

# Early Years and the Holistic Vision of Wellness

“ Guiding our most Precious Gifts, our Children ”





# Introducing our First Nation Health Authority Workshop Presenters



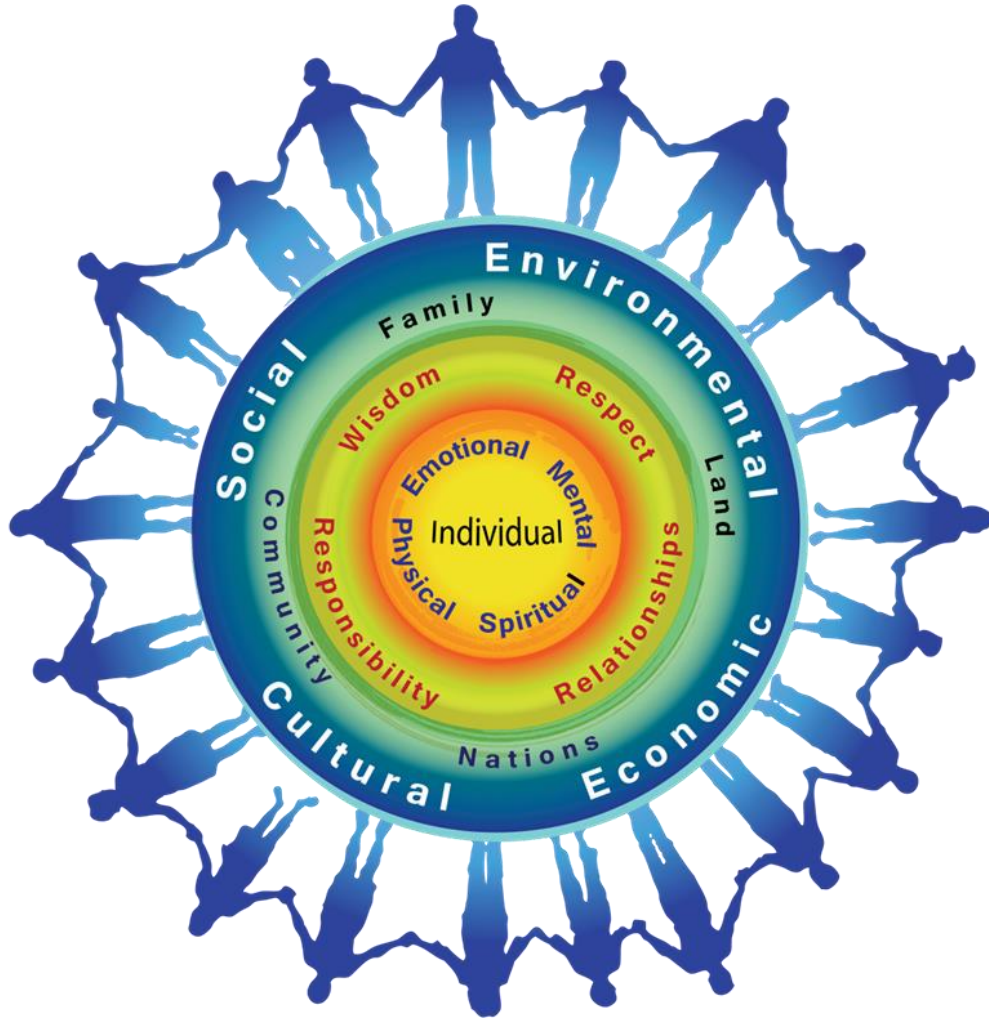
Tara Mclaughlin  
AHSOR Advisor  
Program & Service Supports



Deanna Rabeneck  
Child and Youth Systems Navigator  
Program and Service Supports



## Holistic Vision of Wellness



Previously recorded Holistic Vision of Wellness Workshop Series can now be found on our website under the heading “Trainings” <https://www.fnha.ca/what-we-do/maternal-child-and-family-health/aboriginal-head-start-on-reserve>



# Hands Back, Hands Forward Connections within





# An Invitation: Parent & Family Involvement



# Health and Wellness Resources



First Nation Health Authority-*For First Nations Individuals*  
COVID-19: What You Need to Know | Prevention & Protection  
Symptoms & Testing | Health Benefits & Medical Support |  
Mental Health & Wellness | Substance Use & Harm Reduction

<https://www.fnha.ca/what-we-do/communicable-disease-control/coronavirus/public>

## Mental Health Benefits

About this Benefit | What My Plan Covers | How Do I Access Coverage? | What My Plan Does Not Cover Appeals | About FNHA Mental Health Programs Resources

<https://www.fnha.ca/benefits/mental-health>

Toll free phone number: 1-855-550-5454 | Email: [HealthBenefits@fnha.ca](mailto:HealthBenefits@fnha.ca)

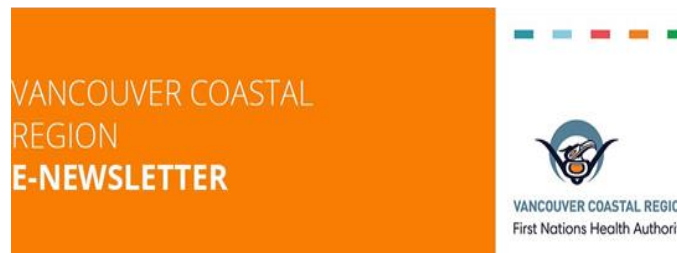
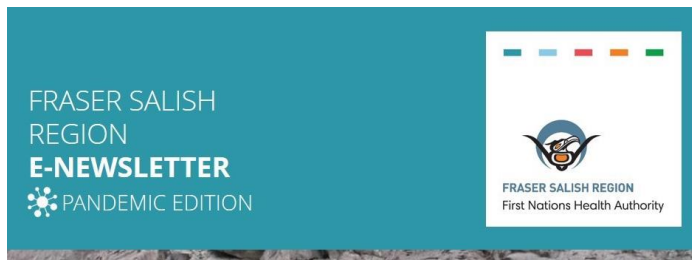
- Vancouver Coastal Region- Jenny Smith | Phone: 604-693-6588 | Email:
- Fraser Salish Region [HealthBenefits@fnha.ca](mailto:HealthBenefits@fnha.ca) or Toll free phone number: 1-855-550-5454

## Other Mental Health and Wellness Supports

- Tsow-Tun Le Lum Society <https://www.tsowtunlelum.org/resources/rhsw/>
- Indian Residential School Survivors Society <http://www.irsss.ca>



“We Believe in Healthy, Self-Determining and Vibrant BC First Nation Children, Families and Communities”



- Regional e-Newsletters
- Website Link: First Nation Health Authority <https://www.fnha.ca>
- Website Link: Maternal Child and Family Health <https://www.fnha.ca/what-we-do/maternal-child-and-family-health>



# Presenters Contact Information

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\*Should you like a copy of this presentation or certification for today's professional development hours please reach out to the Head Start Advisor Tara Mclaughlin.



# First Nation Health Authority Head Start on-Reserve Resources



## Mental Health & Wellness

[Keeping Kids Active During the Pandemic](#)

[Early Learning & Childhood Development: Activities](#)

[Early Learning & Childhood Development: Family Connections](#)

### Key themes include:

- Guiding Children and Problem Solving Strategies
- Model, Support and Guide children through Daily Routines
- Social-Emotional Wellbeing
- Teachable Moments

## Exploring Your Program Series

[Part 1: Connections to Land-based Learning](#)

[Part 2: Connections with our Plants, Foods and Medicines](#)

[Part 3: Fostering Education](#)

### Key Themes include:

- Develop and Implement a Program
- Building land-based curriculum
- Explore various Knowledge Pathways or Transformations
- Lessons from the Land and Working with Plant Medicines
- Parent and Family Wellness
- Process of Exchanging knowledge

## **MISSED THE FIRST OR SECOND SERIES ?**

YOU CAN FIND THE LINKS UNDER THE HEADING “**TRAINING**” ON OUR WEBSITE PAGE



**Website link:** <https://www.fnha.ca/what-we-do/maternal-child-and-family-health/aboriginal-head-start-on-reserve>

# Parenting Resources Grounded in Indigenous knowledge



Website link: <https://www.fnha.ca/about/news-and-events/news/new-editions-of-childhood-health-and-wellness-resources-support-parents-and-caregivers-to-raise-healthy-vibrant-children>

First Teachers: <https://www.fnha.ca/Documents/parentteacher.pdf>

- Emphasizes early childhood development and learning through experience and play.

Family Connections: <https://www.fnha.ca/Documents/familyconnections.pdf>

- Presents information for parents and caregivers on bonding, forming secure attachments with children, and connecting with extended family and community.

Fatherhood is Forever: <https://www.fnha.ca/Documents/fatherforever.pdf>

- Discusses the important parenting role of fathers, including learning about being a positive role model for children and some of the different approaches they can take to deal with different situations.

Growing up Healthy: <https://www.fnha.ca/Documents/growingup.pdf>

- Focuses on the steps parents and caregivers can take to keep infants and children well, through nutrition, physical activity and caring for the body.

# Guiding our most Precious Gifts, our Children

## AHSOR We Believe Statement:

That children acquire knowledge by watching, listening and doing, and adults are responsible for encouraging and guiding them in all those activities.





# Cultivating Healthy and Respectful Relations

## Here is sample of Connecting with a child

- Take deep breaths and take a moment to calm your mind, body and spirit
- Make eye contact with the child, while positioning yourself at the child's eye level
- Maintain a calm tone of voice
- Help the child identify their feelings and build self-awareness:
- Let them know that you see or hear that they are feeling angry, hurt, frustrated, etc.  
“I feel sad when I see you are sad”
- Acknowledge how that might feel  
“Sounds like that made you angry” or “It looks like that must have really hurt”
- Emphasize the importance of using a calm voice  
“When we are inside we use a quiet voice, outside when we are playing we can use a loud voice”
- Affirm that the child must respect others  
“We keep our hands to ourselves” or “Our hands are not for hitting,” etc.
- Encourage problem-solving, consistency or natural consequences
- Offer the child strategies for turn-taking, for example, by setting a timer

## Helpful Links

[https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-daycare/guiding childrens behaviour april 2017.pdf](https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-daycare/guiding_childrens_behaviour_april_2017.pdf)

<https://www.fnha.ca/WellnessSite/WellnessDocuments/parentteacher.pdf>

# Model, Support and Guide

## AHSOR We Believe Statement:

*“that children acquire knowledge by watching, listening and doing, and adults are responsible for encouraging and guiding them in all those activities.”*

## Here is a sample of healthy daily routine for a child:

- Wake up, get dressed, brush teeth, wash hands, face, brush hair etc.
- Wash hands, prepare/clean up a space for cooking, set the table.
- Share the meal and clean up after breakfast, lunch, snacks and dinner
- Quiet time: reading, colouring, puzzles, arts/crafting etc.
- Free time: Limit screen time
- Physical activity: Go for a walk, do yoga, kick a ball
- Culture and language: Encourage songs, drumming, rattles, prayers, etc.
- Help children by sharing transition tips to let them know what’s coming up, such as “in five more minutes we are going to cleanup, as this afternoon we are going to go for a bike ride.”  
Support your child with language  
such as: “First we are going to brush our teeth, and then we are going to brush our hair”
- Develop individual routines for specific times, such as bath and bedtime, which can include brushing teeth, putting on pajamas, and quiet time for reading a book



# Early Learning and Child Development “Healthy Family Connections”



*We are strong, we are resilient  
and we are not alone*

*My family, our  
relatives and my  
community*

*It starts with Me*

*Parents are the child's  
first teacher, which is a  
sacred gift*

Website Link: <https://www.fnha.ca/Documents/FNHA-AHSOR-early-learning-child-dev-part-3-family-connections.pdf>



# Promoting Children's Social-Emotional Well-being

- Make sure you and the child are safe. If it is safe to do so, kneel down to make eye contact with the child. Acknowledge your child's feelings with a statements such as: "It's okay to be angry or frustrated, how can I help you?"
- Breathe together. This calming technique can be used at any time. Demonstrate to the child how to "take three big breaths" to help them relax their mind and body. Ask the child "how can I make you feel better?" Do not assume the child is seeking a hug during this time. Identify the feeling/emotion. Help the child identify how they are feeling. A feeling/emotion chart is often a useful tool to help them label their emotions. Offer the child the paper and crayons to draw how they are feeling. Remind them that it's OK to be angry and to have these feelings. Emotions are a part of life and there are no bad feelings. We need to learn how to express our emotions in a way that is not hurtful.
- Find some quiet space. Offer other options, such as a comfortable quiet place to relax. Items such as a squishy ball, a book, etc., can be beneficial. Sometimes children enjoy quieter activities such as painting, arts/crafts, puzzles, etc.
- As adults, we play an important role in guiding our children, and that often starts with ourselves. Learning together and reaching out for support can make it easier for us to be mindful of our own energy. We've all had the experience of where our own high emotions or stress may trigger others. Considering what steps we can take as role models and focusing on what we can control is a wonderful way to help our children develop social-emotional well-being.

# Connecting the Mind, Body and Spirit

- Create space to learn and grow
- Connect within
- Reach out to others



## Recognize Teachable Moments

- It can be challenging to regain our balance
- Sometimes we just need to press the pause button
- Setting clear, healthy and safe boundaries



# Wellness Streams

- ✓ **Be Active:** Take a walk or hike
- ✓ **Eat Healthy:** Grow a garden or try a new healthy recipe
- ✓ **Nurture Spirit:** Drum, share a song or story
- ✓ **Respect Tobacco:** Keep tobacco sacred



**BE ACTIVE**



**NURTURE SPIRIT**



**EAT HEALTHY**



**RESPECT TOBACCO**

Website link: <https://www.fnha.ca/wellness/wellness-and-the-first-nations-health-authority/wellness-streams>



# Closing Prayer

“We Believe in Healthy, Self-Determining and Vibrant BC First Nation Children, Families and Communities”

