

First Nation Health Authority

The FNHA is the health and wellness partner to over 200 diverse First Nations communities and citizens across BC.

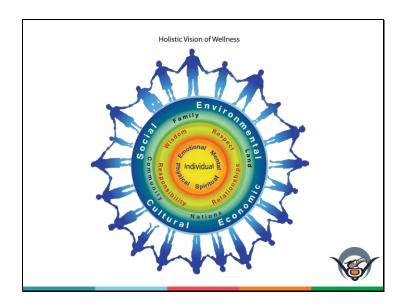
In 2013, the FNHA began a new era in BC First Nations health governance and health care delivery by taking responsibility for the programs and services formerly delivered by Health Canada. Since then the FNHA has been working to address service gaps through new partnerships, closer collaboration, health systems innovation, reform and redesign of health programs and services for individuals, families, communities and Nations.

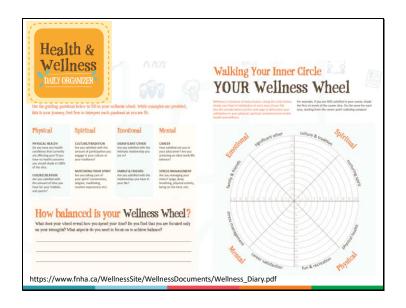
The FNHA is also a champion of culturally safe practices throughout the broader health care system. Taking a leadership role, the FNHA actively works with its health partners to embed cultural safety and humility into health service delivery and improve health outcomes for First Nations people.

Our Services

The FNHA's community-based services are largely focused on health promotion and disease prevention and include one example such as:

Children, youth and maternal health; mental health and wellness; communicable disease control; health benefits; health and wellness; planning health infrastructure and human resources ect.





Health and Wellness Resources

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



 $\underline{\text{https://www.fnha.ca/what-we-do/communicable-disease-control/coronavirus/publications}}$

Mental Health Benefits

About this Benefit | What My Plan Covers | How Do I Access Coverage? | What My Plan Does Not Cover Appeals | About FNHA Mental Health Programs Resources https://www.fnha.ca/benefits/mental-health

Toll free phone number: 1-855-550-5454 | Email: <u>HealthBenefits@fnha.ca</u> Fraser Salish Region Sandra.Martins-Toner@fnha.ca (604) 802-6941 HealthBenefits@fnha.ca or Toll free phone number: 1-855-550-5454

- Other Mental Health and Wellness Supports
 Tsow-Tun Le Lum Society https://www.tsowtunlelum.org/resources/rhsw/
- Indian Residential School Survivors Society http://www.irsss.ca

Hands Back, Hands Forward Connections within

Strong Body, Strong Mind and Strong Spirt Adrenocorticotropic hormone (ACTH): This reduces immune system response. The body needs energy for survival, so it shuts down the immune system and re-routes the energy to survival functions. Over the long term, this has a huge impact on the body's ability to fight disease and can result in immune deficiency diseases. Be mindful of what is happening in children's lives, their families and the community. If there has been a lot of stress or trauma, there is an increased risk of illness. Credits to: Monique Gray Smith Love is Ripple Effect of Resiliency: Strategies for Fostering Resiliency with Medicine

Indigenous Children https://www.moniquegraysmith.com/

Survival mode- has been shared as an adaptive response of the human body to help us survive danger and stress. You may have heard of the Fight, Flight or Freeze responses. In a dangerous or stressful situation It leads you to attack or retreat rather than communicate on what is occurring.

Functional freeze- has been shared as a way of functioning to allow people to push and push, and keep going, and working, and pleasing, and doing, without realizing how overworked and stressed out they truly are.





Being Active and Cultivating Connections

Dr Gabor Mate -When the Body says No https://drgabormate.com/



The Journey starts within!

Explore what resources and/our supports are a able to not only yourself but to others whom you may be serving.

Trauma and Children

Experiencing trauma in childhood can have a severe and long-lasting effect. Children who have been traumatized may see the world as a frightening and dangerous place. When childhood trauma is not resolved, this fundamental sense of fear and helplessness carries over into adulthood, setting the stage for further trauma."

Burnout and Compassion Fatigue

"Supporting children and families is challenging work and when trauma is involved the challenges increase. If we do not take care of ourselves and actively take steps to foster our wellness, we put ourselves at risk of burnout and compassion fatigue."

Workplace Wellness

"The wellness of your workplace is equally critical to the learning and care environment you provide for the children. As many of you will have witnessed or experienced, when there are unresolved challenges, lateral violence, communications or discussions that are being avoided, the ripple of these will be felt by the children, often resulting in disruptive behaviours, emotional outbursts and challenging days for you as a staff team."

- What fills you up? What are your strategies to support others and yourself?
 How are you taking care of yourself? Examples: Watching a funny move, taking a walk on the land, drinking warm traditional tea

Credits to: Monique Gray Smith -Ripple Effect of Resiliency: Strategies for Fostering Resiliency with Indigenous Children https://www.moniquegraysmith.com



Ujjayi Pranayama Breathingdeep ocean breathing.

Lets use Lateral Kindness to "lift each other up"

Lateral kindness is an approach to address lateral violence based on Indigenous values, which promote social harmony and healthy relationships.

- · Hold each other up
- Speak your truth
- Be Compassionate
- Be Present
 Demonstrate Empathy
- Offer Acceptance
- Be an Active Listener
- Share Generosity
- Respect and Trust Share Cultural Values
- Acknowledge lateral kindness
- Set Limits

Hands Forward, **Hands Backward** Honoring past,

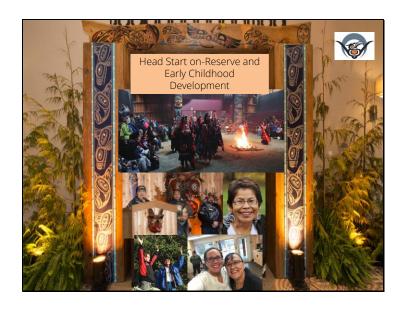
present and future.

- Draw upon Cultural Protocols
- Traditional Teachings Create Safety and
- healthy boundaries Consider Talking
- Circles and/or Roundtables
- Share and practice your communities lateral safety approach
- Invite Elders, Knowledge Holders to support you

 $\underline{https://www.fnha.ca/about/news-and-events/news/practise-lateral-kindness-to-help-reduce-la$ stigma-and-fear-of-covid-19

<u>The Social Determinants of Health from a First Nation Perspective – YouTube</u>







6 Key Components

- Culture and Language
- Nutrition
- Parent & Family Involvement

Culture and Language

- Cultural camps
- Traditional child rearing workshops
- Traditional ceremonies
- Tanning hides, teepee making, drum making
- Language nest
 Elder Involvement
 Grandparent days

- Grandparent days
 Prayer and smudging
 Creating own language curriculum
 Use of traditional language daily in program
 Honoring our Elders Wall

- Social Support
- Education





- foods

 Storytelling
 Talking circles

- Promotion of traditional language
 Community celebrations, potlatches
 Cultural performances
 Traditional healing
 Mini children's pow wow
 Singing, drumming, dancing
 Creation of cultural books, including recipes
 Sharing/teaching protocol (Staff, children and familiae) families)





First Nation Health Authority Head Start on-Reserve Resources

Mental Health & Wellness

Keeping Kids Active During the Pandemic

Early Learning & Childhood Development: Activities

Early Learning & Childhood Development: Family Connections

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

o Teachable Moments

Exploring Your Program Series
Part 1: Connections to Land-based Learning

Part 2: Connections with our Plants, Foods and Medicines

Part 3: Fostering Education

 October 2020 Webinar: https://youtu.be/k_7xNgkCxdo https://www.fnha.ca/Documents/FNHA-Exploring-Your-Program Connections-to-Land-Based-Learning-Webinar-Slides.pdf

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

 $\textbf{Head Start Website:} \ \underline{\text{https://www.fnha.ca/what-we-do/maternal-child-and-family-health}}$



Question and Answer Discussion

Questions to consider on- "Connecting to our Practice"

- Resources- are there other resources that could be considered in supporting children and their families?
- Support Teams- are there others that may need to be included in this?
- Hands Forward, Hands Back: Past Present and Future- Consider the process of collaboration. Do you require the support of the Head Start –On Reserve Advisor to further facilitate parent/ community involvement?
- Program Development-in what ways could you enhance what is currently offered for children and their families?

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

Guiding our most Precious Gifts, our Children

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





Cultivating Healthy and Respectful Relations

Here is sample of Connecting with a child

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

Helnful Links

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

 $\underline{\text{https://www.fnha.ca/WellnessSite/WellnessDocuments/parentteacher.pdf}}$

Model, Support and Guide

AHSOR We Believe Statement:

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

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

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

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Promoting Children's Social-Emotional Well-being

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

Connecting the Mind, Body and Spirit

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



Recognize Teachable Moments

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



Wellness Streams



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











RESPECT TO BACCO Website link: https://www.fnha.ca/wellness/wellness-and-the-first-nations-healthauthority/wellness-streams

Head Start on-Reserve Website

Exploring your Program "Fostering Education" <u>Part 3: Fostering Education</u> <u>https://www.fnha.ca/what-we-do/maternal-child-and-family-health/aboriginal-head-start-on-reserve</u>

- What is Knowledge? Knowledge is the combination of information and understanding about ourselves, our communities, and our land that guides the way we conduct ourselves and the decisions we
- o There are a variety of pathways to facilitate the transfer of knowledge within your program, for example: sharing resources; connecting families to other service providers; distributing newsletters; providing family nights; holding workshops and inviting guest speakers. This can be done in person, virtually or through platforms such as your community's social media linkages.



Parental and Family Wellness

One of the Head Start components is **parental and family involvement**. It recognizes and supports the role of parents and family as the primary teachers and caregivers of their children. The following samples and concepts are a few creative ways for developing and/or implementing early learning and child development and parenting concepts into your program. Here are a few of the most recent Head Start resources for your reference.



Parent Involvement Ideas

Support parents and family as the primary teachers of children, empower parents to grow as role models for children, and encourage understanding of the children as they process through the program.

- Parent participation in program (daily, weekly, monthly)
 Parenting workshops and activities: computer literacy, cooking classes, crafts, Nobody's Perfect parenting
 Fund-nising activities
 Back and forth books, communication books
 Parents assist with snack preparation, reading dub, activity planning, special events, daily activities
 Resource library for parents
 Involvement of extended family
 Take home activities for children and parents to do together
 Evaluation of Head Start program

- Policy development
 Open door policy
 Development of parent handbook
 Parent advisory committee
 Outreach services
 Parent & Child playgroups
 Support group for parents
 Parent bulletins, newsletters
 Parent and family members share talents in program (singing, dancing, drumming, cooking, beading)
 Input to program structure and operations

How do you encourage parent participation?

How do you support parents as their children's first teachers?

How does your program provide education and training opportunities for families?



The Process of Exchanging Knowledge

A closer look at a the Head Start on –Reserve key component: Education

Education is a key social determinant of health and, especially in the early years, can have a major influence on the health and quality of an individual's life. The history of education for First Nations people in BC (and Canada) is marked significantly by fear and pain, which has affected children, families and communities. These feelings present obvious difficulties for encouraging learning.

- o The Education component promotes life-long learning with activities that encourage a child's readiness to learn. Activities also focus on the physical, spiritual, emotional, intellectual and social development needs of children. Community members, including Elders, are involved in helping with early literacy activities, such as printing and recognizing sounds and words.
- o Offering family nights or parenting workshops (held in person or virtually) is one of the many ways to engage, empower, and provide **social support** when exchanging and transferring knowledge. You may want to consider the overall steps to create the space for this important journey together. It is suggested that you start with your budget, timeline, the venue and frequency of the activity such as: is this a one-time only activity or will it be ongoing?

Program Planning and Development

Planning and developing will allow time for the creative process to flow, along with the opportunity to include staff in discussions as well. Here are a few thoughts to consider:

- o Will you offer child-minding with activities for children?
- o Will you offer transportation?
- o Will you provide a meal?
- o Will you have Knowledge Keeper/Elder?
- o How will you invite families?
- o How will you invite guest speakers?
- o What topics or themes will you cover?
- o How will you weave in other components such as Health Promotion or Nutrition?
- o How will you provide a Safe Virtual platform?

An example of Topics may include:

Traditional parenting; guiding children's behavior; problem-solving; crafting; and cooking classes.



"An Invitation"

Consider inviting Parents, Elders and/or Knowledge Keepers to collaborate within your team, leadership, community and with external partners to discuss opportunities or strategies to support your of the strategies to support your on the strategies to support your of the strateg

For example: Cultural planning and/or seasonal calendars. Guest speakers, either subject matter experts or Knowledge Keepers/Elders to cover topics, themes or skill building.

o Food Security or Meal Planning/Budgeti of Child Safety or Car Seat Safety Emergency Preparedness and Planning Communicable Diseases
o Understanding the Early Years: Social, En



Sample topics may include:

- o Being Active, Healthy Living

- o Respecting Tobacco
- o Food Security or Meal Planning/Budgeting

- Understanding the Early Years: Social, Emotional, Spiritual, Intellectual and Cognitive Development
- o New Baby, Siblings
- o Physical Development





A Knowledge Pathway or Transformation

Knowledge was not shared through a book; rather it was shared through relationships, experiences, observations, exploration and valuable teachings or lessons. We can observe the many living markers such as Petroglyphs, totems, food caches, root cellars and/or homes such as a pit houses.

Connecting the Mind, Body and Spirit

In our third series <u>Early Learning and Child Development "Family Connections</u>" we learned that when we are holistically connected to our mind, body and spirit, we are strengthening our inherent gifts while creating new space to learn and grow. Our culture, language, values, traditions, worldviews and environments are essential pillars for our overall wellbeing. It takes patience, dedication and time to strengthen our gifts, and we often need support to do so. Reach out to people in your community or family members, such as Aunties, Uncles, and Grandparents/Elders. Your trusted loved ones are there for you when you need support.





Exploring your Program Series "Connections with our Plants, Foods and Medicines" Website Link: Part 2: Connections with our Plants, Foods and Medicines

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Incorporating Traditional Parenting

It has been told that our children were always apart of our teachings. We have also observed the importance of meeting them where they are at in their journey. It's about the process, not the outcome. It's about building the children's confidence as they learn through play in their natural environments. In todays busy world it is important to bridge opportunities for children and families to learn, share and grow together. This is how we lift one another $\ensuremath{\mathsf{up}}$ and hold space to connect, heal and observe teachable moments. A few reflections to

o My clan, my family, my elders

- o My village, my community
- o Elders, Knowledge keepers
- o Sacred places and teachings
- o Ceremonies and protocols
- o Plant Foods and Medicines
- o Life Cycles, Seasons
- o Creation and/or oral storytelling





One of our Head Start We Believe Statements:

"That children have a right to learn their respective First Nation language(s) and histories, and $adults\ have\ a\ responsibility\ to\ pass\ on\ the\ instructions\ that\ the\ Creator\ gave\ in\ the\ beginning\ of$ $time\ as\ are\ reflected\ in\ our\ languages,\ cultural\ beliefs\ and\ cultural\ practices''$

Exploring Your Program Series Website Link: Part 1: Connections to Land-based Learning

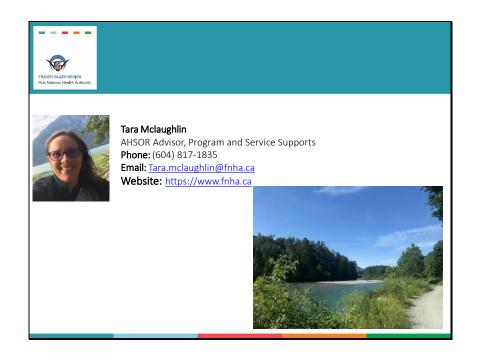


Fraser Salish Maternal Child and Family Wellness Urban and Away from Home Partners Community of Practice

The intent of holding this space is for Urban and Away from Home Partners across the Fraser Region to collaborate on a variety of shared values and/or topics related to BC First Nations expecting mothers, children ages 0-6 years and their families. To create opportunities to further align regional strategic priorities which is rooted in a BC First Nations Health and Wellness approach. This includes but is not limited to the early learning and child development inclusive programs and/or services such as the Maternal Child and Family Health; Early Years; Family Parenting and Child Care Provider Advocacy and Support etc.







Early Years and the Holistic Vision of Wellness

Connections to Our Practice

Webinar (1:03:44 mins) | Presentation Slides

Guiding Our Most Precious Gifts, Our Children

Webinar (33:59 mins) | Presentation Slides

Parent and Family Involvement

Webinar (1:43:09 mins) | Presentation Slides

Parenting Resources Grounded in Indigenous knowledge



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

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

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

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

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

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

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

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

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

Other resources

First Nations Perspective on Health and Wellness

http://www.fnha.ca/wellness/wellness-and-the-first-nations-health-authority/first-nations-perspective-on-wellness

Traditional Food Fact Sheets

https://www.fnha.ca/WellnessSite/WellnessDocuments/Traditional Food Facts Sheets.pdf#search=traditional%20foods

Canning Foods-your guide to successful canning

https://www.fnha.ca/WellnessSite/WellnessDocuments/FNHA-Canning-Foods-Your-Guide-To-Successful-Canning.pdf#search=traditional%20foods

Wellness Diary

https://www.fnha.ca/WellnessSite/WellnessDocuments/Wellness_Diary.pdf

Baby First Foods

FNHA-A-Guide-to-Your-Babys-First-Foods.pdf