

# Bowden Grandview School

May 21, 2024



## Bowden Grandview School Completes Mission Impossible Scavenger Hunt, Fostering Community Engagement

In a thrilling display of teamwork and community spirit, Bowden Grandview School recently concluded its Mission Impossible Scavenger Hunt, spanning a two-week period and involving students from grades K-12. The event not only brought excitement but also facilitated charitable contributions to the Dry Pantry, a local charity. The hunt comprised an eclectic list of items, ranging from the commonplace to the extraordinary. Among the sought-after items were a sheep, a tractor, a canoe, and various charity items. Each item carried a designated point value, turning the scavenger hunt into a spirited competition among the students.

However, the event was more than just a quest for points. Students were tasked with a multifaceted approach to community engagement. Alongside securing the items, participants were required to document their interactions with community businesses and parent council members. This involved capturing moments of gratitude with thank-you cards and shaking hands with members of the central office, thereby fostering connections beyond the school walls.

A highlight of the event was a school-wide assembly, where the culmination of efforts was celebrated. A captivating slideshow showcased the adventures of each grade level, featuring snapshots of the scavenger hunt items as well as moments of camaraderie and collaboration.

The competition was fierce, with students displaying remarkable determination and resourcefulness in their pursuit of victory. Staff members played an instrumental role, providing guidance and support as students navigated the challenges of the hunt. Their involvement underscored the collaborative spirit that defines Bowden Grandview School.

### What's Happening:

#### Tuesday, May 21

- School Council Meeting @ 12

#### Wednesday, May 22

- Grade 4-6 Track Day

School Council



Don't forget to order your hot lunch

May 23 - Chubb Eats

May 30- Hot Dogs

June 6 - Pizza Hut

June 13 - Chubb Eats

June 20 - A&W

# Contest Winners

In the spirit of giving back, the collected food and charity items were donated to the Dry Pantry, reinforcing the school's commitment to serving the broader community. This act of generosity not only enriched the scavenger hunt experience but also left a meaningful impact on those in need.

As the winners were announced amidst cheers and applause, it became evident that the true prize of the Mission Impossible Scavenger Hunt was the sense of unity and accomplishment it instilled in all participants. Through teamwork, perseverance, and community engagement, Bowden Grandview School once again demonstrated its unwavering commitment to excellence both inside and outside the classroom.

Claiming the coveted first place spot in Division 1 is the Grade 1/2 Split team. Following closely behind in second place is the Grade 5 team. In Division 2, the Grade 10 team clinched the top position. Securing the second place spot is the Grade 7 team. As the champions of their respective divisions, the first place winners have earned themselves a thrilling bowling party, the second place winners will be treated to a delectable ice cream sundae party. Congratulations to all the winners and participants for their outstanding efforts, turning the impossible into possible!



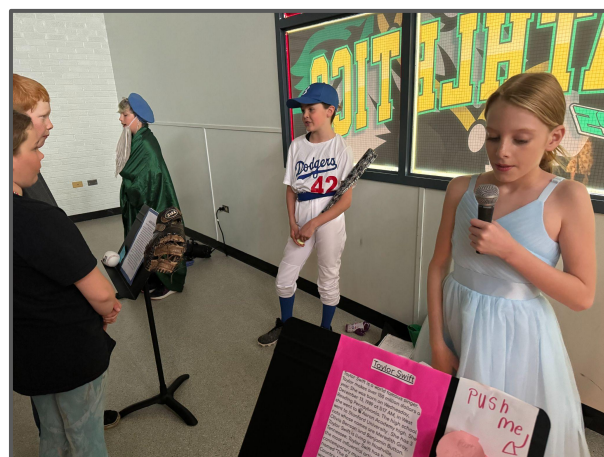
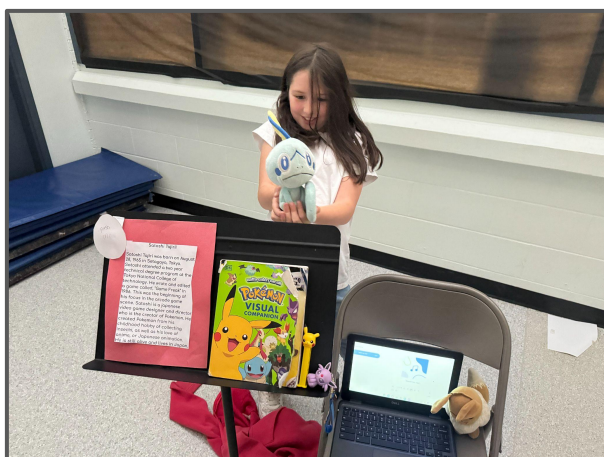
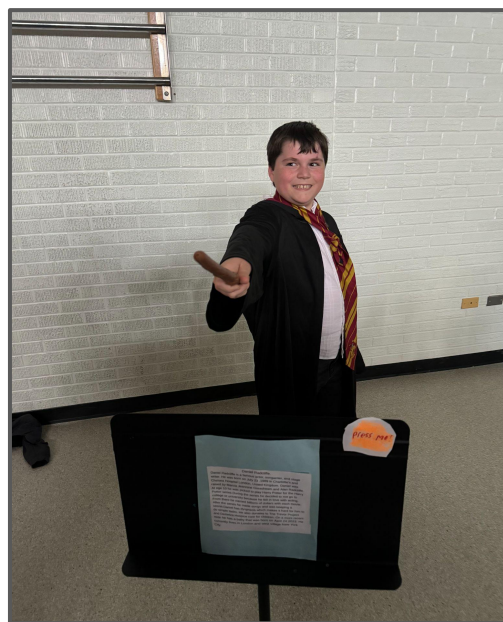
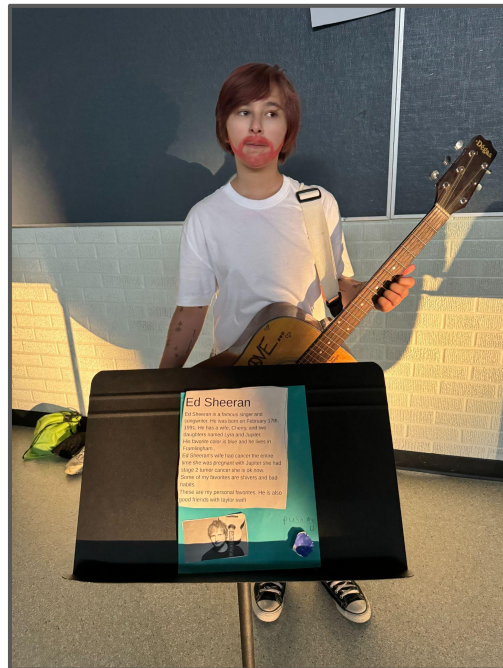
# ADVENTURES WITH THE INNISFAIL ROTARY CLUB

The Innisfail Rotary Club provided an amazing opportunity for two of our BGS students to attend the **Rotary Youth Program on Enrichment (RYPEN)**. A few weeks ago, Nick de Haan and Quinllan Holz, travelled to southern Alberta to the Little Bow Travers Reservoir. It is a camp experience, where the participants are involved in a variety of sessions, workshops and activities. Each activity provides the opportunity for these students to build skills in areas like leadership, friendship, working as part of a team, goal setting, communication, challenging oneself and contributing to a community. Nick enjoyed meeting new people and the sheer amount of teamwork. Quinllan noted that he enjoyed the team building activities. RYPEN supports youth in finding their voice.

The Innisfail Rotary Club provides many different learning opportunities and activities for students at BGS. These include Adventures in Citizenship, Leadership, Technology and Enrichment Camps. If you would like to know more about one of these opportunities or know of a student you think might benefit from any of these opportunities, please contact: Donna Lynn Anderson at the school 403-224-3422.

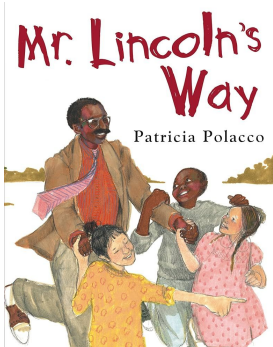


Thanks to the grade 5 class for entertaining students, teachers, parents and family members with their Wax Museum. The students were tasked to write a short biography about someone famous. The students dressed as their prominent figure and when their 'button' was pushed, they presented the biography. What a great presentation and learning experience!



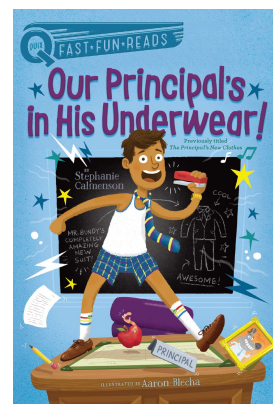
## Literacy Corner

As many of you have heard by now, our fearless leader has decided to move onto District office at the end of the year. We have had lots happen at our little school while Mr. Thompson has been here; and we will be celebrating him next week in our Bowden way. Here are some great books to read about Principals.



When Mr. Lincoln, “the coolest principal in the whole world,” discovers that Eugene, the school bully, knows a lot about birds, he uses this interest to help Eugene overcome his intolerance.

A unique principal named Mr. Bundy runs PS 88 in this silly, fun-to-read Aladdin QUIX chapter book that’s perfect for emerging readers! Mr. Bundy gets a brand-new outfit...but he’s the only one in PS 88 that thinks it’s spectacular! In this clever twist on The Emperor’s New Clothes, acclaimed author Stephanie Calmenson turns a beloved fairy tale on its ear with the silly (mis)adventures of Mr. Bundy!



## Indigenous Education



When Irniq grows older and sets out hunting on his own, he is surprised to enter his tent one day and find the lamp lit, the tea made... and a strange woman who says she is his wife. Tired of being alone, Irniq welcomes the woman. But soon he grows curious and cannot stop himself from asking too many questions. Where did the fox pelt hanging in their tent come from? And why did the fox that had been following him suddenly disappear?

## JUNE 2024 - FINAL EXAM SCHEDULE

\*Exam week is June 20 - 27, 2024 - this is for grade 9-12 students only.

\*During exam week, grade 9-12 students are only expected to come to school when they have an exam.

\*Students will be expected to be at school at regular start time (8:35 a.m.) for all exams.

Date	Exam	Time	Room #
<b>Monday May 13</b>	Grade 9 ELA PAT - Part A	8:40 AM–11 AM (up to double time if needed)	189
<b>Tuesday June 11</b>	English 30-1/30-2 Diploma Exam Part A	8:40 AM–12 PM (up to double time if needed)	192
<b>Wednesday June 12</b>	Grade 9 ELA PAT - Part B	8:40 AM–10:15 AM (up to double time if needed)	189
	Social 30-2 Diploma Exam Part A ( <i>Career High Students</i> )	8:40 AM–12 PM (up to double time if needed)	
<b>Thursday June 13</b>	Grade 9 Math PAT - Part A	8:40 AM–9:30 AM (up to double time if needed)	192
<b>Monday June 17</b>	Math 30-1/30-2 Diploma Exam	8:40 AM–12 PM (up to double time if needed)	193
<b>Tuesday June 18</b>	English 30-1/30-2 Diploma Exam Part B	8:40 AM–12 PM (up to double time if needed)	120
	Grade 9 Math PAT - Part B	8:40 AM–10:20 AM (up to double time if needed)	192
<b>Wednesday June 19</b>	Grade 9 Social Studies PAT	8:40 AM–10:20 AM (up to double time if needed)	120
	Social 30-2 Diploma Exam Part B ( <i>Career High Students</i> )	8:40 AM–11:30 AM (up to double time if needed)	
	Science 14	9:55 (focus)	111
<b>EXAM WEEK (JUNE 20-27)</b>			
<b>*DURING EXAM WEEK GRADE 9-12 STUDENTS ARE ONLY EXPECTED TO COME TO SCHOOL WHEN THEY HAVE AN EXAM*</b>			
<b>Thursday June 20</b>	Science 10	8:40 AM - 12 PM	192
	Math 20-1/20-2	8:40 AM - 12 PM	193
	Science 24	8:40 AM - 12 PM	111
<b>Friday June 21</b>	<i>National Indigenous People's Day (no high school exams)</i>		
<b>Monday June 24</b>	Social 10-1/10-2	8:40 AM–12 PM	120
<b>Tuesday June 25</b>	Physics 30 Diploma Exam ( <b>Grade 11 &amp; 12</b> )	8:40 AM–12 PM (up to double time if needed)	192
<b>Wednesday June 26</b>	SS 20-1 SS-20-2	8:40 AM - 12 PM	120 184



## **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](mailto: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.

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### 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?"

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### 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.

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### 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?

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### 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.

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### 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?

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### 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](mailto: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

**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  
ashleybgcold@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