healthy and affordable food to our students. As much as possible the food is grown at the school or sourced locally. A giant thanks to all community members involved and a special thanks to Patti Sebben and Paula Shandro for spear heading the program.

Orange Shirt Day

Orange Shirt Day is a legacy of the St. Joseph Mission (SJM) residential school commemoration event held in Williams Lake, BC, Canada, in 2013. It grew out of *Phyllis' story* of having her shiny new orange shirt taken away on her first day of school at the Mission, and it has become an opportunity to keep the discussion on all aspects of residential schools happening annually. On September 30th the school recognized this important day through activities and class discussions.

District Strategic Planning Day

Last week parents, staff, and students met to discuss what they would like to see from the district over the next 5 years. Thanks to all who participated.



A Rainy Terry Fox Run



Cross Country Fun



Breakfast and Harvest Festival



Climbing in Slocan



Talking to Your Child or Teen about Anxiety

Why is it important to talk about anxiety?

Children and teens often don't recognize their anxiety for what it is. Instead, they may think there is something "wrong" with them. Children may focus on the physical symptoms of anxiety (e.g. stomachaches). Teens may think they are weird, weak, out of control, or even going crazy! These thoughts might make them feel even *more* anxious and self-conscious. Therefore, the first step is to teach your child about anxiety and how to recognize it. Self-awareness is essential!

The Facts!

Myth: Talking to your child about anxiety will make them even MORE anxious.

Fact: Providing accurate information about anxiety can reduce confusion or shame. Explain that anxiety is a common and normal experience, and it can be managed successfully! Once your child understands this, he or she will feel more motivated to make life easier.

How to do it:

There are three steps to introducing the topic of anxiety to your child:

Step 1: Encouraging your child to open up about any fears and worries

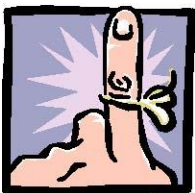
Step 2: Teaching your child about anxiety

Step 3: Helping your child recognize anxiety

Step 1: Encouraging your child to open up about worries and fears:

- Start by describing a recent situation when you observed some signs of anxiety in your child. *"Yesterday, when Sarah came over, you seemed very quiet and you just sat beside Mom. It seemed you may have been a bit nervous about having a visitor in our house. What was that like for you?"*
- Tell your child about some things you were scared of when you were the same age (especially if you shared the same types of fears), and ask if he or she has any similar worries or fears.
- Ask what worries him or her the most. You may have to prompt younger children by offering an example such as: *"I know some kids are scared of ____, do you have that fear too?"* Being specific can help your child sort through confusing fears and feelings.
- When your child expresses anxiety or worry, offer reassurance by saying you believe him or her, and that having those feelings is okay. Remember, your child will take cues from you.

Show acceptance of worry thoughts and anxious feelings. If you stay calm, it will help your child stay calm, too!



- **Tip:** Does hearing “*Don’t worry. Relax!*” help you when you’re anxious about something? It probably doesn’t comfort your child much, either. It’s important to acknowledge that your child’s fears are real. Your empathy will increase the chances that your child will accept your guidance, and discuss his or her fears with you in the future..

Step 2: Teaching Your Child about Anxiety:

Four important points to communicate to your child:

- 1. Anxiety is normal.** Everyone experiences anxiety at times. For example, it is normal to feel anxious when on a rollercoaster, or before a test. Some teens may appreciate some facts about how common anxiety problems are. For example, “*Did you know that one-in-seven children under 18 will suffer from a real problem with anxiety?*”
- 2. Anxiety is not dangerous.** Though anxiety may feel uncomfortable, it doesn’t last long, is temporary, and will eventually decrease! Also, most people cannot tell when you are anxious (except those close to you such as your parents).
- 3. Anxiety is adaptive.** Anxiety helps us prepare for real danger (such as a bear confronting us in the woods) or for performing at our best (for example, it helps us get ready for a big game or speech). When we experience anxiety, it triggers our “fight-flight-freeze” response and prepares our bodies to defend themselves. For instance, our heart beats faster to pump blood to our muscles so we have the energy to run away or fight off danger. When we freeze, we may not be noticed, allowing the danger to pass. This response is also called “anxious arousal”. Without anxiety, humans would not have survived as a species!

How you can explain the Fight-Flight-Freeze response to a child:

“Imagine you are hiking in the woods and you come across a bear. What is the first thing you would do? You may run away from the bear, or you may simply freeze. Another reaction is to yell and wave your arms to appear big and scary. There are three ways humans react to danger: fight, flee, or freeze. When we are anxious, we react in one of these ways, too. We may run away or avoid situations that make us anxious. Or we may freeze, such as when our minds go blank and we can’t think clearly. Or we may fight, get angry and lash out at people. Can you think of some ways you may fight, flee, or freeze because of anxious feelings?”

How to explain “anxious arousal” to a teen:

Sometimes when we sense something is dangerous or threatening, we automatically go into a state called “anxious arousal”. This can happen when there is a real danger, but also when something simply *feels* dangerous, but really isn’t, such as giving an oral presentation in class, or...(give an example of something relevant to your child). Anxious arousal makes you feel jittery, on edge, and uncomfortable. It may also make it hard to think clearly. This feeling can become overwhelming enough that anxious people stop doing things or going places that make them feel anxious. Do you think this is happening to you?

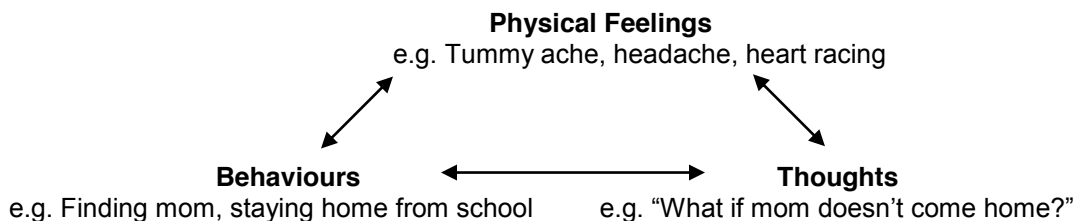
- 4. Anxiety can become a problem** when our body reacts as if in danger in the absence of real danger. A good analogy is that it’s like the body’s smoke alarm.

How you can explain the “smoke alarm” response:

“An alarm can help protect us when there is an actual fire, but sometimes a smoke alarm is too sensitive and goes off when there isn’t really a fire (e.g. burning toast in toaster). Like a smoke alarm, anxiety is helpful when it works right. But when it goes off when there is no real danger, then we may want to fix it.”

More about How Anxiety “Works”

Explain to your child the **three parts** of anxiety: **thoughts** (what we say to ourselves); **physical feelings** (how our body responds); and **behaviours** (what we do or our actions). A good way to describe the interconnection of these parts is to draw a triangle with arrows (see figure below). For example:



Step 3: Helping Your Child Recognize Anxiety

For younger children, talk about how you will both be “detectives”, and how you will help your child in an “investigation” to find out more about anxiety. As detectives, find examples of how your child experiences anxiety in each of the three parts: physical symptoms, anxious thoughts, and avoidance behaviours.

Being a Detective: Recognizing Physical Symptoms

To help your child recognize physical symptoms, draw a sketch of a body and ask your child to identify where he or she feels anxiety in the body. Prompt your child, if necessary, with an example: *“When I feel anxious, I get butterflies in my tummy, and I get a big lump in my throat. What happens when you feel anxious?”* Have your child lie down on a large piece of paper (e.g. butcher’s paper) and trace his or her body. You can also print and fill out [Chester the Cat](#) for young children, and [Where’s Anxiety in my Body?](#) for older children. Teens may rather just talk about it, or identify their own symptoms from a list of “typical” physical symptoms.

If age-appropriate, ask your child to come up with a name for anxiety (e.g. Mr. Worry, Worry Monsters). Refer to your child’s anxiety with this new name, particularly in terms of “bossing back” anxiety (e.g. *“It’s just the worry monster talking. I don’t have to listen!”*). Older children or teens may respond better to a music analogy, such as that the volume of their anxiety is “turned up” a bit louder than other kids. They simply need to learn to turn down the volume.

These strategies help your child adopt an observer role when dealing with anxiety, giving them a greater sense of control.

Being a Detective: Recognizing Anxious Thoughts

Younger children may sometimes have difficulty identifying their thoughts, and especially anxious thoughts. For more information, see [Healthy Thinking for Young Children](#).

Older children and teens will likely be able to identify some of their anxious thoughts, and even challenge their unrealistic thoughts. For more information, see [Realistic Thinking for Teens](#).

Regardless of your child’s age, help your child understand that anxiety, and not actual real danger, is causing him or her to miss out on important opportunities and fun events.

Being a Detective: Recognizing Avoidance

Ask your child to come up with as many answers as possible to the following:

If you woke up tomorrow morning and all your anxiety had magically disappeared, what would you do?

How would you act?

How would your family know you weren't anxious? (Your teacher? your friends?)

Finish the following sentences:

My anxiety stops me from....

When I am not anxious, I will be able to...

Once your child has gone through these three steps, and is able to understand and recognize anxiety, your child will be better prepared to move on to the next stage - learning how to manage anxiety!