

ANNIEVILLE NEWS

Meeting the needs of all our students

Important Dates

Monday, Feb 24

9:00-1:00 Annieville Science Fair

Grade 3 Swimming

@6:30-Body Science Parent Info Evening

Wednesday February 26

Pink T-Shirt Day & Battle of the Badges for ALL Intermediate Students

Thursday, February 27

Body Science Program ALL Day

Family BINGO Night 6:30-8:00

Friday, February 28

Profession Learning Day-**No School**

Monday, March 2

Grade 3 Swimming

Tuesday, March 3

Reading Link Challenge

Friday, March 6

Gr 6 & 7 Skiing

Monday, March 9

Last Grade 3 Swimming

Tuesday, March 10

4:00-6:00 Hoop Shoot @Seaquam

Wednesday, March 11

Report Cards Home & Footy ALL Day

6:30 PAC Meeting

Friday, March 13 Last Day before Spring Break

Annieville Science Fair

The students have been working hard to design their science projects and are almost ready to share! An important part of the BC Curriculum involves students having the opportunity to think both critically and creatively and to communicate their thinking.

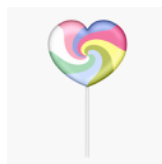
Science Fairs like this one create great opportunities for students question and predict, be innovative and take risks with their learning.

Come by Monday, Feb. 24th, between 11:00 and 1:00 to see all the projects on display in the gym.



Me to We Team

Thanks for participating in our annual **CANDY GRAMS**. Our Me to We Team raised over \$200! The Me to We Team will be using the funds they raise to help support both local and international causes that speak to their hearts.



Thanks to Ms. Hui for working with the team to do this important work.

Reading Day 2020

We kicked off our Reading Day 2020 with a school-wide assembly where we talked about **GRIT** and then spent the rest of the day stopping throughout the day to read, read, read. We know that not everyone finds reading easy or has developed a love for reading. We also know that, to get better at something you have to practice so that's what we did!.

Reading is a complex skill to learn. When we're learning to do something new, we have to be okay with being uncomfortable, sometimes getting things wrong, and sometimes having to start over. It takes an *I can do it*, kind of attitude. It takes **GRIT** and our Annieville students did a great job



Annieville PAC

That's right! The rumours are true!

BINGO is back!

We hope you can join us Thursday, February 27th, 6:30-8:00 for some fun games and dinner. PAC does so much for our school and this BINGO Night is just one way they can raise money to do all that great work.

Doors open @6:00PM.

Concession will be open, selling Pizza, chips and drinks.

PAC Meeting

We hope you can join us at the next meeting on March 12 @6:30



Jump Rope For Heart

Our Jump Week was a great success, with the students jumping till their faces were rosy! Keep sending in pledge envelopes as you wrap up collecting pledges. Please remember, we encourage children to ask for donations from friends, family, or people they know, and not door-to-door requests.

Thanks to Mr. Sowden for organizing this event!



Parking Lot

Children are carefree, as they should be, and don't always stick to sidewalks or look around before they run this way or that.

We need your help to keep them safe.

PLEASE DO NOT USE THE PARKING LOT

Between **8:40-9:15** and **2:30-3:20**

Body Science

On February 27th we'll be running a Body Science program. This program is **entirely based on the prescribed BC Curriculum**. Every year our teachers from Kindergarten to grade seven would teach this very important information. The information presented is tailored for what the children are developmentally ready for. We are grateful to our PAC for funding this program. Below are screenshots of the grade-specific curriculum. For more information, you can go to <https://curriculum.gov.bc.ca/curriculum/physical-health-education>

Kindergarten & Grade One

- ◆ names for **parts of the body**, including male and female private parts
- ◆ **appropriate** and **inappropriate** ways of being touched
- ◆ different types of **substances**
- ◆ **hazards and potentially unsafe situations**
- ◆ **caring behaviours** in groups and families

Grade Two & Three

- ◆ **strategies for accessing health information**
- ◆ **strategies and skills to use in potentially hazardous, unsafe, or abusive situations**
 - could include:
 - using a strong voice to say "no," "stop," "I don't like this"
 - calling out for help and getting away if possible
 - telling a trusted adult until you get help
 - not giving out personal information (e.g., to strangers, on the Internet)
- ◆ effects of **different substances**, and **strategies for preventing personal harm**
- managing and expressing emotions
- ◆ **factors that influence self-identity**
 - could include:
 - self-esteem
 - self-efficacy
 - cultural heritage
 - body image

Grade Four & Five

- ◆ **media messaging** and body image
- ◆ **strategies and skills to use in potentially hazardous, unsafe or abusive situations**, including identifying common **lures or tricks used by potential abusers**
- ◆ **strategies for responding to bullying, discrimination, and violence**
- ◆ potential effects of **psychoactive substance** use, and strategies for preventing personal harm
- ◆ factors that influence self-identity, including **body image** and **social media**
- ◆ **physical, emotional, and social** changes that occur during puberty, including those involving **sexuality** and **sexual identity**

Grade Six & Seven

- ◆ **practices that reduce the risk of contracting sexually transmitted infections and life-threatening communicable diseases**
- ◆ **sources of health information**
- ◆ basic principles for **responding to emergencies**
- ◆ **strategies to protect themselves and others** from potential abuse, exploitation, and harm in a variety of settings
- ◆ consequences of bullying, stereotyping, and discrimination
- ◆ strategies for managing personal and social risks related to **psychoactive substances** and potentially addictive behaviours
- ◆ **physical, emotional, and social** changes that occur during puberty and adolescence
- ◆ influences on individual identity, including **sexual identity**, gender, values, and beliefs