

Freemans Reach Public School Newsletter

Term 3 Week 10

14 September 2021



Term 3

17 Sept Last day of Term 3

TERM 4

5 October Students Return to Learning from Home for Term 4

VIRTUAL ASSEMBLY

Wednesday at 12:30pm.

The link to this webinar will be posted to your child's Google Classroom for you to access along with the passcode to enter.

NOTES AND MONEY DUE

Year 6 Signature Bear-Due **29.10.21**

Year 6 Photobook Photos-Due **end of October**

CANCELLED ACTIVITIES

Stage 3 Camp
K-2 Zoo Excursion
CRP HELP
Olymp-a-thon
Athletics Carnival



**SCHOOL ENEWS
AND FACEBOOK**



Due to the constantly changing environment we live in, please continue to regularly check School Enews and Facebook for important updates.

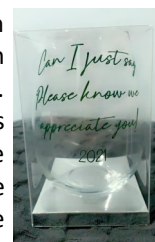
395 Kurmond Road, Freemans Reach 2756
Phone: 4579 6146 Fax: 4579 6528
Web: <https://freemanrch-p.schools.nsw.edu.au>
Email: freemanrch-p.school@det.nsw.edu.au
Relieving Principal: Lisa McGrath

From the Principal's Desk ...

Dear Parents and Carers

THANK YOU SASS TEAM!

Thank you to our amazing School Administration and Support Staff! Each year the Public Service Association provides the school community an opportunity to celebrate the contribution of support staff in our school. Our SASS team includes Ms Gerisch, Mrs Chapman, Mrs Leard, Mrs Lippold, Ms Clair, Mr Primo and Mr Charles. Whether they work in the office, the library, in the school grounds or in the classroom, they are instrumental to supporting the wellbeing of students, teachers and the whole school community. Especially during Term 3, they have gone above and beyond to support everyone in our school community as well as each other. Although we can't celebrate their efforts face-to-face, we were able to show our appreciation to them last week. You are the backbone of our school, we are all connected to ensure teaching and learning remains the main thing at Freemans Reach PS.



CANTEEN COMMERCIAL UPGRADE



Work has started on our long-awaited canteen upgrade. Demolition will begin this week and throughout the holidays. Thank you to our P&C Canteen Convenor Mrs West and Mrs Lippold for their help with clearing out stock and stuff, ready for this project. Inclusions planned for this upgrade include new flooring, stainless steel bench tops and work stations, 900mm oven and hot plates, two double glass door fridge and freezers, dishwasher, knee operated wash basin, zip boil hot water, loads of storage cupboards and new roller fly screens. It will look schmick! But more importantly, it will be commercially rated, well equipped to cater for large events, and a great resource for the families and students of Freemans Reach Public School.

COVID-19 UPDATES

COVID UPDATE

NSW Schools will remain closed until Friday 22 October 2021 (end of Term 4 Week 3). During this time, Freemans Reach Public School remains on **Level 4 – Learning From Home** of the DoE COVID-19 response framework, with no changes being made to our current systems in place. Google Classroom, paper copies of Google Classroom learning tasks, zoom learning/wellbeing sessions and phone call check-ins will continue to **22 October 2021**.

Further advice can be found here: <https://education.nsw.gov.au/covid-19/advice-for-families>.

I have attached a copy of the DoE's Levels, with greater details to inform families. We are required to follow this COVID Safe Operations Plan.

Safe

Respectful

Environmentally Friendly

Learner

STAGGERED RETURN TO FACE-TO-FACE LEARNING FROM 25 OCTOBER 2021 (TERM 4 WEEK 4)

There will be a staggered opening for face-to-face learning with COVID-safe settings in place at Level 3 plus, if NSW community transmission and vaccination rate requirements have been met.

- 25 October 2021 (Term 4 Week 4)
Kindy & Year 1 return to face-to-face learning at school.
- 1 November 2021 (Term 4 Week 5)
Year 2 & Year 6 return to face-to-face learning at school.
- 8 November 2021 (Term 4 Week 6)
Years 3, 4, & Year 5 return to face-to-face learning at school.

By 8 November 2021, all staff working in schools are required to be vaccinated. All staff will continue to wear masks onsite. Students in Years K-6 will be strongly encouraged to wear masks onsite. More information will come out later about Term 4 scheduled excursions, events and reports.

CANCELLED TERM 4 EVENTS

Unfortunately, these activities have now been cancelled.

- Stage 3 Camp to Point Wolstoncroft
- K-2 Zoo Excursion
- CPR HELP
- In school Olymp-a-thon
- Athletics Carnival

We know this is disappointing news. All paid activities that have been cancelled will have the money placed into your family account under 'Fees In Advance'. This means that all the money already paid will be available to use for any future school event for any of your children at Freemans Reach PS. For Year 6 students with no other siblings at our school, the DoE can refund into parents' bank accounts via a special Student Refund Application Form. Please request this form from the front office should you require this refund.

We are now trying to secure a date at a venue in our local LGA for a Stage 3 day trip instead, in the event that IF our school moves to Level 2 where excursions are permissible. Currently, our Stage 2 camp may still go ahead in Week 8. We are hopeful that COVID life will be more stable by then. Thank you for your understanding and patience as we work through ever changing guidelines.

TERM 4 PARENT/CARER PLANNER

Yes, we are optimistic and will send home the Term 4 Planner in this newsletter. We aim to have some school events for the end of the year, but unsure what that may look like in this COVID world. Further information will come out throughout next term to continually keep families informed.

CARE PACKAGES

Our staff have been very busy preparing care packages for all of our students. These packages will be posted this week, so hopefully your children will receive a special surprise in the mail. Keep a look out! Thank you to the dedicated SASS team for this important initiative.

NAMING OUR FRPS NEWSLETTER

Thank you to our community members who suggested some possible names for our newsletter. The shortlisted names are as follows:

- The Harvest
- Freemans Reach Focus
- Freemans Reach In Focus
- Freemans Flyer
- Deerubbin (meaning Hawkesbury River)
- Dulili (meaning together)
- Reach Out
- The Deerubbin Reach Out

We would like each student and/or family to vote for their top two names. Please vote via copying this link into your URL here:

<https://forms.gle/Y3KX9mq7vigEacci8>

Voting will close on Friday 3pm.

The winning name will be introduced in our first 'new look' newsletter for Term 4 2021. Very exciting!



AND FINALLY...

The last day of school for this term is **Friday 17 September**. Teachers will not be responding to their emails or communicating via their Google Classrooms after this date. It is important for our staff to also have a break with their families, recharge and prepare themselves for Term 4 teaching and learning. Initially online, then hopefully face-to-face after Week 4. Online learning and paper packs will begin again in Term 4, **TUESDAY 5 October 2021**.

Stay safe and well connected. Best wishes for a well deserved term break.

Warm Regards
Lisa McGrath
Relieving Principal

Relax
Refresh
Recharge



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Term 3 Week 8

KM

Callum-For his vvery interesting independent sentences

Hunter-For his wonderful sounding out when writing sentences

Remi-For working hard when learning from home and at school

Neveah-An improved effort completing at home learning tasks

K/1A

Pia-Showing wonderful enthusiasm during class Zooms

Lara-Wonderful effort during online Reading Groups

Ashton-Working hard at Maths

Riley-A great attitude to his Home Learning

1/2J

Katielee-Effort in completing home learning activities

Emily-Being a dedicated and enthusiastic reader

Jack-Terrific effort in completing home learning tasks

Lucas-Being 'awesome' during class Zoom meetings

2/3R

Amelia-Terrific effort completing spelling tasks

Scarlett-Excellent literacy work online

Lily-Nealty completed booklet tasks

Lockie-Consistent effort in Mathemtaics

3/4C

Alex-Working cooperatively with Mum to produce quality work

Lochey-The consistent effort he puts into completing his work each day

Ella-Her fantastic work with grammar and integrated tasks

Reece-His spot on work with sorting his spelling words into their correct graphemes

5/6A

Coonor-Consistently completing all spelling tasks each day

Lucia-Consistent effort to complete home learning activities

Cayleb-Great effort towards home learning tasks

Nicholas-Consistent effort to complete home learning tasks and a positive attitude during Zoom meetings

5/6M

Bernadette-Her application to online learning

Jaxon-His effort during spelling activities

Anyah-Trying her best in all learning areas

Alyssa-Applying herself to her home learning



Term 3 Week 9

KM

Jaxon-An improved effort completing his at home learning tasks

Elise-For her terrific effort and improved reading skills

Imogen-Using feedback to improve the quality of her sentences

Jayden-For his incredible effort weekly to his at home learning activities

K/1A

Robert-Working well in Maths

Lachlan-Great work with reading and comprehension

Pixie-A great start to K/1A

Jayden W-Great effort during Home Learning

1/2J

Charles-For joining in our Book Week Zoom and dressing up in a character

Thomas-Always sharing during our class Zoom meetings, especially his terrific art work and his Guinea Pigs

Ella-For completing her online learning tasks

Hamish-Being enthusiastic and dressing up for our Book Week Zoom

2/3R

Arcadia-Very good literacy work in Google slides

William-For consistent effort in booklet work

Adysen-For always doing neat booklet work

Harlem-Welcome to 2/3R and great effort with integrated reading work

3/4C

Alexander-The improvement in the quality of his work on Monday

Katelyn-The excellent effort she puts into spelling

Lara-The consistent effort she puts into completing her work each day

Lukas-The effort he puts into his spelling sentences

5/6A

Luke-Participating in the Book Week Zoom dress up

Chelsea-Thoughtful facts on the virtual Canberra excursions

Ava-Excellent effort and participation in all virtual Canberra excursions

Lucas-Always participating in extra activities, including Book Week dress up and the weekly book guessing

5/6M

Cody-Excellence in spelling

Ryan-Trying his best in spelling

Hunter-Excellent facts during our online Canberra excursions

Anthony-Persevering with his online learning

FRUIT & VEG MONTH

The 23 August to 17 September is Fruit & Veg month and due to the current restrictions, this year had to be celebrated a little differently. We would like to thank Maria and her team at Sciberras Fresh for her lovely fresh fruit and vegetable donations that have been available for Freemans Reach PS families in the bus bay. We hope you have enjoyed them!



How can you encourage your family to eat enough fruit and veg?

It's simple! Include fruit or veg at every meal and snack.

1. Include fruit at breakfast such as mashed banana on toast or fresh or canned fruit on cereal
2. Add vegies to breakfast with baked beans, sliced tomato or avocado on toast
3. Make a fruit (or veg!) breakfast smoothie. Try this recipe - healthy-kids.com.au/recipes/fruit-smoothies/
4. Put out plates of ready-to-eat fruit and vegies at snack time
5. Try veg-centric lunchbox winners like cucumber, carrot and/or avocado sushi, vegetable pizzas and veggie patties
6. Add grated vegies to your cooking, and try adding an extra serve of vegies at meals
7. Offer fruit as dessert

NEED MORE: For more tips check out: healthy-kids.com.au/wp-content/uploads/2021/08/FruitAndVegTips.pdf

Eating enough fruit and vegetables is important to support your children's health and wellbeing.

Do you know many serves of fruit and vegetables your family needs?

FRUIT
RECOMMENDED NUMBER OF SERVES PER DAY

Age Group	Serves
Very young children (2-3 years)	1
Young children (4-8 years)	1½
Older children (9-11 years)	2
Teenagers (12-18 years)	2
Adults (19+)	2

1 SERVE OF FRUIT = 1 medium fruit = 2 small fruit = 1 CUP diced or canned fruit (unsweetened)

VEGETABLES
RECOMMENDED NUMBER OF SERVES PER DAY

Age Group	Serves
Very young children (2-3 years)	2½
Young children (4-8 years)	4½
Older children (9-11 years)	5
Teenagers (12-18 years)	5 - 5½
Adults (19+)	5 - 6

1 SERVE OF VEGETABLES = ½ CUP cooked vegetables = 1 CUP salad vegetables = ½ CUP canned vegetables = 1 medium tomato = ½ medium potato

NEED MORE: To find out the amount of serves your child should be eating from all the food groups check out the food calculator at healthyliving.nsw.gov.au/food/how-much-should-i-be-eating

KINDY 2022

We are currently accepting enrolments for Kindergarten 2022. If you or someone you know has a child who will be starting Kindergarten next year, can you please contact the office and we will arrange for enrolment forms to be sent home or emailed.



YEAR 6 REMINDERS

Year 6 Graduation Bear

We are giving the Year 6 students the opportunity of purchasing either a signature bear or ball for family and friends to sign in the last week of their primary school education. This is a great memento of their school years which they will treasure.



To allow time for shipping, please return payment and order form to the school by: **Friday 29 October 2021. Late orders WILL NOT be accepted.**

Year 6 Photobook

We are asking for photos of school events your child has participated in over their seven years of schooling that can be included in a glossy photobook memoir. These events include, but are not limited to, kinder orientation, first day of school, school sport carnivals, gala days, dance, music, musicals, multicultural day, Olympic day and many others.

If you have these photos digitally, please email them to sarah.ayoub13@det.nsw.edu.au. Otherwise, these photos can be sent to school in an envelope to be scanned into the computer and returned to you. If your child attended another school in Kindergarten, we ask that you send in their kinder photo, as we include a Kinder and Year 6 photo of every student on their profile page. **To allow for printing, please forward photos by the END OF OCTOBER 2021.**

Healthy Lunch Box recipe

Japanese vegetable pancakes

Ingredients

- ½ small cabbage, very thinly sliced
- 4 medium carrots, grated
- 2 cups baby spinach, very thinly sliced
- 4 spring onions, thinly sliced
- ½ cup wholemeal plain flour
- 6 large eggs, lightly beaten
- Pinch of salt
- Olive oil spray

Method

Place the vegetables in a bowl and mix together. Toss with the flour, ensuring it coats all the vegetables. Stir in the eggs and pinch of salt.

Lightly spray a large non-stick fry pan with olive oil spray and heat over medium-high heat. You may need to re-spray between batches.

Add heaped tablespoons of the mixture to the fry pan in rounds. Gently press to flatten. Cook until golden, approximately 3 minutes, and then turn to cook the other side.

For more recipes visit: healthylunchbox.com.au

Cancer Council Healthy Lunch Box

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Respectful

Environmentally Friendly

Learner

A MESSAGE FROM NEPEAN BLUE MOUNTAINS LOCAL HEALTH DISTRICT

The pandemic has presented many challenges and education has played a key role in teaching everyone best practises to stay safe and well.

As health care workers, we are motivated by the support of our local community and are extremely thankful for the words of encouragement we've received from children of all ages across our Local Health District.

We recognise their experiences are just as important as our own.

We invite your school to participate in our Healthcare Heroes initiative and welcome messages and artworks that show support and encourage hope for our health care staff.

We'd also love to learn and share how children in the District are keeping themselves and their families safe and how they are staying connected with friends and loved ones, which is incredibly important at this time.

We encourage your students and their families to send us their creations, whether it is letters, artworks or photos of them holding pictures, telling jokes, videos or notes.

These items will be shared directly with our staff who need to see it most.

What students provide may also be put up on our social media platforms, shared with our staff electronically or be reproduced for display in public spaces of our facilities.

Messages of support can be sent to:
NBMLHD-ETS@health.nsw.gov.au

We recognise the unique challenges you are also facing. We are cheering you on and appreciate the work you are doing.

Thank you for your ongoing support and we look forward to hearing from you.

Yours sincerely
Nepean Blue Mountains Local Health District



Got It!



Screen Time

Not sure how to manage the time your child is spending in front a screen?

It's important you keep a balanced approach to using digital devices such as a computer, iPad and TV. Things to consider:

- Break up screen time with physical exercise and offline learning or play
- Designate "screen free" time
- Turn off screens including TV during meal times
- Ensure safe and responsible use of technology

Tips for safe screen time:

Use only in shared spaces



Be aware of what your child is looking at



No taking screens to bed



Teach your child about online safety
<https://www.esafety.gov.au/kids>



Set clear rules




Utilise parent controls to block, filter & monitor.
<https://www.esafety.gov.au/parents/skills-advice/taming-technology>





NBMLHD Got It! August 2021

Got It!



The Importance of Sleep

Is your family struggling more than usual?

Getting enough sleep can be difficult when our routines have changed. Sleep is important for healthy bodies and brains. Children aged 5 to 13 years need to get 9 to 11 hours of uninterrupted sleep each night.


Poor sleep can:

- Make it difficult to focus or make decisions
- Decrease memory
- Increase mood changes, irritability and behaviour
- Increase desire for foods that are likely to make it difficult to maintain a healthy weight
- Decrease ability or desire to be active and exercise

Tips for a good sleep:

- Have a consistent bedtime routine
- Avoid screen time 1 hour before bed time
- Avoid playing or doing school work on bed
- Play calm music or nature sounds to help settle into bed
- Monitor for increased anxiety or distress that may be impacting sleep. Contact your GP if you have any concerns.
- Ensure you child remains physically active throughout the day
- Create a calm environment for sleep: minimise loud unpredictable noise and movement within the room and consider your child's preference for light (consider dim lighting if required)

Do not be afraid to ask for help. Your local GP will be able to offer support and guidance.





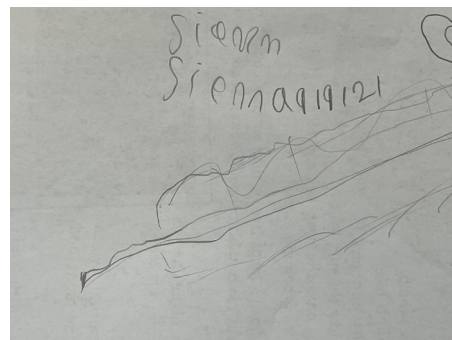
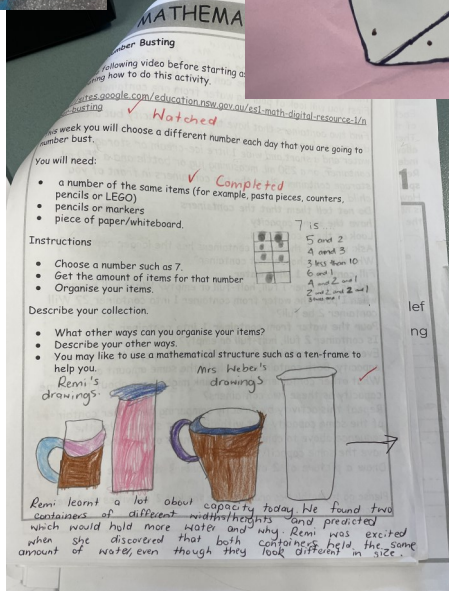
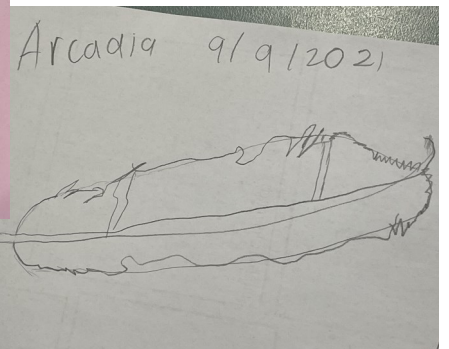
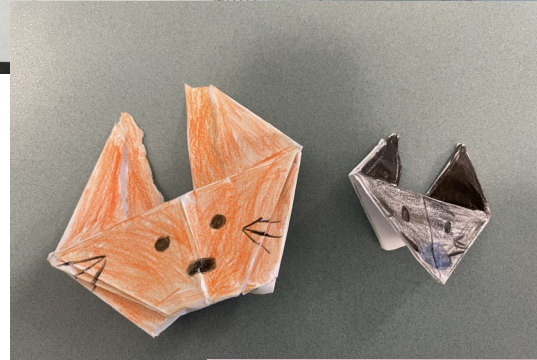
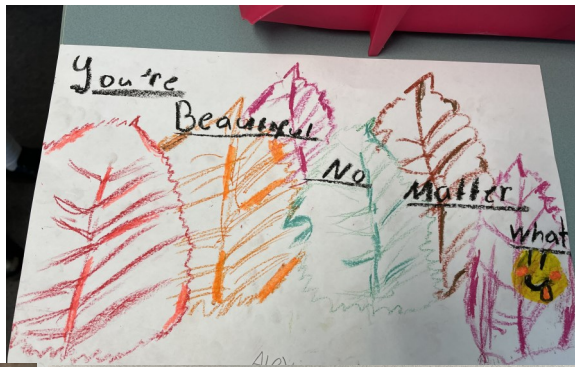
NBMLHD Got It! August 2021

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Environmentally Friendly

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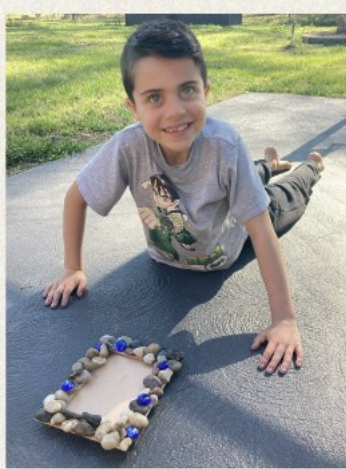
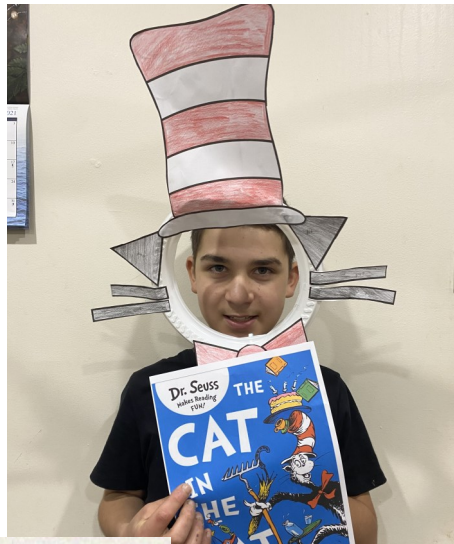
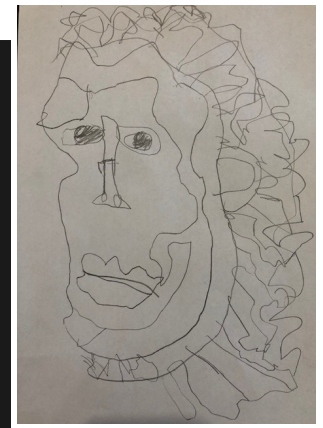


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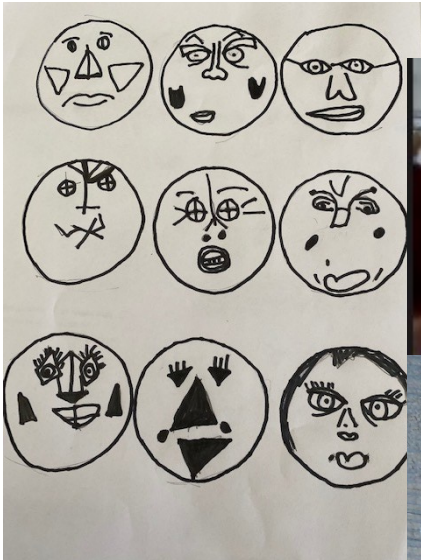
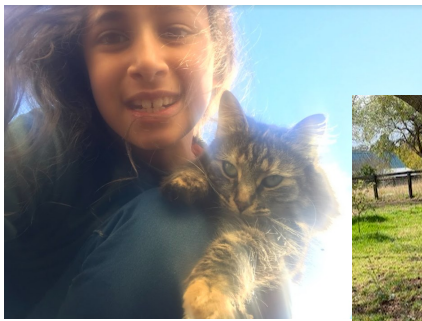


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Safe

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LEMON
CAKE



COLOUR
CHANGING
EXPERIMENT



cat in a hat



Jesse



james the police officer



Polly



Lil' Dumpling



Spider Man



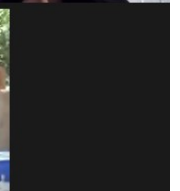
Salvator



diary of a wimpy kid



Drizzt Do'Urden



Salvator



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COVID-safe school operations

	Overview	Guidance on mask wearing	
Level 1			
School operating in a COVID-safe way	<ul style="list-style-type: none">Students and staff to not attend school if they have symptoms; negative COVID-19 test required prior to returning to schoolParents, carers and visitors are allowed on siteQR code check-in and check-out required for all staff and visitorsCOVID-19 Safety Plans required in line with NSW Health advice (such as large gatherings or events)Activities such as singing, chanting, choirs, bands and school performances allowed in line with broader Health settings	<ul style="list-style-type: none">Inter-school sport in line with community sport guidelinesCommunity use in line with broader Health settingsSRE/SEE (externally provided religion and ethics classes) operationalCommunity Language Schools operationalP&C on siteAdditional cleaning measures in place	<ul style="list-style-type: none">Staff and students are supported to wear a mask or face covering should they choose to do so.
Level 2			
COVID-safe; restrictions on activities and non-essential visitors	<p>As per Level 1, and:</p> <ul style="list-style-type: none">Non-essential visitors not allowed on site (including parents and carers)Staff identified as vulnerable supported to work from homeActivities such as singing, chanting, choirs, bands and school performances allowed in outdoor settings only	<ul style="list-style-type: none">Assemblies must have COVID-safe practices in place and no parents or carers are allowedExcursions within local government area (LGA) only, and strongly recommended to be outdoors and within walking distance	<ul style="list-style-type: none">While in indoor settings in schools, masks or face coverings are recommended for all staff, and all students in Year 7 and above.
Level 3			
COVID-safe; face-to-face learning allowed on site; further restrictions on activities and non-essential visitors	<p>As per Level 2, and:</p> <ul style="list-style-type: none">Mask wearing requirementsIntroduction of staggered breaks and reduced mingling of student cohorts wherever possibleActivities such as singing, chanting, choirs, bands and school performances not permittedSchool canteens can operate with conditions	<ul style="list-style-type: none">No assembliesNo excursionsNo community use (except early childhood services and OOSH services)Uniform shops are onlineNo SRE/SEE (externally provided religion and ethics classes)No Community Language School on site	<ul style="list-style-type: none">While on school sites, both indoors and outdoors, masks or face coverings are mandatory for all staff, and all students in Year 7 and above.
Level 3 plus			
COVID-safe; face-to-face learning allowed for certain cohorts if vaccination rates achieved; restrictions on activities and non-essential visitors	<p>As per Level 3, with following conditions:</p> <ul style="list-style-type: none">Return to school will be based on community settings such as adults fully vaccinated and levels of community transmissionOnly vaccinated staff on siteStudents in cohorts (including split classes) starting with staggered return of priority cohortsExams as per Health approved COVID-safe HSC guide	<ul style="list-style-type: none">Minimised interactions and contact within student cohortsStaff interactions limited with physical distancingStaggered access to school facilities and shared spaces such as libraries and canteensDrop-offs, pick-ups and break times staggered by cohort	<ul style="list-style-type: none">While on schools sites masks are mandatory indoors and outdoors for all staff and all students Year 7 and above. Masks are strongly recommended for primary students.
Level 4			
Learning from home encouraged; schools are open for families who need it	<ul style="list-style-type: none">Families are encouraged to keep their children at home, with no student to be turned awaySchools activate plans to support continuity of education for all students learning from home	<p>Where students and staff are at school, Level 3 guidelines apply, and:</p> <ul style="list-style-type: none">No community use (except early childhood services)No canteens	<ul style="list-style-type: none">While on school sites, both indoors and outdoors, masks or face coverings are mandatory for all staff, and all students in Year 7 and above.
Level 4 plus			
Minimal students and staff on site; learning from home encouraged; schools are open for families who need it	<ul style="list-style-type: none">Schools operate learning from home, with stricter guidance for students and staff on-siteSchools are actively encouraged to further minimise students attendance with the support of increased community messagingSchools remain open with absolute minimum of staff – 2 staff are required on site for safety reasons, and only as many additional staff as required to maintain supervision and to meet immediate needs of the school. If a school requires more than 5 staff members to attend, they must consult with their Director, Educational Leadership	<p>Where students and staff are at school, Level 3 guidelines apply, and:</p> <ul style="list-style-type: none">No community use (except early childhood services)No canteens	<ul style="list-style-type: none">While on school sites, both indoors and outdoors, masks or face coverings are mandatory for all staff, and all students in Year 7 and above.



Freemans Reach Public School

Term 4- 2021

Parent/Carer Planner

Term 4 2021	Monday	Tuesday	Wednesday	Thursday	Friday
Wk 1	Public Holiday	5.10 First day back for 'Learning From Home' World Teachers' Day	6.10	7.10	8.10
Wk 2	11.10	12.10 Newsletter	13.10 Zoom Assembly 12.30pm P&C zoom 6.30pm-7.30pm (tentative)	14.10	15.10
Wk 3	18.10	19.10	20.10 Zoom Assembly 12.30pm	21.10	22.10
Wk 4	25.10 Kindy & Yr 1 Start face to face learning (tentative)	26.10 Newsletter	27.10 Zoom Assembly 12.30pm Stage 3 Interrelate Online	28.10	29.10
Wk 5	1.11 Yr 2 & Yr 6 Start face to face learning (tentative)	2.11 Kindergarten Orientation 9-11am (tentative online)	3.11 Stage 3 Interrelate Online	4.11	5.11
Wk 6	8.11 Yrs 3,4 & 5 Start face to face learning (tentative)	9.11 Kindergarten Orientation 9-11am (tentative online) Newsletter	10.11 Stage 3 Interrelate Online P&C zoom 6.30pm-7.30pm (tentative)	11.11 Remembrance Ceremony outdoors 10.50am K-6 Outdoor Assembly 12.30pm	12.11
Wk 7	15.11	16.11	17.11	18.11	19.11 Year 6 Fun Day (tentative)
Wk 8	22.11	23.11 Public HS Orientation Newsletter	24.11	25.11 Stage 2 Camp (tentative) K-6 Outdoor Assembly 12.30pm	26.11 Stage 2 Camp (tentative) Spirit Cut Off date
Wk 9	29.11 AP PBL Awards out	30.11 Staff Mtg 8am	1.12	2.12 Spirit Afternoon Tea 1.50pm (tentative students only)	3.12
Wk 10	6.12	7.12 Presentation Day (tentative, possible online option) 2021 Final Newsletter	8.12 P&C 6.30pm-7.30pm (tentative)	9.12 K-6 Assembly 12.30pm	10.12
Wk 11	13.12 Reports Home Yr 6 Farewell Dinner (tentative)	14.12 Hire-a-hero outdoors 9-11am	15.12	16.12 Year 6 Leaving Arch 2.40pm Last Day of School	17.12

INSIGHTS

Everyday resilience lessons for kids



Muscles need to be exercised daily if they're to remain strong, flexible and do their jobs. Resilience is no different. If it's not exercised regularly our resilience will waste away.

Resilience is developed through regular daily use. Here are some simple ways you can encourage a child or young person of any age to flex their resilience muscles every day.

Wait until mealtime

Discourage them from random snacking when they are hungry. Encourage them to wait until mealtime. By tolerating minor discomforts such as hunger, thirst or even some worries, kids get the practice needed to help them manage bigger future hurdles that may come their way. You can build your child's tolerance of discomfort by encouraging them to delay gratification even just for a few moments.

Do more than expected

Great sportspeople routinely train more than others and push through mental and physical boundaries. Encourage your child to push through boundaries and do more than expected in small ways. Perhaps they don't just clean their bedroom but tidy the living room as well. They may aim to shoot 10 goals in a row at basketball practice but keep going until they reach fifteen. Going past the finish line is wonderful resilience practice. What else can you do that would encourage your child to do more than expected on a regular basis?

Save pocket money

Did you know that when you encourage your child to save some of their pocket money rather than spend it immediately you are teaching them to delay gratification, an acknowledged resilience attribute? Asking a child to set aside some pocket money for saving, some for charity and some for spending will help develop a balanced use of pocket money. It helps if a child can develop their own savings goal, and parental suggestions can assist. The delay of an immediate reward to achieve a greater or later reward needs to be practiced if it's to become part of a child's pattern of behaviour.

Make the bed

Resilience comes from doing things that we don't feel like doing and making a bed is one thing few people enjoy. The daily habit of making a bed (to the best of a child's or teen's ability) is a brilliant discipline to develop, which has the bonus of setting kids up well for a productive day at school. What other simple habits that fit into the "don't-like-to-do" basket that benefits either your child or others in the family?

Help when you don't feel like it

It's easy to help at home when they've had a good day at school or the weather is fine. It's much more difficult to step up and help set the table, put out the rubbish or hear a sibling read when they've had a bad day at school or the weather is stinking hot. The seemingly small act of sticking to commitments even though they help develop discipline and conscientiousness that contributes to a sense of resilience

Smile when you don't feel happy

Feelings may be difficult to manage, but behaviour is a choice. Encourage kids to choose happy, or at least act happy by smiling rather than putting on a grumpy face. The brilliant thing about this strategy is that smiling changes their mood so that they begin to experience pleasant emotions.

It's the small, everyday behaviours we encourage in kids that have the greatest impact on their behaviour, wellbeing and resilience.



Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's an award-winning speaker and the author of 12 books for parents including *Spoonfed Generation*, and the bestselling *Why First Borns Rule the World and Last Borns Want to Change It*. Michael is a former teacher with 15 years experience, and has 30 years experience in parenting education. He also holds a Master of Educational Studies from Monash University specialising in parenting education.

INSIGHTS

In praise of fathers: the place of the modern dad



Fatherhood has been transformed from the breadwinner and disciplinarian role of the past to a far more complex framework. Here's how:

Diversity rules

A look at different cultures even within our shores shows there's no one 'right way' to be a dad. Fathers have a strong biological urge to ensure their children's survival, which drives dads to be protective, some to have high expectations and others to promote self-sufficiency. Fathers may differ in how they parent, but ultimately, we all belong to the same valued club. Fathers almost universally want what's best for their child.

Recognising dads

Being a dad is not given the same attention as motherhood. The parenting advice industry is often skewed toward mothers as the direct or primary carers. The lack of recognition can also at times be seen in the mental health field. It's now recognised that men experience heightened anxiety at all stages of fatherhood, however, most simply suffer in silence because 'that's what men do.' The recent advances in mental health promotion still have some way to go when it comes to fathers.

Playtime is crucial

Fathers have long been seen as the kings of play. Science now shows that play is a critical part of the fathering toolkit. Whether it's engaging in rough and tumble play with toddlers, sharing pizza night with primary-school kids or laughing with teens over the latest cat video, dads bond best with their children through play. Oxytocin, the bonding chemical that promotes strong relationships is released most intensely for men when playing with kids. On the other hand, oxytocin spikes for women are prompted by affectionate activities such as stroking, cuddling and talking softly to kids. Activity is at the heart of effective fathering as it's through play that many men do their best fathering work.

Part of team parent

'I wish my partner raised children like me' is a common parent comment. While usually uttered out of sheer frustration this comment misses the point that evolution dislikes duplication. Put simply, if one parent is the disciplinarian the family doesn't need another. Better for the other parent to focus on nurturing, teaching or arranging daily timetables. In busy families it's better to ensure all the parenting bases are covered rather than duplicating roles and leaving out important functions. Working together as one part of team will ensure that most of the needs of a child are met. Alternatively, if you are parenting a child on your own stay connected with other families and reach out for assistance when required.

The school of dad

Traditionally, fathers have been heavily linked with children's learning, but not necessarily of an academic kind. The reinforcement of values, real-world problem-solving and teaching for self-sufficiency have been the usual domain of dads. Recent studies show that dads can also positively impact their children's academic achievement, but in different ways to mothers. While mothers are more likely to be involved in at home learning activities such as hearing children read and supervising homework, fathers are more likely to positively impact their children's attitude to learning. According to American educational researcher William Jeynes, dads focus more (than mothers) on moulding and modelling correct mindsets and behaviours, which provide the foundation upon which children and teens can build their academic journeys. It's this bigger picture focus where fathers can do their best work, particularly changing boys' attitudes to women and giving their daughters the confidence to stand up and be heard.

Dads and kids' development

If a father wants to positively influence children and teenagers, it's important to ensure that their relationship is warm and supportive. While this may be at odds with men's natural tendency to push children's developmental boundaries, fathers should lean on their well defined ability to relate to their kids through play. As Australian educational leader Dr. Tim Hawkes noted in his book *"Ten conversations you should have with your son"* dads who engage in banter and fun are better placed to discuss issues of real substance with their children.

Dads and resilience

Fathers who promote children's self-sufficiency are well placed to develop resilience in their children. In fact, a key role for modern fathers is to ensure, as part of team parent, that their children can confront and overcome the hardships, frustrations and difficulties that life throws at them. This is done less by adopting tough, hard-nosed tactics, and instead allowing kids to take physical and emotional risks in the knowledge that they can return to a warm and secure base.

Dad is a social role

With children growing up in step, adaptive, single parent and same sex families fatherhood has become less a biological and more a social role. As society changes and assisted parenting techniques continue to advance, whoever answers to father takes on importance in a child's life. This is not denying the rights of a biological father, but rather acknowledges that for many children the person who shows up whether stepfather, relative or family friend, or even a single parent doing both roles, is the social father for a child.

In closing

As society changes the role of fathers is also shifting as well. While the place of a father in a child's life has always been important, there's never been a greater need for fathers to be supported in their role and to widen our view of what it is to be a dad.



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