



Wellness at Griffith Woods School

We've Collected Data from a Variety of Sources

- CBE Student Survey (grade 5, 6, 8, 9)
- Assurance Survey (grade 4 & 7)
- Our School Survey (grade 4-9)
- 2022 Spring GWS Wellness Residency (whole school)

Much data was reviewed using the previous sources, but here are 3 points that appeared throughout.

- Compared to other CBE schools in the area and system wide, our students' overall well-being is higher (feeling safe, treated fairly, being cared for by other students and teachers, feeling included, pride in my school, etc.)
- Generally students in the elementary age group have a greater sense of belonging, less anxiety, increased connection to peers/staff. Students in junior high age group voiced more anxiety, less connectivity to peers and adults. Typically, grade 8/9 students feel more social and academic pressures relative to the younger students in the building and this continues through the teenage years.
- It was recommended through our school residency that personal devices needed to be removed during class to increase social safety and connection.

Wellness Goal ~ Increase our Sense of Belonging

- Community Care (Complimentary CTF Course)
 - Acts of Service
 - Gr. 8 running intramurals for grade 4s
 - Providing tea and treats for staff as an act of community kindness
 - Fundraising for foodbank “spookograms”
 - Shout outs through school-wide announcements recognizing acts of kindness
- Buddy Classes pairing
- Served “Snack Shack” Re-Opened
- Back to In-Person School-Wide Assemblies
- Increase in extra-curricular opportunities (clubs, athletics, field experiences)

K-4 Well-Being



PREFRONTAL CORTEX IS ENGAGED:



Calm, rational thought, mental flexibility; Able to make good decisions

LID IS FLIPPED --> AMYGDALA IS ENGAGED

Big emotions arise - anger, fear, anxiety, sadness. Unable to make good decisions or calm down.

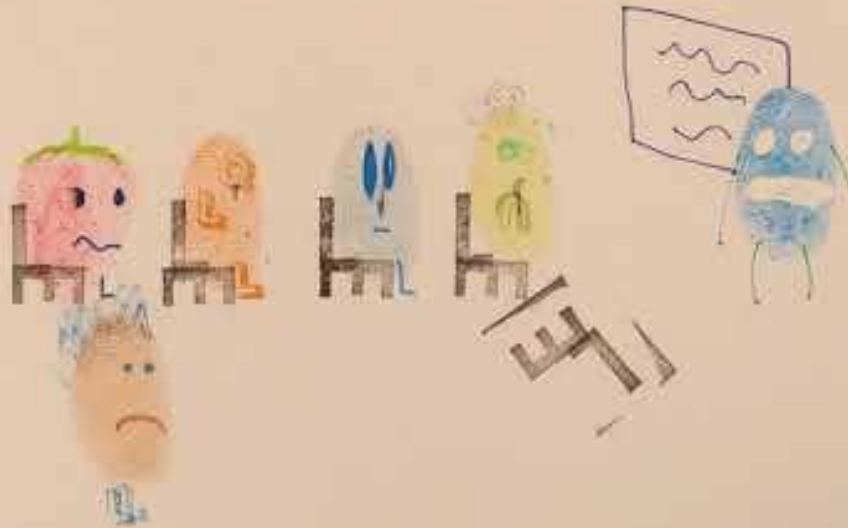


Source: The Whole Brain Child

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Staying calm when the noise is deafening was so hard for me. I would start to feel like I was trapped in an echoey cave complete with cave kids and no way out.

The key to getting out of that cave is learning how to practice **MINDFULNESS!**



Talking
Mental
Health with
K-4

Grades 5–9 Well-Being

- Continuation of using common language learned in our wellness residency
- Staff are collaborating to identify students who may require additional supports to increase their sense of belonging
- Wellness focus for staff provided by CBE which many of our teachers attend throughout the year
- Wellness (gr. 5/6) and Health (gr. 7-9) curriculums will be supported by the Phys Ed teachers in addition to the classroom teachers.



Empathy

THINK

Is it **T** True?

Is it **H** Helpful?

Is it **I** Important?

Is it **N** Necessary now?

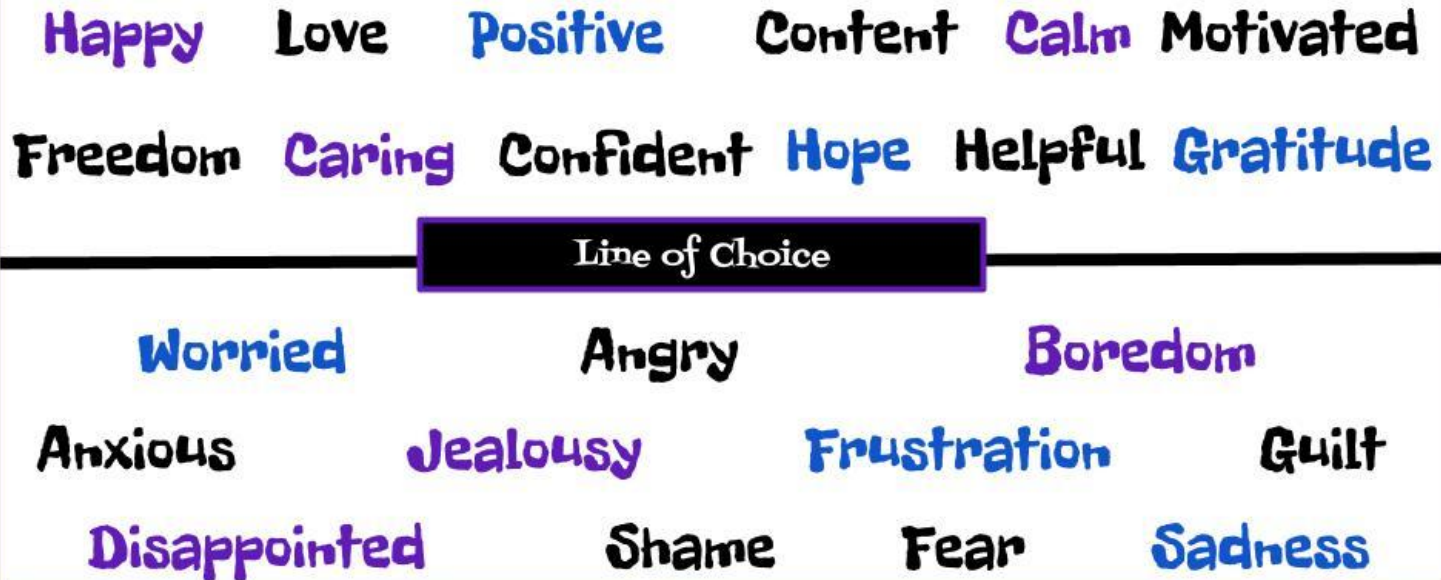
Is it **K** Kind?

Road Map of your Thoughts

Catch it,
Check it,
Change or Keep it!



How do we regulate our emotions to stay above the line of Choice?



Ownership
Accountability
Responsibility

Ok, can we
explore that
more so I can
understand
it better?

Blame
Excuses
Denial

Ah well, that
is because
of XYZ...

Above

the line

thinking + behaviours



Hope

See it

Make choices

See possibilities

Own it

Solve

seek
solutions

Take
responsibility

seek + provide
Feedback

Take action

Accountable

Find better ways

Below

the line

thinking + behaviours

Ignore
Deny

Stay
stuck

Blame

Deny

Excuses

Do nothing

Victim

See problems
obstacles

Wait for others

Find fault

Block

No control

see
failure



The Internet and Our Brains!