

Bowden Grandview School

May 13, 2024



The Competition is Fierce for the Mission Impossible Scavenger Hunt



What's Happening:

Monday, May 13

- Gr 9 ELA PAT
- Edmonton Campus Tour

Wednesday, May 15

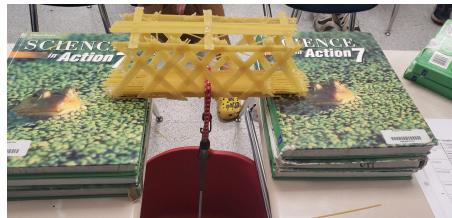
- Olds College Discovery Day

Thursday, May 16

- HS Track AREAS
- Gr 2 / 3 Musical

Spaghetti Bridges

The grade 7's designed and built spaghetti bridges for their Structures and Forces unit in Science. Here are some pictures of the bridge testing. First place was Emmett Stockford whose bridge carried 38.5 lb. Second place was Luke Maas whose bridge carried 30 lb. Third place was Eastynn Mills whose bridge carried 28.5 lb. The bridges were made of a single box of spaghetti and hot glue.



Don't forget to order your hot lunch

May 16 - Subway

May 23 - Chubb Eats

May 30- Hot Dogs

June 6 - Pizza

June 13 - Chubb Eats

June 20 - A&W



Mighty Minds

A Musical by Gr. 2 & 3

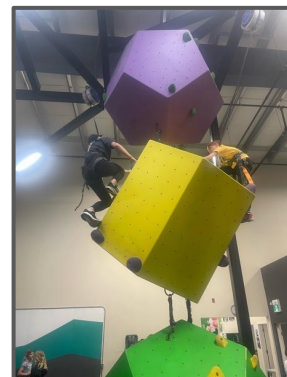
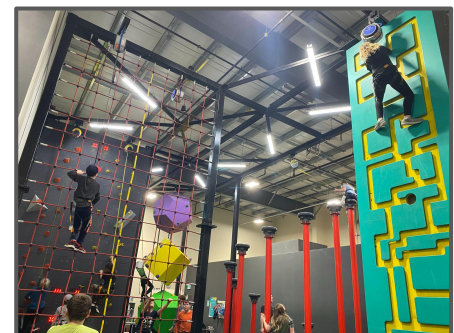
**May 16 at 2:10pm in the
Wellness room**

Everyone welcome!

Thank you to everyone for your generous support with our FOG Fundraiser. All profits go to Bowden Grandview School.



The grade 5 class along with Life Skills traveled to Trailhead Climbing Center on May 8th. The class along with their teacher had a blast climbing all the different walls.



Blazer Athletics



Blazers athletes are hard at work in PE classes and after school working towards track and field. Ms. Severtson and Ms. SG are coaching track and field again this year. Go Blazers go!

Grade 7-9 students will begin practicing after school this week competing towards time trials on the 27th in order to attend the CENAA track meet.

May 16 - High School (10-12) Areas in Red Deer

May 22 - Grade 4-6 BGS School Track Fun Afternoon

May 29 - High School (10-12) Zones in Red Deer ***must qualify to attend**

June 11 - Jr. High (7-9) CENAA Track Meet in Red Deer

ATTENTION

**LAST
CHANCE**

PARENTS:

Our 2023-2024 yearbook is back and better than ever! This is the LAST CALL for those of you who want to purchase this special school keepsake for your student!

Copies are LIMITED!

PRICE: \$45.00

DEADLINE: MAY 14, 2024

Jostens[®]

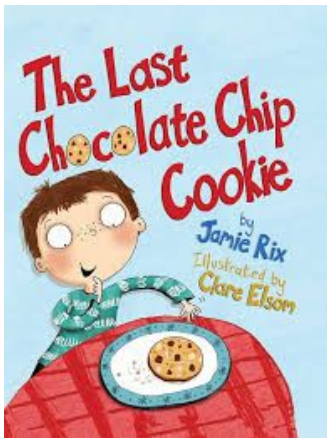


SCAN OR CLICK TO ORDER

Literacy Corner

Legend has it that the chocolate chip cookie was a happy accident, born when baker ran out of baker's chocolate and opted for semi-sweet instead.

The recipe spread like wildfire, and after a few years of selling their semi-sweet chocolate bars with a chopping tool (for easy chunking of the bar), Nestlé went one step further by introducing chocolate "morsels" to the world. With such a history, and with so much mass appeal, it's no surprise that this kitchen delight deserves celebration, and that's why, on May 15, we've got **National Chocolate Chip Day**.



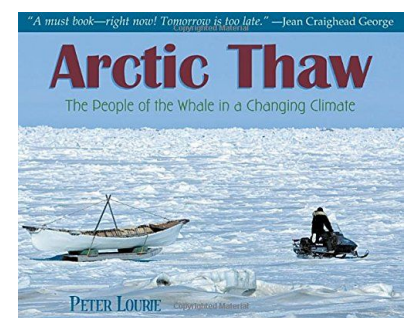
The Last Chocolate Chip Cookie by Jamie Rix

There's one chocolate chip cookie left and Jack's just about to eat it. But then his mum reminds him of his manners! He must offer it to EVERYONE else first.

So Jack offers it to all sorts of people. He even goes into space and offers it to an alien. But the alien doesn't want to eat the cookie – he wants to eat Jack!

Indigenous Education

Scientists no longer debate whether the global climate is changing. Earth's atmosphere is warming up, and temperatures are rising twice as fast in the Arctic as the global average. How will climbing temperatures affect the ancient culture of the Inupiat people of Alaska's North Slope? Their culture revolves around the tradition of hunting bowhead whales from a platform of ice on the water. The hunt is the great cooperative endeavor that brings the community together to work, store food for lean times, tell stories, dance, and give new life to old traditions. Now the permafrost is thawing, and increasing dangers await whale hunters as the sea ice becomes fragile. Are these effects due to global warming, or is this a case of local weather foreshadowing a grim future for the Inupiat?





Bowden Minor Hockey Association

Registration Night & AGM

*****Win a Free Registration*****

(FREE registration draw for all in attendance. Local registration fee only.)

WHEN: June 4, 2024 at 7:00pm

WHERE: Bowden Event Center

****Please come to registration night and get your child registered for the 2024-2025 season, as always the registration fee goes up after June.****

****Board Member Positions Open****

If interested please contact Shayla (Bowdenmhpresident@gmail.com) and/or attend the AGM.

NEW REGISTRATION PROCESS

Registration due by June 30, 2024 for all players. Teams to be declared early July 2024 (A \$50.00 Non-refundable registration fee will be due & and put towards total fees). If there are not enough players for a team the decision will be made by the Board of Directors to fold the team. Only after the decision is made will Player Release Forms be completed. For Registrations submitted after the July 1st deadline Player Release Forms will be completed after October 1st of that season.

*****Please note ALL Bowden area players MUST register in Bowden prior to registration with another association. This is for AA or higher tryouts, when there is no team in the age category in Bowden, girls going to play on female teams.***

Shayla Linde

bowdenmhpresident@gmail.com

»» Mental Health Fitness

Elementary School Skills Sheet

Children experience all the same complicated, wonderful, confusing, and big emotions that adults do. **It's okay to feel all emotions, including feelings that are pleasant and feelings that are uncomfortable.**

Emotions are important because they provide us with information about ourselves and our environment, and they help us connect with one another. Learning how to notice, label, and express their feelings helps children feel more in control of their emotional experience.

Understanding »» Feelings

- Label and name feelings to increase emotional vocabulary AND reinforce that you can feel more than one emotion at a time.
- Use check-in moments as part of your daily routine to ask how your child is feeling and how much of that emotion they are feeling on a rating scale of 1 to 10. Rating emotions captures that we feel emotions in different amounts or intensities.
- Listen to and validate your child's emotions (do this before jumping to problem-solving or fixing what is wrong).
For example: "I see that you're feeling sad, and that's okay."
- Use specific positive feedback frequently, immediately, and consistently when your child identifies how they are feeling or recognizes someone else's feelings.
For example: "Great job recognizing that you feel nervous, and thank you for letting me know."

Understanding »» Thoughts

- Our thoughts can be overwhelming at times and can cause us to feel stressed and anxious. It can be easy to overthink and get stuck thinking unhelpful thoughts that may not be true.
- Help your child practice identifying helpful and unhelpful thoughts and describing how their thoughts make them feel.
- If you recognize that your child is expressing an unhelpful thought, encourage them to replace the thought with a more helpful or realistic thought.
For example: Your child states that their best friend doesn't like them anymore because the best friend was playing with someone else at recess. You can ask your child, "What could be another reason your friend was playing with someone else?"

Managing »» Emotions

- Everyone has urges to act that are caused by big, intense, and uncomfortable emotions. The key is riding out the urge and waiting for big feelings to lessen.
- You can ride out big feelings by using your five senses (sight, sound, taste, touch, smell) to ground to the present.
- Validate your child's emotional experience by listening without judgment and paraphrase what you are hearing.
You might say: "I can tell that you're feeling very angry."
Helping them to feel heard and understood is foundational when it comes to tolerating emotions.
- Use specific positive reinforcement when your child utilizes a strategy to ride out a big emotion and impulse. Using specific positive feedback frequently, immediately, and consistently is the best way to shape behaviors you want to see.
You might say: "I see you were feeling overwhelmed, and I love how you're working on riding out those big feelings."

»» Mental Health Fitness

Middle School Skills Sheet

Middle schoolers experience all the same complicated, wonderful, confusing, and big emotions that adults do. **It's okay to feel all emotions, including feelings that are pleasant and feelings that are uncomfortable.**

Emotions are important because they provide us with information about ourselves and our environment, and they help us connect with one another. Learning how to notice, label, and express feelings helps middle schoolers feel more in control of their emotional experience.

Understanding »» Feelings

- Label and name feelings to increase emotional vocabulary AND reinforce that you can feel more than one emotion at a time.
- Listen to and validate your middle schooler's emotions before jumping to problem-solving or fixing what is wrong.
For example: "I see that you're feeling sad, and that's okay."
- Use specific positive feedback frequently, immediately, and consistently when your middle schooler identifies how they are feeling or recognizes someone else's feelings.
For example: "Great job recognizing that you feel nervous, and thank you for letting me know."
- When watching a TV show together, help your middle schooler identify where they feel emotions in their bodies by discussing how the characters in the show might be feeling.

Understanding »» Thoughts

- Our thoughts can be overwhelming at times and cause us to feel stressed and anxious. It can be easy to get stuck overthinking and making things bigger in our minds than they actually are.
- Help your child to practice identifying helpful and unhelpful thoughts and describing how their thoughts make them feel.
- If you recognize that your child is expressing an unhelpful thought, encourage them to replace the thought with a more helpful or realistic thought. Share some ways they can question their thoughts:
 - What are the facts about the situation?
 - What is the evidence that this thought is true or false?
 - What is the worst that could happen? If it does happen, what can you do to handle it?
 - Is this thought kind to you? If not, how can you be fair to yourself?

Managing »» Emotions

- Everyone has urges to act that are caused by big, intense emotions. The key is riding out the urge and waiting for big feelings to lessen.
- Middle schoolers can ride out big feelings by using their five senses (sight, sound, taste, touch, smell) to ground to the present.
- Validate emotions! Show that you're listening to your middle schooler and that you empathize with how they feel by paraphrasing what you hear, without judgment.
For example: "I hear you feeling angry that your friend shared something you told her in confidence!"
- Model at home healthy ways of tolerating and riding out intense emotions. Encourage your child to engage in healthy distracting activities and being active (e.g., taking a walk, talking with friends, reading, journaling).

»» Mental Health Fitness

High School Skills Sheet

High school is a time of transition. Teenagers become more independent and turn toward their friends and peers for guidance and support. It's an exciting time that also comes with complicated, wonderful, confusing, and big emotions.

Sometimes these emotions may be uncomfortable, but feeling them is healthy and important because emotions provide teens with information about themselves and their environment and help them to connect to other people. Learning how to notice, label, and express their feelings helps teens to feel more in control.

Understanding »» Feelings

- Label and name feelings to increase emotional vocabulary AND reinforce that you can feel more than one emotion at a time.
- Make time to check in with your teen and explicitly ask how they are feeling. Start by listening and validating your teen's emotions.
For example: "It seems like you're feeling sad today. Is there anything you want to talk about?"
- Once your teen has identified how they are feeling, ask them how much of that emotion they are feeling on a scale from 1 to 10. They can give you more information about how intense their emotions are.
- Model expressing and validating your own feelings! Discuss and label how you feel, how your body reacts to that feeling, and how much you feel it. It is a great way to normalize all feelings and send the message that feelings are important.

Understanding »» Thoughts

- Thoughts, feelings, and behaviors are all connected, and it's common for everyone to fall into unhelpful thinking patterns where their thoughts make them feel overwhelmed, anxious, sad or frustrated.
- Help your teen to practice identifying helpful and unhelpful thoughts and describing how their thoughts make them feel.
- If you recognize that your teen is expressing an unhelpful thought, encourage them to replace that thought with a more helpful or realistic thought. Share some ways they can question their thoughts:
 - What are the facts about the situation?
 - What is the evidence that this thought is true or false?
 - What is the worst that could happen? If it does happen, what can you do to handle it?
 - Is this thought kind to you? If not, how can you be fair to yourself?

Managing »» Emotions

- Everyone has urges to act that are caused by big, intense, and uncomfortable emotions. The key is riding out the urge and waiting for big feelings to lessen.
- Teens can ride out big feelings by using their five senses (sight, sound, taste, touch, smell) to ground to the present.
- Validate emotions! Show that you're listening to what your teen has to say and that you empathize with how they feel. This helps them feel understood and connected to you.
- Model at home healthy ways of tolerating and riding out intense emotions. Encourage your teen to use effective calming strategies that work for them in addition to healthy activities such as going for walks, reaching out to friends, and being active.

COLLABORATIVE OUTREACH
PREVENTING EXPLOITATION

COPE

**Supports youth ages 12-24 , who are
at risk of, or experiencing sexual
exploitation within Central Alberta.**

**Supports for youth & families:
Enhance personal safety
Build knowledge & awareness
Build & maintain healthy relationships
Education for youth to make informed choices
Education for families & communities
Intervention/Support & Connection to resources
Outreach services**



more info: cope@mcmancentral.ca

or 1-800-743-6179

Mental Health Challenge

SelfLoveRainbow

Try a new guided meditation or way to meditate

Focus on creating a good-for-you morning routine

Learn a new type of coping skill

Do one thing you know will help your mental health

Focus on your evening & bedtime routines

Allow yourself to slow down and be in the moment

Take care of a thing you've been putting off

Make time for your favorite hobby

Focus on where you need a little self-compassion

Do a little tidying up of your space

Get physical & yoga, walk, dance, and enjoy your body

Honor how you are feeling and what you need

Take a step back from a thing that drains you

Make your social media a more nourishing space

Give a relationship a little extra love

Spend time outside & enjoy the fresh air & sunshine

Download or spend time on a mental health app

Check in & enforce any boundaries that need it

Make a list of little things that make you happy

Focus on how you're talking to yourself



CHINOOK'S EDGE
SCHOOL DIVISION

CAREER & HIRING FAIR

Where employers meet students!



Wednesday, May 15, 2024

1:00pm - 5:00pm

École Olds High School Gymnasium

- ★ **EMPLOYERS:** Promote your business, industry & interview students on the spot!
- ★ **STUDENTS:** Bring your resume and learn more about about different career opportunities!



For more info:

Call Louan Statchuk at EOHS
(403) 556-3391 ext# 4637



EMPLOYERS

It's FREE, but you must register to have a booth!

CLICK HERE or SCAN the QR Code to Register!



Deadline to Register
is May 10, 2024

BOWDEN JUNGLE JUNCTION

Before/After School Care

May 2024



****Full Day Care offered (in Olds) on May 3rd and 17th. Please contact Ashley for more info.**

To Register, contact Ashley:
(403) 559- 4884
ashleybgcolds@outlook.com

Information

BGC Olds and Area is excited to partner with Bowden Grandview School to offer before and after school care!

BGC Olds and Area has been providing licensed before and after school programs for children in Olds and area for the past 38 years! Our program provides children with a safe place to go in the out of school hours where they can have fun, interact with their peers, and develop skills that will last a lifetime.

Before School- \$250

After School- \$310

Full Time- \$380

Before and After Kindergarten- \$175

Drop In- \$20/segment

***Subsidies are available through the Government of Alberta for families with a household income less than \$89,999.



New Clubs!!!

Join us on Wednesdays for our **Plants Club**, where we will learn all about plants and grow some of our own!

Drop- in fees are \$20/session.



Volunteer Opportunities!!

If you know someone who would love to come and have fun while volunteering, Bowden Jungle Junction is the place to be! Also, if you're a high school student, volunteer hours look great on a resume! Please contact Ashley if interested.

Check out our Instagram Page!

@junglejunctionbowden



BOWDEN PLAY & LEARN REGISTRATION

OPEN REGISTRATION

September or January Start

2024/2025

Non-Refundable \$30.00
Registration Fee Due with
Application
\$5.00/month or
\$50.00/year*

Tuesday & Thursday
Mornings 8:30 - 11:00
or
Afternoons 12:30- 3:00

Children must be 3 at
school start date and
fully potty trained to join
our classroom

ABC

MORE INFO:

☎ 403-357-7841 (Shayla)

🌐 bowdenplayandlearn@gmail.com
(Lisa)

*** Subject to Change
New Board Members Needed