

OSCA *TODAY*

WINTER 2021



WE GOT THIS!

FEATURES

- OSCA Upcoming Professional Development
- Rainbow of Awareness
- Virtual Guidance in Our Schools



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OSCATODAY

**Ontario School Counsellors' Association /
Association des conseillères et des conseillers
d'orientation scolaire de l'Ontario**

OSCAToday is the official magazine of the Ontario School Counsellors' Association. It strives to act as a communication mechanism between the OSCA Board of Directors and the OSCA membership in the elementary and secondary schools of Ontario. *OSCAToday* also provides an opportunity for professional learning by school counsellors with the inclusion of articles and/or related materials of professional interest.

Authors wishing to submit material should be guided by the format and style of the present issue. Submissions must be made electronically. Tables and figures should be referred to in text and should clarify rather than repeat textual information. The following kinds of material are of particular interest: counselling strategies and tips, innovative programs, books and media reviews, curriculum ideas, convention addresses and workshops, computer software reviews, bibliographies and counselling humour. We are striving to provide our readers with a variety of interesting articles, particularly in the areas of elementary and secondary counselling, cooperative education and student success. Articles and advertisements do not necessarily reflect the policies of OSCA. All correspondence and manuscripts should be sent electronically to the OSCA office at oscaesk@gmail.com. There is no guarantee that articles will be used.

Emad Awadalla and Jennifer Boston are the coordinating editors of *OSCAToday* for the Ontario School Counsellors' Association.

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By / Par Nicole Trotter, OCT, OSCA President / Présidente de l'ACOSO
Elementary Guidance, Peel District School Board


Make the Biggest Impact

Some of you may not have known that teaching was my second career choice. I first started off in social services, working in group home settings, young offender facilities, and emergency shelters across the Greater Toronto area. Around the five-year mark, I was starting to feel some burnout and job fatigue, which comes when giving so much of yourself to important work of service. But this burnout caused me to question my career choices. I had fallen in love with helping and supporting youth who were homeless, but I felt like there was a gap and a missing piece to my puzzle by the time they got to me. I had an “ah-ha!” moment and decided that maybe if I got to these young minds before they ended up homeless and on the street, I could perhaps inspire them to seek support or make the right choices that may lead to a better option. A coworker suggested I try teaching. I had never seen myself as a teacher but I knew I loved learning, teaching and helping children and youth.

I started my first ever volunteer experience in an inner-city school in Toronto. I instantly fell in love teaching and soon began my applications for teacher's college. My first teaching job was at a middle school and to my surprise they had a guidance counsellor! Jackpot! I devoted my extra time, lunches, and after school to learn and be mentored by the guidance counsellor. I vowed that this was where I felt I needed to be to make the biggest impact to help influence and inspire hope and possibility.

I share this story as I prepare to say goodbye to the OSCA/ACOSO family and community. I unfortunately was not given Guidance in my teaching package this year, so I have to gracefully step away from the Presidency. But who would have ever thought that my first volunteer experience would have led me to one of my last and most rewarding experiences? My time with OSCA/ACOSO started as a board member, then soon after the Vice-President of Communications, to my final role as your President. What an amazing seven years I have had volunteering and serving this community. The relationships and learning opportunities I gained across this province have left me with the warmest and humblest thoughts and memories.

I walk away confidently knowing that the association is resourceful, relevant, diverse and always growing with amazing ideas and initiatives. I love the growth and resiliency it continues to have to thrive to serve its members. Guidance will always be in my heart and my biggest passion and I hope to return to it again one day.

Although times are changing fast and we are upon yet another new year, take time to find something you love and care passionately about it. Find ways to give back or get involved. How can you help others this year in a way that enriches your life? These are the moments worth remembering this year and for years to come. Despite the challenges and ups and downs of this year, which I share along with you, remember that you are worth it and finding joy in our passions is what makes us who we are! Here's to 2021 – We Got This! 


Faire le plus grand impact

Certains d'entre vous ne savent peut-être pas que l'enseignement était mon deuxième choix de carrière. J'ai commencé dans le service social, travaillant dans des centres d'abris en urgence dans la GRT. Autour de ces 5 années, je commençais à ressentir de la fatigue reliée au travail, ce qui arrive lorsque tu donnes beaucoup trop de toi-même.

Ce burnout a causé que je me suis posée des questions sur mes choix de carrière. J'étais passionnée d'aider les jeunes sans abris, mais j'ai senti qu'il y avait une pièce manquante à mon casse-tête. J'ai décidé que peut-être je peux avoir accès à ces jeunes esprits avant qu'ils finissent par devenir des sans-abris ou dans les rues, je pourrais les inspirer à chercher de l'aide et de faire de bons choix qui peuvent mener vers de meilleures options. Un collègue a suggéré que j'essaie l'enseignement. Je ne me suis jamais imaginée enseignante, mais je savais que j'aimais l'apprentissage, l'enseignement et l'aide aux enfants et aux jeunes.

J'ai commencé ma toute première expérience de bénévole dans une école en pleine ville de Toronto. Je me suis tout de suite trouvée en amour avec tout ce qui est enseignement. Mon premier travail était dans une école intermédiaire et à ma surprise, il y avait une position de conseillère en orientation. J'ai été dévouée de mon temps supplémentaire pour apprendre et être sous le mentorat du conseiller en orientation. C'était là où je me suis sentie utile et là où je peux avoir un grand impact pour aider, influencer et inspirer espérance et possibilités.

Je partage cette histoire pendant que je me prépare à dire au revoir à la famille OSCA/ACOSO et à sa communauté. Malheureusement, je n'ai pas été assignée en orientation dans ma formule d'enseignement cette année, alors, je dois gracieusement faire le pas en quittant la présidence. Mais qui aurait cru que ma première expérience de volontariat m'aurait menée à ma dernière et ma plus récompensante de mes expériences? Mon temps avec OSCA/ACOSO avait commencé en tant que membre du conseil, ensuite vice présidente des communications, vers mon rôle final comme présidente. Quelles sept années incroyables durant lesquelles je me suis portée volontaire pour aider la communauté. Les opportunités d'apprentissage et de relations que j'ai pu gagner m'ont laissé avec les mémoires et les idées les plus chaleureuses et les plus humbles.

Malgré le fait que les temps changent rapidement et que nous sommes proches d'une nouvelle année, prends le temps de trouver quelque chose que tu aimes et pour laquelle tu prends soins avec passion. Trouve les moyens de donner en retour et de rester impliqué. Comment peux-tu aider les autres cette année d'une façon qui peut enrichir ta vie? Malgré les défis et les hauts et les bas de cette année que je partage avec vous, souvenez-vous que vous valez la peine et que trouver la joie dans nos passions est celle qui fait de nous qui nous sommes Voici l'année 2021 – Nous l'avons eu! 

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Seeking Scholarships: The Scholarship Report

By Glenda Healy, BA, B.Ed., OCT, Owner, Seeking Scholarships

Even before COVID-19, students were learning online. With this in mind, Seeking Scholarships developed *The Scholarship Report*, a digital one-stop resource for guidance counsellors and students. The newsletter provides current, curated lists of scholarships, bursaries, awards, and enrichment opportunities for high school students pursuing university, college, trades programs, and technical school. *The Scholarship Report* also includes advice from experts in the field and tips on preparing, and applying, for awards. The University and College Open House Schedules have proven to be especially useful to guidance counsellors. Hundreds

of schools across Ontario now subscribe to *The Scholarship Report!*


Recently we have published *The Scholarship Report Handbook 2020-2021*, a 144-page e-book that includes all you need to know about scholarships and bursaries, including additional sections for Indigenous students and those pursuing skilled trades, along with an extensive list of awards. This handbook is essential reading for those who want to prepare in advance to apply for scholarships and bursaries.

Our response to the decrease of in-person gatherings has been to develop a new series of affordable virtual workshops. Currently, we have three educational webinars to support



PHOTOS: GLENDA HEALY

guidance counsellors in relaying postsecondary funding options to students. The workshops for Grades 11 and 12 students include extensive information on scholarships, bursaries, and OSAP as well as how to prepare financially for first year and during the postsecondary years. Students can watch these virtual workshops at their convenience as they begin to prepare for their transition into the next chapter of their education.

Our mission at Seeking Scholarships is to create resources for guidance counsellors to effectively support their students. When we can once again return to in-person presentations, our user-friendly tools – current, accessible, for all pathways – will continue to be a valuable all-in-one resource support for guidance counsellors and their students. Mission accomplished! 



Glenda Healy, BA, BEd, OCT, is the owner of Seeking Scholarships. Glenda is an educator and researcher. She has

taught English to senior students, editing hundreds of English essays including those for scholarship applications! Glenda is passionate about providing awareness of potential financial aid to fund educational opportunities for the next generation. Glenda has two daughters in postsecondary education.

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OSCA UPCOMING PROFESSIONAL DEVELOPMENT

For 2021, OSCA will be providing free webinars for its membership subscribers on a variety of topics. Look for announcements in the OSCA News. The Board of Directors will be continuing to monitor the situation with COVID-19 and the OSCA Conference 2021. Decisions will be made in the spring about the fall conference, considering the advice of public health and our host conference site.

Did you know that OSCA is a provider of all three parts to the Guidance and Career Education qualifications? Courses run fall, winter, spring,

and summer. These courses are taught by a Guidance Counsellor who currently works in a guidance department. The course is entirely online and is taught in an inactive classroom setting. The course fee is \$650, there is no textbook, and it includes a one-year subscription to *OSCAToday* and a copy of OSCA's Ethical Guidelines. To register, please visit the OSCA website.

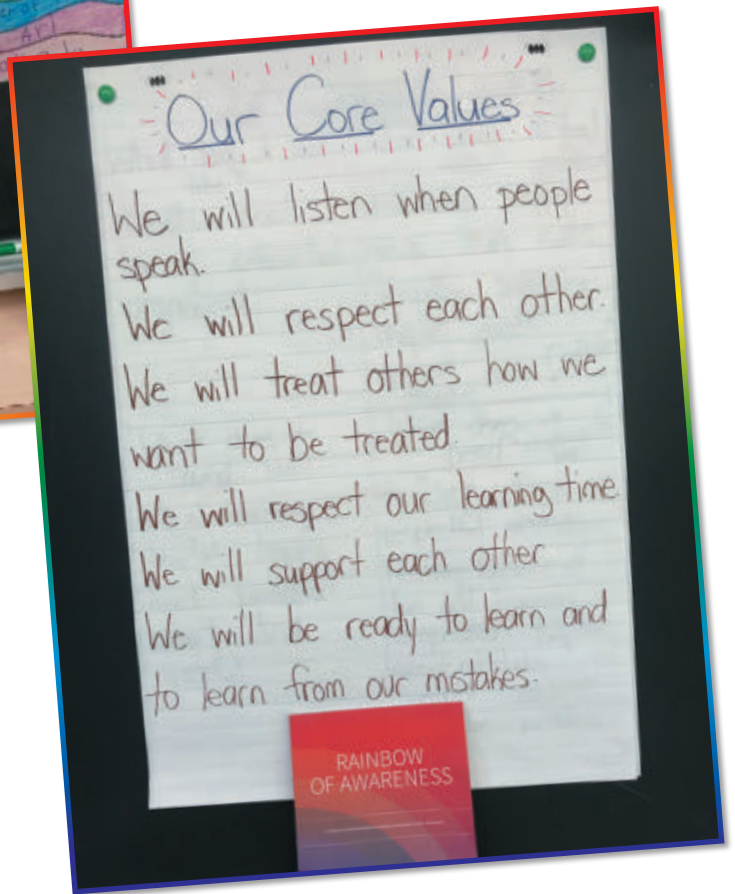
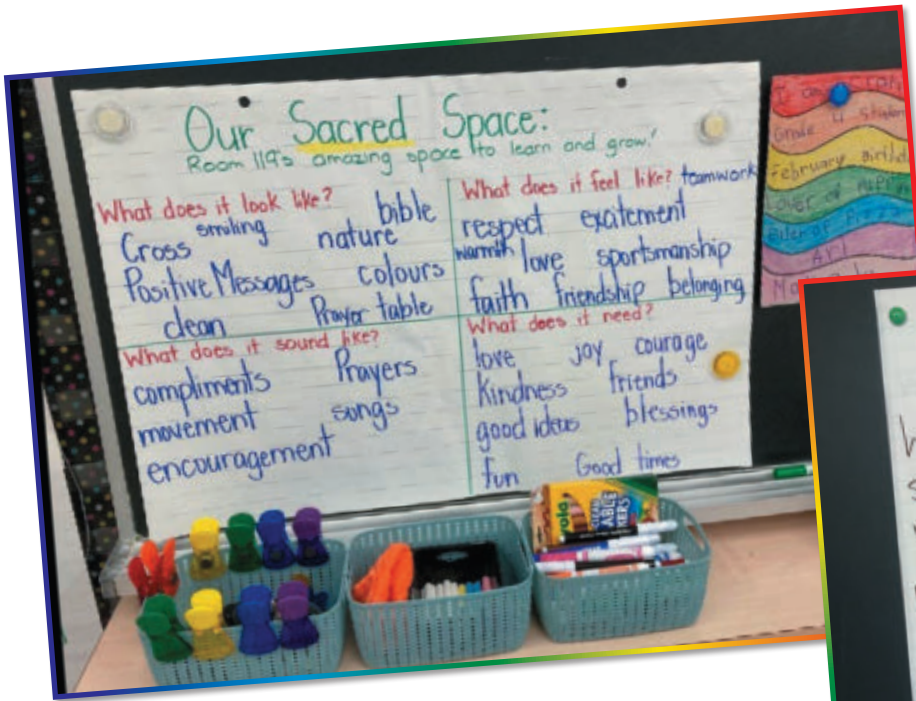
Lastly, the OSCA website is currently going through a redesign. Look for the launch in the first half of 2021! 

RAINBOW OF

By Valerie Iamundo, OCT, Grade 4 Virtual School Teacher, and Ally Staniek, OCT, Physical Education Teacher, Toronto Catholic District School Board



AWAWARENESS



Rainbow of Awareness (ROA) is a social emotional learning and awareness resource book designed specifically for classroom use. It consists of different strategies to connect with and empower students by sparking a love of self. ROA aims to foster feelings of resiliency in students and does so through 16 guided meditations (both faith-based and secular), connections to nature, and cross-curricular lesson plans. The book is easy to understand, sequential in layout, and includes thought-provoking quotes to start each section. ROA is geared towards middle-school students but can easily be adjusted to be just as impactful for high school or elementary school students.

Physical Education Perspective from Ally

As soon as I heard Rainbow of Awareness was available, I rushed to purchase it online. After reading the first few pages, I felt empowered and inspired to get back to school and start igniting my students' "inner light." This guide is something I was looking for as a Health and Physical Education (HPE) teacher. Social Emotional Learning (SEL) is a very important aspect of HPE. Through teaching SEL, students learn how to manage emotions, set and achieve positive goals, feel and show empathy for others and establish a positive mindset. At the beginning of the year, it is very important to establish a PE space where students feel safe and comfortable to make mistakes. ROA looks a little different during our PE classes. We devote

five minutes at the end of each class to focus on breathing, setting intentions or meditation. This has been a very effective transitioning tool for my students. They go back to class calm, focused and ready to learn. Students are learning how to self-regulate and prepare for the next lesson. During health activities, there's more time dedicated to activities that enhance their social emotional journey.

Before I found ROA, I was struggling to find faith-based meditations. ROA provides both faith-based and non-faith based meditations, which is exactly what I was looking for. Teaching aspects of ROA within PE has helped my students to be mindful in their daily lives and they have learned techniques on how to calm themselves.

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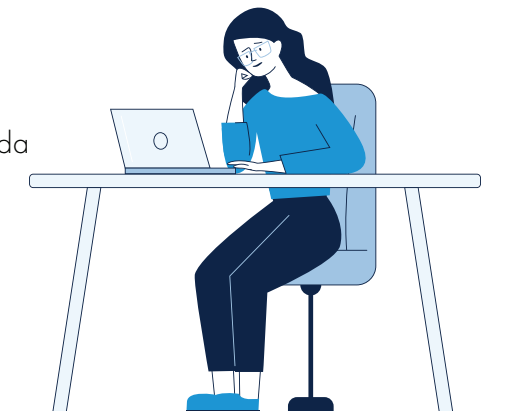
“We believe strongly in the made-in-Canada solution, and that is reinforced by Paragon's solution for online testing, CAEL Online. We want to make sure students can demonstrate their competency, and that their results demonstrate their skills with the rigour and security that the results are a true reflection of a student's work.”

Andrew Ness, Dean of International, Humber College

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Classroom Perspective from Valerie

I have always believed that students perform better in school when they feel in tune with themselves and feel comfortable taking risks in their environment. I regularly incorporated mindfulness and meditation into my classroom and always aimed to create an atmosphere of positivity for the students' own self-talk.


One of the aspects of integrating SEL that I found most challenging was coming up with new activities on my own. Anyone who works in education knows that there is just not enough time in the day to get everything done. When I opened my beautiful copy of ROA, a huge weight was lifted off my shoulders. Finally, I had an SEL resource that did the planning for me.

In September, I introduced ROA right away. Even though we aren't occupying the same physical classroom space, defining our shared virtual space was important to me, especially since my students did not know me or each other. We began with one of the first lessons: collaborating on a Core Values Chart. We had a wonderful discussion about values. It took some prompting, but the students came to see the difference between having rules they must follow and living by values we defined together. Through our discussions on resiliency and emotional balance, I realized that students thought being happy all of the time was healthy. It was a fantastic diagnostic tool for me to check the pulse on the students' thoughts about emotional regulation.

We have also used the Meditation Journals suggested in the book. These are great spaces for students to express themselves without the restriction of being marked. Little do they realize, however, the more time they spend writing, the better they get at it – even when the teacher doesn't mark their work! Above all else, it has been amazing to see how the time spent on setting the tone for our ROA discussions has carried over into the rest of our periods.

Closing

It's still early in the year and we haven't been able to incorporate all of the lessons yet but the discussions we have had so far have been incredibly rich. The impact of creating a safe learning space on our students through ROA's activities is unquantifiable. We have both found that our students are more grounded and balanced through learning about SEL. We have also found that by being vulnerable with

our students, they feel much more comfortable being themselves with us. We have emphasized "judgement free zones" and have celebrated students for their individuality and differences through the guidance of this carefully crafted resource. We cannot wait to see where the rest of the year will take us with Rainbow of Awareness. 

Valerie Iamundo is a Grade 4 Virtual School teacher in Toronto. She has been teaching in the classroom for six years. She enjoys Social Emotional Learning because she believes

it allows students to feel more confident in themselves which, in turn, leads to more success in school.

Ally Staniek is a Health and Physical Education teacher in Toronto. She has been teaching Phys Ed for five years. Ally is a strong believer in supporting the emotional wellness of all her students whether it be in the gym or the classroom. She has extensive experience in delivering mindfulness and SEL curriculum for students of various ages and experience levels.

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SKILLED TRADES PROMOTER

By Jamie McMillan, Founder: Kick Ass Careers

If you had an opportunity to start your education all over again, would you pick the same pathway? Does your career make you happy and provide you with the financial stability and job satisfaction you were expecting? If so, you are one of the lucky ones. Unfortunately, not all of us have that same luxury.

As a small-town girl from Timmins, my personal journey was a struggle. I was diagnosed with ADHD in my early years of elementary school. I was hyper, impulsive, could not sit still and extremely disruptive. I imagine it was frustrating for my educators and fellow classmates, however, my parents did not see the need to have me medicated, as they believed in discipline. I was held accountable for my actions and regularly punished. Despite

the consequences, I could not seem to manage my own “bad” behaviour.

By Grade 2, I was in alternative education classes. The 80s were not kind to kids like us. We were picked on, bullied, at times physically assaulted and continually reminded by our peers that we were stupid. For some of us, it took a toll on our mental health.

In the mid-80s, the church we attended opened a private school. Although there was more one-on-one learning, the curriculum was American-based and Bible-focussed. It was very regimented with limited resources, alternative classes and facilities. There was an honour system in place, so we were responsible to mark our own work. It didn't take me long to figure out how to cheat, so when the school went bankrupt years

later my transcript did not give an accurate representation of my grades.

In 1991, I went from a tiny school in a church with 60 students of all ages to a high school with 1,200 students. According to my transcript, I only needed a few more credits to graduate. I was blown away by all the choices, so naturally I found myself signing up for fun, creative classes like drama, English media and shop, avoiding the compulsory classes.

First semester was a breeze. My ADHD was not an issue because I was passionate about the classes I signed up for, they were my choice and the style of learning was hands-on. In my shop class, I designed and built a 7-foot high bed, complete with a desk, two drawers and closet with shelves. In hindsight, that was a pretty impressive accomplishment

for a 17-year-old girl in a male-dominated classroom. So why wasn't I encouraged or educated about technical programs and apprenticeship opportunities?

Second semester was a very different story. Compulsory credits were not my cup of tea, therefore, it did not take long for me to start losing interest and becoming irritated and disruptive in class. I was often kicked out, sent to detention and there were often severe consequences at home. With no interest in pursuing post-secondary education, I lost interest in school, left home, dropped out and spent the next nine years on a convoluted journey of ups and downs.

In 2002, I found my way to Hamilton. Although I was good at hiding it, my mental health was at an all-time low. I was in my mid-20s, my bank account was empty, my priorities were in the wrong place and with zero interest in post-secondary education, my future looked bleak. I was in a downward spiral, contemplating my own fate, when a chance meeting with an old high school classmate drastically changed my life.

That day, in a 15-minute curbside conversation, I was educated about "earn while

you learn" opportunities. I began to explore options and apply for apprenticeships. A few months later, I received a letter in the mail stating that I had a pending opportunity with the Ironworkers Union. I was driven, motivated and began brushing up on math skills to write the entry exam. I passed! A few weeks later, I landed my first job at a Hamilton steel plant, getting paid to go to school on a job site working with my hands. I was literally in love with my career path.

In 2007, social media was dominating the internet. While reconnecting with old high school classmates, I recognized that many of us who had learning disabilities, ADHD and ADD had found success in skilled trades. Some had ventured down a destructive path while sadly others are no longer here to talk about it. I became bitter towards the education system, strongly believing it had failed us. Those of us who didn't fit into the academic agenda were considered misfits and often disregarded. I wondered how many lives could have been different had they known that college and university were not the only pathways to success.

There are many myths and stereotypes about skilled labour, however, those of us who work with our hands are brilliant. We build

and maintain the infrastructure that you depend on daily. Our craftsmanship provides us with a great sense of accomplishment, and we work hard to provide you with shelter, workplace environments, transportation, roadways, plumbing and electricity to name a few.

In 2012, I made it my mission to start working with organizations such as Skills Ontario and the Ontario Youth Apprenticeship Program to change perceptions about skilled professions. Our infrastructure is failing, and we have a massive labour shortage. There are well-paying lucrative careers but we need your help to recruit a future workforce.

Skilled trades saved my life. I might not be here today if weren't for a chance meeting with my old high school classmate. An educators' responsibility is to help students navigate through all the different prospects while they are in school to find success in their future careers. It is imperative that all students, regardless of their academic level, be informed of all their pathways and given the opportunity to make their own choices.

Now it is in your hands: whose life are you going to change? 



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Virtual Guidance in Our Schools

By OSCA/ACOSO Governance Committee



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Typically, our “Where to Turn Articles” walk Guidance Counsellors through a case scenario that would encourage a thoughtful discernment to the different steps in resolving issues that arise with students in their counselling sessions. Many times, the resolution and suggestions provided may be surprising and offer a new insight into ethical guidelines or legal implications.

Prior to COVID-19, mental health and well-being was already on the forefront of many discussions and professional development sessions in the education sector. However, during these unprecedented times these concepts of mental health, well-being, and work-life balance truly took on a different tone and meaning.

The intention behind this article and case scenario are simple; now more than ever, Guidance Counsellors may experience an emotional trigger during a counselling session that may require some personal attention and healing. Take a moment and peruse the case scenario below and reflect on your own experiences that may have evoked similar feelings and any strategies you have used to understand next steps and personal resolve.

Scenario

A Guidance Counsellor meets virtually with a student during the school day. The student had indicated the purpose of the appointment was “post-secondary pathway.” During the counselling session, the student outlines some concerns they are having making a decision on the post-secondary program and institution. The student explains the following:

- Mom and Dad are insisting I attend a specific university since they both are alumni.

- Parents are insistent on careers that require math and science as the only options because they will result in the best paying jobs.
- Student really wants to attend a different institution and focus on creative arts programs
- Student shares parents’ comments on those who take arts programs are “doomed to low-paying jobs” and “only idiots choose those programs.”

In hearing these comments, the Counsellor becomes upset and, rather than encourage the student to reflect on their thoughts and next steps, begins sharing their own experience and feelings of resentment with their own family.

Resolution

Counselling in COVID times has proven to be a period of fragility for educators on both the personal and professional landscape. As a result, there are two aspects of a resolution to consider in the scenario shared above.

1. For the student
2. For the Guidance Counsellor

For the student, the counsellor can refer to the Career Life and IPP Planning program, such as myBlueprint, which can provide a high school planner and surveys that indicate career matches and post-secondary programs. This can be shared with parents/guardians to explore the myriad of programs, degrees and certification programs offered through post-secondary institutions throughout the province. In addition, the exploration of future job prospects or “Outlook” as deemed in the program, is national, provincial and regional data that is important for parents/guardians to review in understanding the current reality in future jobs.

For the Counsellor, at the end of counselling sessions with students, why

not consider a personal recap, that could include, and certainly not limited to, guided reflection questions:

- Did I hear the student’s request?
- Did I respond to the needs of the student?
- Would the student need a follow up?
- Was there anything that was triggered in me during the session?
 - Can I name the trigger?
 - Can I identify the memory or incident that is causing the trigger?
 - What supports can I access to help me resolve this?


There are several resources accessible to educators through their EAP (Employee Assistance Program) that could offer, for example, free counselling sessions. In addition, online resources from the following organizations can provide both a starting point or more detailed space to delve into personal resolve:

Canadian Psychological Association – Psychology Works Fact Sheets
bit.ly/PsychWorksFactSheets

School Mental Health Ontario – Personal Resiliency Tips for Helpers who Support Students
bit.ly/ResiliencyTipsforHelpers

Counselling Directory – Emotional Triggers and how to deal with them
bit.ly/TriggersHowToDeal

Psychology Today – 5 Steps for Managing Your Emotional Triggers
bit.ly/5StepsManageEmotions

Remember always, that mental health and well-being is not a DIY project. It won’t be featured with images on Pinterest to help you through. Always access your greatest resource: other people. Reach out to the network of family and friends to support you and to the professionals who are trained to help you get to a place of peace sooner. 

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Yoyanere!

By Sherri Vansickle, OCT, Native Education Counsellor, Grand Erie District School Board

She:kon sewakwekon! (Greetings everyone!)

I am Sherri Vansickle, Onondaga Nation, Eel Clan from Six Nations of the Grand River Territory. I am the Native Education Counsellor for the Six Nations students in Brantford. I'd like to share some crucial information, resources and best practices with you as you counsel our First Nations, Inuit and Metis students. As are aware, our First Nations communities are very diverse and a one-size-fits-all approach certainly will not work.

These are such a very curious time in education for sure! Pandemic learning and teaching are challenging, and counselling also has its own unique challenges. Our First Nations students are struggling. With increasing amounts of screen time, our students from coast to coast are experiencing so much political conflict that bombards them and adds to their feelings of helplessness. Being born into a colonial legacy of systemic racism and violence directed at Indigenous people is exhausting. There is the incredible injustice they see in Wet'suwet'en on the west coast, the blatant racism directed at Joyce Echaquan in a hospital in Montreal, and the terrorism that our Mi'kmaq siblings are facing in the fisheries. For those of us

in Haudenosaunee territory, don't get me going on the prison industrial complex being played out right now in our own territory at 1492 Landback Lane.

When the pandemic first started shutting things down around the March Break, I became immediately aware of issues around food insecurity in our communities. I volunteered as a driver to deliver food to our elders who we were trying to keep safe. Many of our children are being raised in multigenerational households.

As Onkwehonwe (Original) people, we are the ones for whom the education bell curve tolls. In order to be a more culturally sensitive counsellor for our First Nations, Métis and Inuit (FNMI) students, consider following some of our rockstars on social media. For more ideas around how to continue to incorporate more reconciliation in your school, follow powerhouse educators such as Senator Murray Sinclair, the National Centre for Truth and Reconciliation, APTN News, CBC Indigenous and, in the Niagara area, tune into One Dish One Mic with Sean and Karl Sundays on 610 CKTB.

Follow my Shero – Dr. Cindy Blackstock and her powerful work in Child Welfare

where she demonstrates in so many ways that inequality is a tool of assimilation. Have a look around the First Nations Child and Family Caring Society website for excellent educational information and activities to do at your school to promote understanding about issues that affect First Nations students and families like child welfare, residential schools and Jordan's Principle which addresses the removal or financial barriers experienced by many of our families. Also, be sure to go to www.goodminds.com and order your copies of Spirit Bear's books as well.

Watch videos by Pam Palmater on YouTube. She is a lawyer, professor, and Mi'kmaq activist. Her most recent videos about the lobster fishing industry in Nova Scotia are so well done!

Spend some of your department budget making your guidance office area welcoming to Indigenous students, buy local artwork or go to www.nativerereflections.ca and order posters.

Buy a department cell phone so that you can text families to stay in touch about both school and life.

For some online student engagement suggestions, follow some Friendship Centres: my favourites are Niagara Regional, Fort Erie, Brantford and Hamilton. Here you will find educational opportunities,



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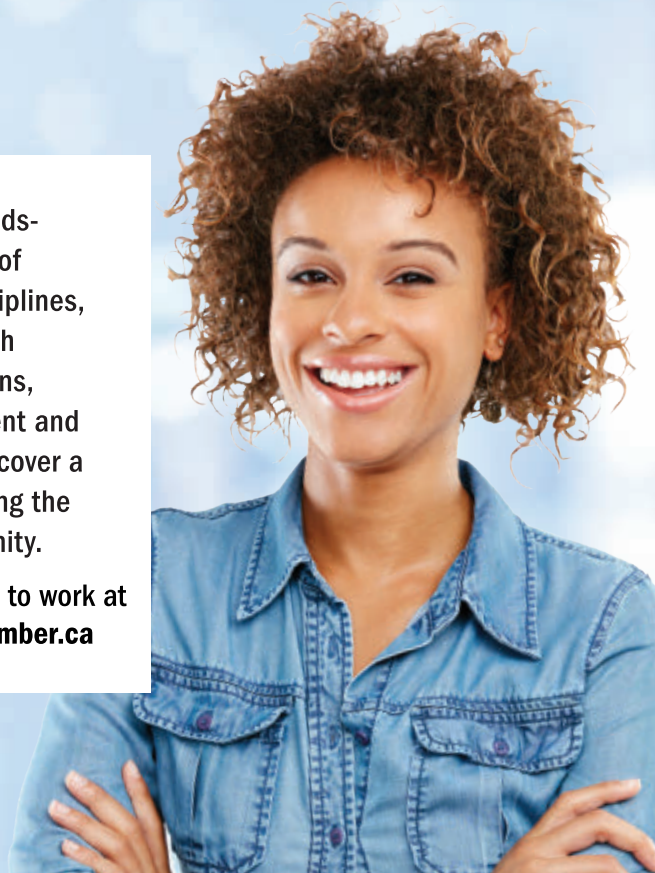




PHOTO: SHERRI VANSICKLE

support for our Two-Spirited students, and a plethora of cultural teachings.

We all have to do an Annual Learning Plan, so consider learning about the sustained legacy of colonization on your Indigenous students. How about reading the 94 Calls to Action by the Truth and Reconciliation Commission for your professional learning? Maybe you would like to read the Calls to Justice in the Missing and Murdered Indigenous Women/Girls Report and come up with a plan to have courageous conversations about keeping our Indigenous women, girls, and 2SLGBTQIA people safe. There is also the United Nations Declaration on the Rights of Indigenous People, which will definitely show you how to better support our Indigenous students.

There are wonderful resources out there for you to share with our FNMI students to build resiliency, strength and pride. My personal favourite is to watch the videos put out by the Great Law of Peace Centre in Onondaga Territory (Haudeosaunee people are on both sides of the border) at www.skanonhcenter.org – in particular I love to direct students to our Thanksgiving Address to lift their spirits and ground them in our teachings. The Onondaga Historical Association also has some videos on YouTube that your Indigenous students will find comforting.

Inasmuch as we need to embrace a trauma-informed practice all of this negativity can erode our soul. I am also all about self care. The best thing you can do for FNMI

students to be a strong advocate for the hiring of more FNMI staff! Take good care of your FNMI staff as well because we live, eat and breathe these heartbreaking stories for our entire lives and we could really use confidential and authentic support. Help write proposals to fund projects for your FNMI students. Be part of the planning and organizing of events and activities. Attend the events and show your support. Go for a confidential, under-the-cone-of-silence kind of walk. Listen with both your ears and your heart.

Yoyanere! (You are on a good path!)

With Peace, Friendship and Respect,
 Sherri 

BLACK
ACCESS TO
EDUCATIONAL
EXCELLENCE

BAEE



The Black Access to Educational Excellence (BAEE) initiative provides prospective Black high school students with presentations, events and other opportunities of engagement with the University of Toronto Mississauga, to assist them in planning their academic pursuits.

Learn more about BAEE at uoft.me/utmbaee.

IMAGE: UNIVERSITY OF TORONTO



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BLACK ACCESS TO EDUCATIONAL EXCELLENCE INITIATIVE DISMANTLES BARRIERS

By Deborah Peart,
University of Toronto - Mississauga,
Recruitment/Liaison Officer

The Black Access to Educational Excellence (BAEE at UTM) initiative at the University of Toronto Mississauga aims to provide Black high school students in Peel Region, Southwestern Ontario, and the Golden Horseshoe with support in the university decision-making process. Students in Grades 9 to 12 are personally introduced to UTM through quality engagements with current UTM students, faculty and staff in an effort to inform and inspire them in the next steps on their academic pathway.

BAEE at UTM evolved from an existing collaborative initiative “Access to Education” run in partnership with UTM’s Centre for Student Engagement (CSE) and the Student Recruitment and Admissions unit in the Office of the Registrar. Access to Education at UTM engages youth and children through Visions of Science (VOS), a charitable organization that introduces marginalized students to STEM. In partnership with VOS, UTM hosts annual on campus events including Immersion Days, where youth spend three days living on campus and participating in customized lectures, field excursions and hands-on workshops. These experiences give VOS youth a level of familiarity with university life, so that they can envision themselves at university in the coming years.

The U of T – Access Programs University Fund (APUF) “provide(s) traditionally underrepresented groups with supports, pathways, structured programs, and/or

opportunities to continue learning at the post-secondary level,” and Access to Education is funded by APUF in partnership with the Centre for Student Engagement (CSE) at UTM. Access to Education presentations are customized for CSE’s community youth engagement events and provide information regarding post-secondary education and the application processes within CSE’s mentorship programming. APUF has also provided the opportunity to expand Access to Education’s offerings to include the Black Access to Educational Excellence (BAEE) initiative. With a focus placed on BAEE at UTM, there have been steady developments and growth with regard to its programming.

BAEE at UTM is a beacon and a necessary call to action that engages Black high school students and introduces them to UTM’s outstanding education and community. The initiative provides Black student focused presentations, events, discussions, admissions advice, and interactions with current BAEE at UTM ambassadors, faculty and staff.

In the current virtual setting, high school guidance counsellors are invited to book BAEE at UTM virtual webinars that provide Black students with a clear understanding of their post-secondary options and the inspiration to achieve their academic pursuits. Students will learn about different post-secondary educational options, how to set personal academic goals, how to prepare for a university education, terms and definitions, the application process, how to

STAY CONNECTED!

For more information about how your students can connect with the Black Access to Educational Excellence (BAEE at UTM) initiative, to discuss setting up a 1:1, group discussions, or class presentations, guidance counsellors are invited to connect with (deborah.peart@utoronto.ca) directly. The newsletter sign-up on the UTM website at uoft.me/utmbaee is a great way to stay connected, receive BAEE updates, and learn more about scheduled events.

finance their education, university support systems and the UTM Black community. Counsellors can also use BAEE at UTM as a touch point with regard to their student’s applications to UTM.

There are a number of BAEE at UTM scheduled virtual events for high school students and their families. There is the “BAEE: We’re Talking About” series. Thus far, BAEE at UTM has talked about, “Life Science” and “Business,” with additional talks about “Law/Social Justice” and “Talking with Young Black Men” on the horizon. Faculty members and staff are often eager to talk about their programs of study and help in the recruitment of Black students to UTM. As one faculty member put it, “That was the highlight of my day, my week, best in a while. . . That was amazing!” These events allow for a relaxed



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atmosphere where high school students not only learn about programs and degree options at UTM, but through these discussions, they also witness how invested faculty is in the educational experience of UTM students.

Another essential aspect of BAEE at UTM are the student ambassadors; current Black UTM students who volunteer their time to speak with high school students to share their own experiences as members of the UTM community. They are relatable for prospective students because in many cases they have a shared lived experience. They talk about why they chose UTM, their involvement in student life, their experiences as Black students, and what they plan to do once they graduate. BAEE at UTM ambassadors make university attainable and a reality for Black high school students.

Our student ambassadors also participate in March Break Black Mentorship (MBBM). Over March Break, Black high school students who have applied to UTM are paired with a BAEE at UTM ambassador. When access to the campus was permitted, ambassadors would spend half a day with prospective students, taking them to classes and social activities, and they would show them the campus and answer any questions or concerns an applicant would have. Similar to Immersion Days, MBBM participation is an opportunity for Black students to envision themselves as members of a university community, and it established expectations and eases anxieties. MBBM may look a bit different in a virtual setting but will be available for Black prospective students in March 2021.


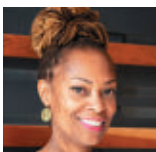
Access to Education at UTM is also involved in ensuring that parents of Black and first-generation students understand how to best support their students through the application process. Parent nights at UTM are hosted a few times a year, and they explain the application process, provide definitions and help parents to understand the transition that their student will experience. Parent night presentations give parents the tools needed to help shape their students' aspirations and maintain course. When parents understand the expectation and the process, they can keep the bar held high. 

PHOTO: DEBORAH PEART



Deborah Peart is a Recruitment Liaison Officer at University of Toronto.



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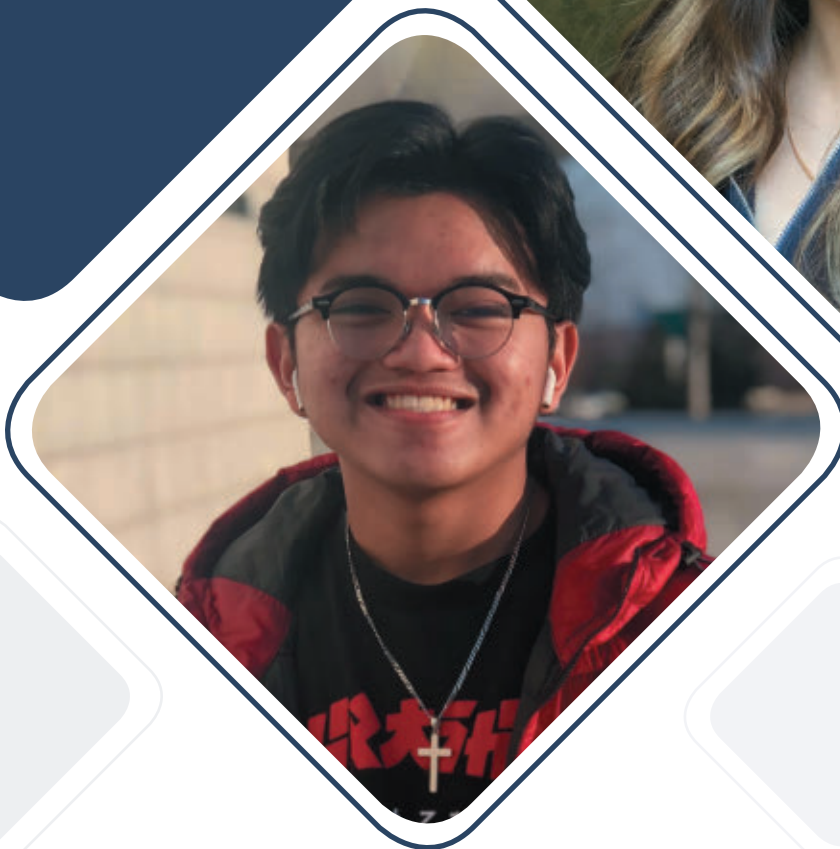
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STUDENTS MANAGING DURING THE PANDEMIC

By Keith Baybayon and Kathy Nguyen,
Student Trustees, Toronto Catholic
District School Board



Keith Baybayon

The COVID-19 pandemic came with many uncertainties for students within Ontario, including us. Our situation and experience do not fully match up with everyone else, but it can show you how troubling this pandemic has been.

When we first had to transition into online school in March 2020, it was a bit of a shock.

I attend a non-semester school, which meant I had all eight of my courses throughout the year. I had assignments due almost every day and I barely had any free time. Balancing these eight courses virtually was a bit of a struggle, but manageable.

Fast-forward to the present: my school board adopted the quadmester schedule for the school year, which meant that I would only

have two courses for two-and-a-half months. It was quite difficult to get used to at first because we were learning at a faster rate and had a much more course load compared to the usual. Balancing this load with all of my other commitments, such as my role as Student Trustee, was a bit of a challenge. I was burning out due to all the work thrown at me and my other responsibilities.

It is important to realize that there is always help around us, whether that be your parents, teachers, or friends.

September was when the storm hit, and I was exhausted. I knew this needed to change so I took some time to reflect and step back a bit. I reached out to my teachers and they understood my struggles and helped me push through. I rescheduled test days and had more time to complete some assignments. I started to gain back my momentum and was back to my old self. Although, the feeling of helplessness put me in a dark place that I never want to be in ever again.

This pandemic has been troubling for many of us, as we all never expected such a drastic change within our lives. It is important to realize that there is always help around us, whether that be your parents, teachers, or friends. As students, we need to prioritize our education, but our well-being is equally as important.

Kathy Nguyen


Bouncing off what Keith spoke about, we both recognize how challenging this is for students. As a senior, I can feel the stress and anxiousness from my peers. Since we are now entering university/college application time, we are scared and unsure. Even though COVID-19 took away our final year of high school, we do our best to keep each other afloat, but some days are harder than others.

The quadmesters are jam-packed with information and students feel as though they do not have a chance to catch a break, from balancing academics, family life, social life, possible work life and other

factors. Things can start to pile up. My sister is currently in Grade 8 and I cannot even begin to imagine how she feels about all of this. The idea of starting high school mostly online is terrifying and I applaud all of our students.

It is a truly unique experience to live through such a significant event instead of reading about it in a history textbook. It can be quite hard to feel motivated, if I'm being honest. As someone who struggles with her mental health, there will be consecutive days when all I can emotionally and mentally do after my classes finish is to lie in my bed and sleep or to browse the internet. Don't get me wrong, I care about my grades and I work hard for them, but sometimes I can't bring






myself to do anything simply because I feel drained. I can't be the only student who feels this way though.

Here is our final message to students, if there are any reading this; We are all doing our best to get by, and we are proud of all of our students. This is a life-changing moment in time and we are living through it as it happens. Keith and I will always work hard to ensure student needs are being met. We are students too and we understand how you feel. There are so many supports out there if you need it, teachers, guidance, friends, family, organizations such as CAMH and so on. Please take time to talk to someone who can help support you. 



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MENTAL HEALTH, MINDFULNESS AND

MEDITATION

By Shelly Vohra, Ph.D., Instructional Coach, Peel District School Board

When we went into lockdown in March, teachers were left scrambling for how to effectively teach online. In essence, they were thrown into emergency virtual learning a few weeks after March Break. Many had never received any professional development in online pedagogies, not to mention the fact that students also did not have much experience learning online or navigating a variety of learning management systems (LMS). Furthermore, there were different messages and resources being made available to teachers across the province, leading to inconsistencies and confusion. These changing boundaries and expectations created additional stress on teachers because they may have felt compelled to be available to students more often than they would if they were teaching in a traditional face-to-face environment.

This current school year continues to bring stress to educators for several reasons.

Parents were given a choice either to send their child(ren) to school or have them learn in a virtual environment. In addition, they were given the option throughout the year to change their minds and switch their child(ren) from online back to the classroom or from the classroom to a virtual environment. This has placed added pressure and uncertainty on teachers as some were asked to move to online learning and others were moved to different grades or new students were added to their classes, thus disrupting the flow of the learning and the need to rebuild classroom climate.

The wellness of teachers is vital to the overall quality of education. While productive stress can be helpful, too much stress can be harmful to health and can lead to teacher burnout. Excessive stress may cause health issues such as a compromised immune system, fatigue, depression, anxiety, and high blood pressure.¹ High levels of stress can also lead to

increased teacher absenteeism, impact school climate, and teacher attrition.²

This is why it's so important that we focus on teacher well-being and their social-emotional health. Employing strategies to reduce stress during these difficult times is imperative as teachers continue to navigate the challenges of teaching and learning in new ways. We need to keep in mind that many teachers are not only experiencing stress about the unique situations related to education but they are also dealing with their own family and personal obligations. The majority of our educators are parents and have to ensure that their own children are completing their assignments and homework and sometimes the content of these activities might not be familiar to them. Add to this their regular teaching duties, which for many is online, and it starts to blur the boundaries between work and home life, making it difficult for teachers

to separate their personal lives from their professional one. Using social-emotional learning approaches has been found to lower the stress related to these situations and improve the overall well-being for teachers. This may also boost overall learning in these teachers' classrooms.³

Teaching during a pandemic is stressful enough. Teaching online heightens this stress. It's important that we provide teachers with the social and emotional resources to deal with this increased stress. School boards and administrators need to recognize the importance of supporting their teachers through social-emotional learning in order to give them the coping strategies they require to deal with different situations that might come their way.

One way in which to reduce stress is to practice mindfulness. Mindfulness is the ability to be fully present; to be aware of our surroundings and what we're doing, and not to be overly reactive or overwhelmed by what is happening around us. Mindfulness has been shown to increase workplace climate and performance.⁴ It has many other benefits, including reducing stress, gaining awareness and insight, and enhancing our attention to others' well-being.

Mindfulness can be developed through a variety of techniques such as meditation, which can be done while seated, standing, or moving (e.g., walking), through short pauses throughout the day, and by combining meditation with yoga. Meditation activates certain parts of the brain associated with adaptive responses to stressful events. Furthermore, research also indicates that educators who completed a mindfulness course demonstrated more self-compassion and reported reduced burnout⁵ as well as resilience.⁶


I would recommend using the JabuMind app (<https://jabumind.com/>). This app is a self-care app for teachers and uses the iRest[®] method. Research shows that iRest[®] reduces stress, leads to better sleep, as well as enhancing the quality of life for school counselors. This app offers guided meditation, daily mood and sleep check-ins as well as professional development to align with the stresses that teachers face on a daily basis. At the moment, the premium content of the app is free due to the pandemic and is available for both iOS and Android. Be sure to visit <https://jabumind.com/blog/> for more

Wellness Bingo #1		
colouring	journalling	yoga
meditation	Go for a walk	Take a nap
Hair mask (equal parts coconut oil and castor oil)	dance	Take a long bath (epsom salts w/choice of essential oil(s))

Wellness Bingo #2		
Face mask/mini facial	Makeup tutorial	Long hot shower
Listen to your favourite playlist	FREE SPACE	Read a magazine/book
Try a new recipe	Watch your favourite TV show/movie/Netflix	Call or virtual meetup with family/friends

Wellness Bingo #3		
Virtual girls night	A glass of wine (or the bottle) :	Virtual games night (charades, Taboo, 5 second rule, Cards Against Humanity, etc)
Visit favourite website	Watch funny YouTube videos	Dress up and have a date night in
Scalp scrub (apple cider vinegar, coconut oil, honey, himalyan salt)	Complete an arts and crafts activity	Unhealthy snack (cookie, brownie, cake)

strategies and information on how to deal with anxiety, stress, and communicating with parents/guardians. For more information on iRest[®], visit www.irest.org/.

Finally, many of us are out of our normal routine and seem to be "on" all the time. This is why it's so important to not only practice mindfulness but also to take time out of the day to do something for ourselves. When I had teachers reach out to me to share their stories about their stressful days, I created Wellness Bingo Cards. The idea is to do one or two a day to ensure well-being and mental wellness. I've often used the airplane analogy with educators; before take-off, the flight attendant directs you to place the oxygen mask on yourself before you assist another person. This demonstrates that if we don't take care of ourselves first, we won't be able to take care of others. This is easier said than done, but it is vital that we take time for self-care to ensure our mental health and well-being. Taking care of ourselves is not selfish; it is vital to our well-being and survival. 

Shelly Vobra Ph.D., is an instructional coach and educator with the Peel District School Board. Connect with her @rapsberryberet3 or <https://techdiva29.wordpress.com>.

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UN MONDE FANTASTIQUE

Par Bruno Audet, OCT, Special Education/Grade 8 French Immersion Teacher, Toronto Catholic District School Board

“**B**ack to the Future”! Tout le monde s’en souvient bien sûr! Ce film dans lequel l’action se déroule dans un passé non-achevé? Aujourd’hui, plus que jamais, nous avons la chance de nous référer à notre passé, encore très présent pour nous assurer un futur certain! J’ai fait référence bien évidemment au temps de confinement que nous avons enduré et qui perdure encore aujourd’hui.

Dans notre monde toujours en évolution, nous devons rester calme et garder la tête froide. Nos décisions journalières et nos agendas remplis de multitudes d’obligations que nous devons rencontrer restent notre emploi du temps le plus constant. Pour ma part, le fait de demeurer occupé durant cette période non désirée de quarantaine m’aura été des plus bénéfique. J’ai suivi deux cours, un après l’autre de conseiller-pédagogique. Je me suis découvert une passion pour suivre des cours en ligne lorsqu’on m’a embauché quelques vingt années passées dans le système scolaire ontarien. Au mois de février 2020, je m’étais inscrit à l’avance ne sachant pas ce qui se passerait quelques semaines plus tard lorsque le système scolaire au complet, aura été mis en quarantaine et que l’on doit passer la majorité de nos journées à la maison. Dans mon cas, ce fut un excellent adon. Je pourrai dorénavant suivre mon cours en toute quiétude et apprendre à mon rythme en quoi consiste le travail de conseiller pédagogique.



PHOTO: BRUNO AUDET

Lors de ma formation, j’ai reçu des connaissances pour lesquelles aujourd’hui je me sens encore plus pertinent avec les élèves qui me côtoient à chaque jour. Leur futur me préoccupe grandement. J’ai presque toujours des conseils à leur donner pour les rassurer d’un futur plus prometteur. Les deux cours de conseiller pédagogique 1 et 2 sont formidables. Les lectures et les travaux sont d’excellents outils pour augmenter le niveau de connaissance requis et ainsi devenir un réel conseiller.

Vous n’êtes pas sans savoir que dans le film « Retour vers le Futur » on nous présente une

histoire où il faudra revenir dans le passé pour « régler nos comptes! » Alors que dans notre monde d’aujourd’hui, il nous aura fallu comprendre qu’il faut « revenir » sur nos pas pour comprendre ce qui est bon pour notre santé mentale et ce qui l’est moins. La santé mentale est primordiale pour une ouverture saine d’esprit. Sans elle, nous errons sans objectif précis; sans guide pour nous aider et sans compréhension de notre état d’âme. Les cours suivis en formation additionnelle m’auront au moins donné la chance de pouvoir me permettre une réflexion journalière sur l’importance qu’est

l'Éducation et comment on peu la rendre encore plus significative pour nos chers/ères élèves. Sans doute aurons-nous à faire face à des dilemmes quotidiens avec des enfants qui se cherchent constamment. Cependant, si les signes sont là et qu'on sait comment les reconnaître, la partie sera plus facile que dans le cas inverse.

Tout comme on se doit de lire les signes chez les autres, que ce soit nos collègues de travail, notre famille immédiate, ou encore nos élèves, le bien-être mental et physique demeureront une priorité majeure dans notre quotidien. J'ai eu la chance d'avoir une collègue extraordinaire, Madame Nardozi, qui aura su instiguer en moi la curiosité de toujours m'améliorer en tant que professionnel avec nos classes d'enfants au niveau intermédiaire. Et il en aura été de même avec notre conseillère pédagogique, Madame Fantinato, pour qui j'ai extrêmement de respect. J'ai accumulé des connaissances en éducation parce que ces professionnelles de l'enseignement ont à cœur ce qu'elles font et aussi ce qu'elles transmettent à notre population étudiante. C'est grâce à elles que j'ai pu trouver la force nécessaire et le désir de devenir l'enseignant que je suis aujourd'hui.

Si je vous répons comment les cours de formation en conseiller pédagogique m'ont aidé en tant qu'enseignant et qu'orthopédagogue; je vous dirais simplement que je prêche par l'exemple. Je parle franchement à mes élèves et mes collègues de travail, sans détour. Le montant d'énergie sauver de cette façon m'en redonne pour faire les choses qui me plaisent : marches quotidiennes à l'extérieur, cuisiner des repas sains, des temps de réflexion, moment de tranquillité, une jovialité sans équivoque quand la patience est mise à dure épreuve durant des journées qui semblent vouloir nous heurter. L'équilibre requis entre la santé mentale et la santé physique doit être vérifié chaque jour qui nous est donné. Les leçons de vie que j'aurai apprises avec les cours en formation professionnelle m'auront été bénéfiques à plusieurs niveaux. J'aime bien croire que je suis une meilleure personne quand je peux apprendre sur notre condition humaine et ces deux cours en ligne l'auront été. N'oublions pas le fait qu'en ligne, notre liberté de pouvoir avoir le contrôle sur notre agenda et nos activités n'est presque jamais compromise. Les responsables et facilitateurs du

cours sont des humains aussi. Dans ce cas-ci, Ms. J. Brown aura fait à merveille durant cette période de pandémie et aura su mettre toutes les personnes qui suivaient le cours d'être à l'aise avec elle et les périodes auxquelles les travaux devaient être remis. À chaque travail remis; elle accompagnait une révision positive et une critique nécessaire en tant qu'évaluation. Le progrès se fait de façon subtile et progressive. Les lectures proposées sont à jour et on y

apprend des faits et des statistiques pertinentes concernant le monde de l'éducation. Les formations professionnelles supplémentaires que l'on voit offrir collèges, universités ainsi que nos associations professionnelles sont tellement bénéfiques qu'elles devraient se voir devenir obligatoires. Moi, j'ai appris quelque chose de nouveau. Et Vous?

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SELFISH TO SELF

By Sara Westbrook, Motivational Speaker and Creator of UPower Concerts

Be selfish to be selfless. Sounds pretty...selfish!
What if, in order to be selfless, you first have to be selfish and take care of you?

You would never take dead batteries and put them into a flashlight and expect it to shine. Yet, sometimes you will drain yourself, your battery, and then put yourself into relationships, work and conversations expecting to shine. It doesn't work that way!

It is essential that you choose to take care of yourself first. You can't give what you don't have. That's why flight attendants ask you to put on your oxygen mask first. If you run out of oxygen, you won't be able to help anyone else with their mask. The same applies in your everyday life.

You may be wondering, "What is the best way to take care of me?" The answer...

Focus on your Emotional Health

Emotional health is the pathway to a happier, healthier and more fulfilled life. An awareness of emotions, intentional reflections on how they affect you and the resilience to move with and through the emotions you experience from moment to moment is essential to being able to give to what matters to you most...family, friends, work, community.

Throughout the day, you not only deal with your own emotions, but also the emotions of others. Emotions can be hard to identify, harder to move through and hardest of all...talk about. They can be awkward, uncomfortable and feel yucky.

Not identifying, validating and releasing emotions leads to stress, burnout and more importantly emotional fatigue – yes, that's a real thing. Suppressing emotions, pretending not to feel them and saying, "I'm fine," affects your emotional health.

Now, you might be thinking, "How do I change my perspective on the importance of emotional health?" The answer is:



1. Believe that putting self-care on the top of your list is NOT SELFISH!
2. Accept that it is okay to admit when you're not okay.
3. Choose to embrace the fact that learning to lean into your emotions is the pathway to:
 - boosting happiness
 - reducing stress & anxiety
 - improving communication
 - creating stronger connections to self and others

Okay, now that you have shifted your perspective to the importance of self care being at the top of your list, here are three ways to help you move with and through your emotions.

BE LESS

1. Name and Validate Emotions

Validate your emotions, instead of making yourself feel bad, wrong or weak for feeling. There is a release that happens just in saying your emotion either to yourself or out loud, “I’m feeling sad. I’m feeling frustrated.” It has the added benefit of reducing the intensity of the emotion. You are allowed to feel. You are supposed to feel.

2. Release Emotions in a Healthy Way

Create a list of healthy ways to move through your emotions like exercising, taking deep breaths, humming a song in your head, journalling. This will help you get clear about strategies that are helpful. Post it somewhere that can serve as a reminder. When you are experiencing an uncomfortable emotion you can easily forget what helps you move through.

3. Use the Daily Self Care Checklist

When you are faced with challenging circumstances and tough emotions, they can play havoc with your emotional health. A self care checklist is a guide to helping you monitor where you’re at each day and where you need to make improvements to be the best you.

Keep taking care of you! You matter! The world needs YOU and your unique gifts.

To learn more, visit www.sarawestbrook.com or www.3emotionaldevelopment.com 

Sara Westbrook is a professional speaker, author, singer and creator of in-person or virtual presentations and workshops for both adults and kids, aimed at strengthening relationships, resilience and emotional health.

SELF CARE CHECKLIST FOR EMOTIONAL RESILIENCE

DID YOU ALLOW YOURSELF TO FEEL YOUR EMOTIONS WITHOUT MAKING YOURSELF FEEL SHAME OR GUILT?	<input type="checkbox"/>
DID YOU MAINTAIN YOUR HEALTHY BOUNDARIES WITHOUT TAKING ON OTHERS EMOTIONAL REACTION?	<input type="checkbox"/>
DID YOU PRACTICE TAKING LONGER DEEPER MINDFUL BREATHS?	<input type="checkbox"/>
DID YOU DO ONE THING TODAY TO SHOW KINDNESS TO YOURSELF?	<input type="checkbox"/>
DID YOU DO ONE THING TODAY TO SHOW KINDNESS TO SOMEONE ELSE?	<input type="checkbox"/>
WHAT IS ONE THING YOU ARE GRATEFUL FOR FROM TODAY?	<input type="text"/>

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