

## **2018 EASTER HAT PARADE/FUN RUN/CROSS COUNTRY Tuesday 27<sup>th</sup> March**

Please note that the hat parade and the K-2 fun run will be at school and the cross country will be at Thomson Street fields.

**Approximate** times for the day:

**Children are to bring their munch and crunch, recess and lunch as usual.**



**9.15am Easter hat parade K-2**

On the concrete play area. Chairs will be provided for K-2 parents/ family members for the hat parade.

**9.45am Munch and crunch**

**10.00am K-2 Fun Run**



Kindergarten girls

Year 1 boys

Year 1 girls

Year 2 boys and girls

**Year 2 children who are turning 8 this year either run in the fun run or the cross country.**

**Presentation of certificates and placings**

**11.00am Recess at school**

**11.20am Children reassemble on the concrete area with their bags and walk down to Thomson Street fields.**

**2kms course      8 year boys and girls**

**9 year boys and girls**

**10 year boys and girls**

**3kms course      11 year boys and girls**

**Open year boys and girls**

**War cries whilst points are tallied**

**Presentation of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> place ribbons**

**Presentation of cross country trophy**

**Come along and have some fun. It would be a good idea to bring a fold up chair for the Fun Run/ Cross Country.**

**Please remember:**

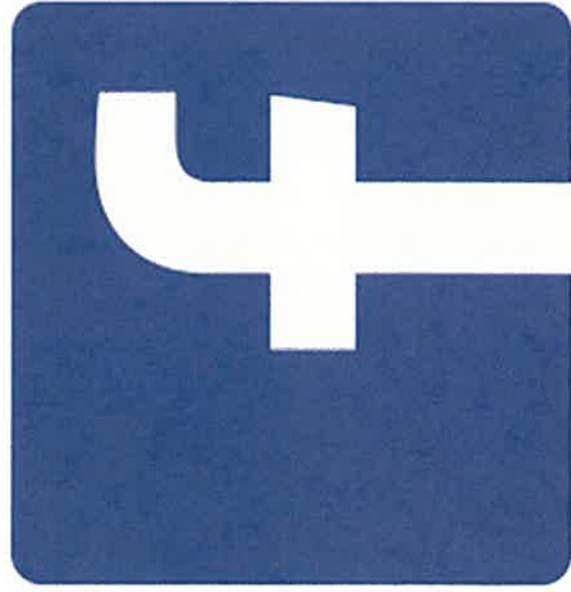
\*Please pack extra water and food for the day as the children get thirsty and hungry with activity

\*Students are to remain in their house areas.

\* If the weather is unsuitable on the day, the Fun Run and Cross Country will be postponed but the Hat Parade will take place in the hall.

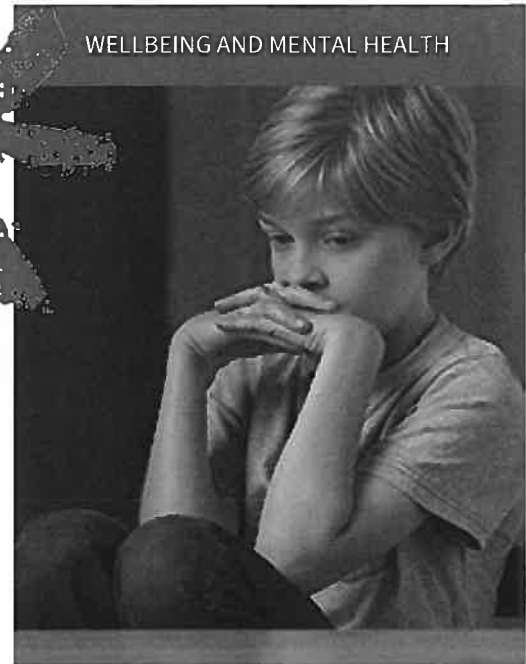
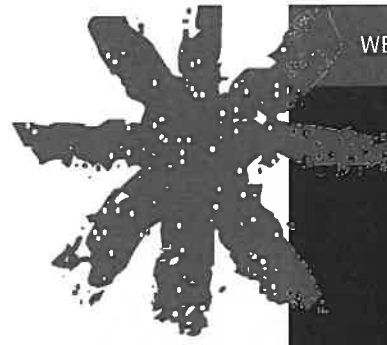


Parents,  
Did you know Sussex Inlet  
Public School is now on  
Facebook?



Please like and share our page with  
other parents for up to date  
information on what is going on at  
our school.

# insights



## Understanding your child's anxious behaviour using the ABC method

by Dr Jodi Richardson

*When our children are suffering they turn to us for help. Never is this more true than when they're experiencing anxiety. The experience of it is awful and they want it stopped. Now. That's all we want too: to put an end to their fear, dread and worry. To help them feel calm, happy and playful again. But the contagious nature of anxiety means that while, as parents, we're helping our children in the midst of their turmoil, we can also struggle with anxiety of our own. All those stories begin to swirl around in our minds leaving us worrying about what it all means for our child's future happiness.*

The more you understand about the events that trigger anxiety in your child and the way he or she behaves when feeling anxious, the better equipped you'll be to respond in a truly helpful way.

### **The fight, flight, freeze or freak out response**

It's important to remember that all of our kids will experience anxiety at some time or another. It's a natural and protective reaction to the anticipation of danger or discomfort, a deeply ingrained instinctive response that gears people up, big and small, to **fight** for their life, or run for it (**flight**). As well as the 'fight or flight' response, it's also been called the 'fight, flight, freeze or freak out' response. No argument there!

In the majority of cases where kids experience anxiety (which may even be trepidation or nervousness) – such as when faced with a maths test or a presentation in front of the class – when the 'danger' passes the anxiety passes too.

However there are kids who experience debilitating anxiety on a more regular basis: anxiety that interferes with their ability to function, participate in life and enjoy being a kid. In these cases it's important to develop a deeper understanding of the events that happen before and after the anxiety is displayed. The ABC anxiety technique is an invaluable tool used by psychologists when looking at behaviour patterns.

You can use it too.

### **The ABC technique**

Anxiety can be thought of as a sequence of events, beginning with a triggering event that is called the **Activator**. The Activator is present before your child becomes anxious and fearful. It isn't always one thing but can be a set of circumstances or factors like tiredness and hunger. Children won't always be aware of what's triggered their anxiety but as you begin to note down the ABC's, you'll establish some patterns that will help you both.

# parenting \* ideas

The activator triggers your child's anxious Behaviour. Now's about the time you might form a picture in your mind of what you witness when your little one is anxious. You'll see a whole bunch of behaviours including avoidance, anger, fear and distress, but what you won't necessarily see are the 'private' behaviours of your child such as their thoughts and feelings. Understanding these is really insightful.

Lastly, your little one's anxiety will naturally bring about a reaction from others. This can be from you, other family members, your child's friends and/or their teacher, depending on where they are. These reactions are the last part of your new tool, termed Consequences. Understanding what happens in response to your child's anxiety is important, again, for understanding patterns that have built up over time.

Start by creating a table (anyway you like) similar to the one below but include more rows in yours.

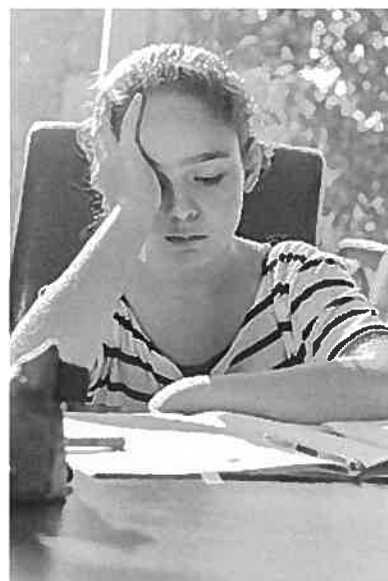
Find a quiet few minutes and begin by thinking about what happens when your child becomes anxious. Describe anxious behaviours in detail in the middle column. These could be the things you witness such as crying, pacing, avoidance, clinging, etc. plus any thoughts or feelings your child has shared with you.

Let's say for example that thunderstorms trigger anxiety in your child. Their behaviour might include fear, crying, an upset tummy and hiding away from the noise. Find a quiet few minutes and begin by thinking about what happens when your child becomes anxious. Describe anxious behaviours in detail in the middle column. These could be the things you witness such as crying, pacing, avoidance, clinging, etc. plus any thoughts or feelings your child has shared with you.

At first glance the activator might seem obvious: thunder and lightning in this example. But perhaps the anxiety is triggered earlier than that. Could it begin with overhearing the storm forecast on the news or the heavy rain preceding the storm? Finally, the Consequences column is to note what happens immediately after the anxious behaviour. What happens, and how everyone feels.

Go through this same process with the other anxious behaviours you listed. There are some examples on the following page.

The ABC exercise enables you to contemplate your child's anxious behaviours and the circumstances around them including, importantly, when you're not actually in the thick of it. My guess is that you're already pretty clear about the behaviours, but after doing this exercise you'll be armed with details of the triggers (Activators) and outcomes (Consequences) as well. Combined, this understanding will give you insights into how anxiety unfolds for your child, an opportunity to reflect on your own responses to anxious behaviour, and where there might be opportunities for helpful change.



# parenting\*ideas

If at any time you're at all concerned about your little one, please consult with your GP to seek advice and reassurance.

Example ABC table and anxious behaviours

Activators	Behaviours	Consequences
Thunderstorm forecast	Upset tummy, cries and hides in bedroom, won't get ready for school	Repeated reassurance, gently encouraging to get uniform on and have breakfast. Only makes things worse. Late for school, again. Feeling frustrated.
Teacher announces upcoming test	Irritable, keeps repeating "I'm going to fail", headache	Suggested making a plan to prepare for test, rejected. Consoling with arm around her telling her it's going to be okay. Both feeling really upset.



## Dr Jodi Richardson

*Jodi is a happiness and wellbeing speaker and writer, and is mum to two primary school aged kids who light her up. For more great ideas on flourishing mental health for the whole family, subscribe to her newsletter at [drjodirichardson.com.au](http://drjodirichardson.com.au) and say hello on [facebook.com/DrJodiRichardson](https://facebook.com/DrJodiRichardson). Enquiries to [jodi@drjodirichardson.com.au](mailto:jodi@drjodirichardson.com.au)*



# Road safety



## Keeping safe around school crossings

For your child's safety, it's very important to ensure they use the school crossing.

At all crossings you must wait on the footpath, at least one step back from the edge of the road.

If there's a School Crossing Supervisor, wait until they have stopped the traffic and called you to cross.



If you are driving, you must not proceed until the School Crossing Supervisor's hand-held sign is no longer displayed, or until the crossing supervisor indicates that you may proceed through the crossing.

### Children's crossings

Children's crossings are usually part-time crossings that operate before and after school hours. They can also operate at other times when children use the crossing for excursions or during break times. When 'Children Crossing' flags are displayed, you must stop at the white line if pedestrians are waiting to cross. Drivers must remain stationary until the crossing is clear of pedestrians.

For more information on keeping our kids safe around schools visit the parents section on [safetytown.com.au](http://safetytown.com.au)