

Early Years and the Holistic Vision of Wellness Series 2 “ Parent and Family Involvement ”



Introducing our First Nation Health Authority Workshop Presenters



Tara McLaughlin
AHSOR Advisor
Program &
Service Supports



Jen Smith
Mental Health
and Wellness
Liaison



Denise Lacerte
Senior Specialist,
Healthy Children
and Youth



FRASER SALISH REGION
First Nations Health Authority

Introducing our Special Guest Speakers



VANCOUVER COASTAL REGION
First Nations Health Authority



Te'ta-in Shane Point
ex^wməθk^wəyəm
Musqueam Nation



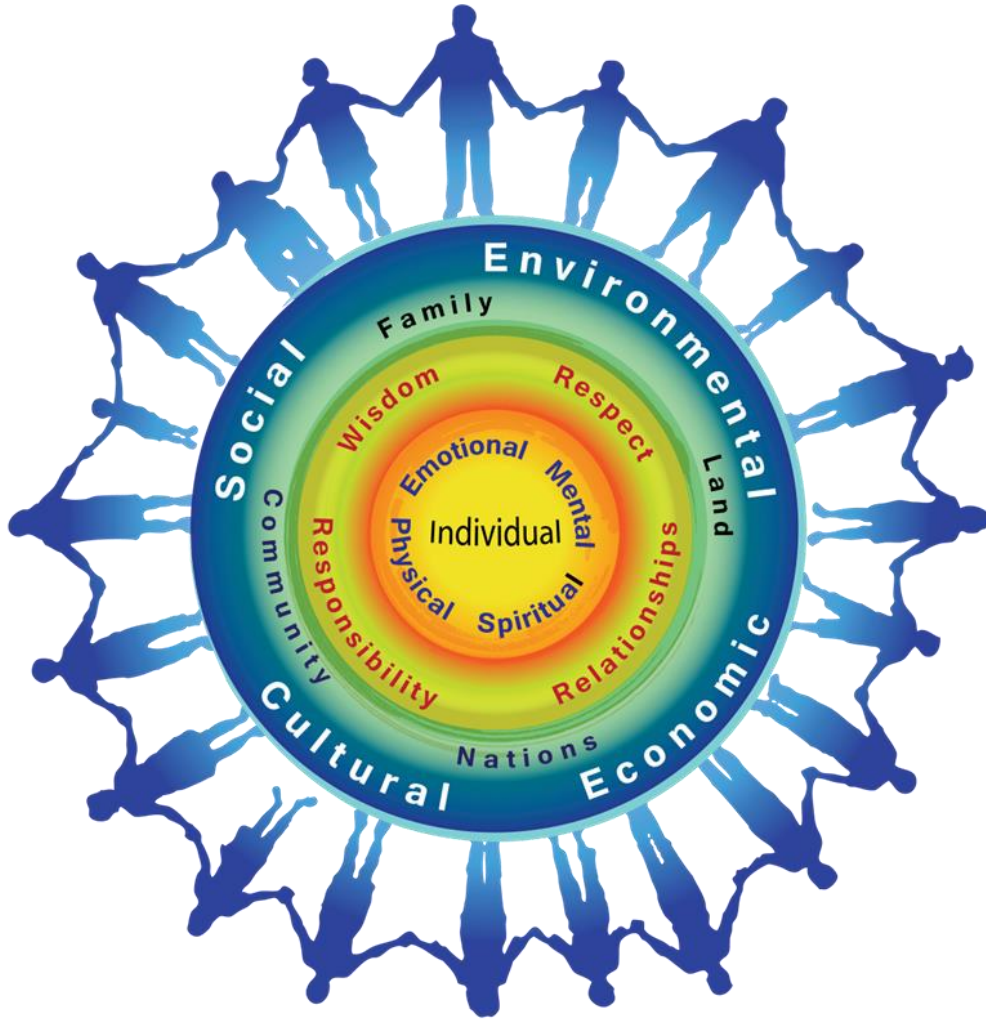
Lisa Sambo
N'Quatqua
First Nation



Aaron Williams



Holistic Vision of Wellness



Holistic Vision of Wellness Workshop Series 1 “Connecting to our Practice” recording can found at: [Early Years and the Holistic Vision of Wellness](#) (1:03 mins) or at our website page: <https://www.fnha.ca/what-we-do/maternal-child-and-family-health/aboriginal-head-start-on-reserve>

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

<https://www.fnha.ca/what-we-do/communicable-disease-control/coronavirus/public>

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: HealthBenefits@fnha.ca

- Vancouver Coastal Region- Jenny Smith | Phone: 604-693-6588 | Email:
- Fraser Salish Region 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



Head Start on-Reserve Website

Exploring your Program “Fostering Education” [Part 3: Fostering Education](#)

<https://www.fnha.ca/what-we-do/maternal-child-and-family-health/aboriginal-head-start-on-reserve>

- 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 make.
- 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-raising activities
 - ❖ Back and forth books, communication books
 - ❖ Parents assist with snack preparation, reading club, 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
 - ❖ Parents 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 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.

- 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.
- 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 goals.

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.



Sample topics may include:

- Being Active, Healthy Living
- Nurturing your Spirit
- First Aid or Food Safety
- Dental Care and/or Hygiene
- Healthy Eating or Cooking Classes
- Respecting Tobacco
- Food Security or Meal Planning/Budgeting
- Child Safety or Car Seat Safety
- Emergency Preparedness and Planning
- Communicable Diseases
- Understanding the Early Years: Social, Emotional, Spiritual, Intellectual and Cognitive Development
- New Baby, Siblings
- 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 [Early Learning and Child Development “Family Connections”](#) 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](#)

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](#)

Key themes include:

- Guiding Children and Problem Solving Strategies
- Model, Support and Guide children through Daily Routines
- Social-Emotional Wellbeing
- 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](#)

Key Themes include:

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

Website link: <https://www.fnha.ca/what-we-do/maternal-child-and-family-health>

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 up and hold space to connect, heal and observe teachable moments. A few reflections to consider:

- My clan, my family, my elders
- My village, my community
- Elders, Knowledge keepers
- Sacred places and teachings
- Ceremonies and protocols
- Plant Foods and Medicines
- Life Cycles, Seasons
- 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](#)

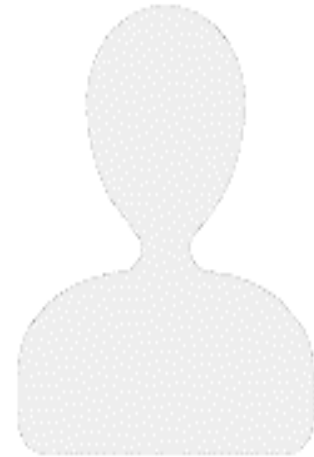
Special Guest Speakers



Te'ta-in Shane Point
ex^wməθk^wə́əm
Musqueam Nation



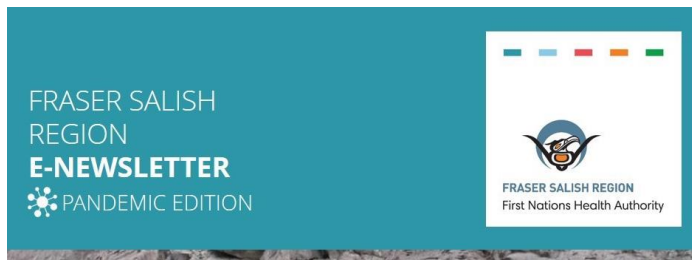
Lisa Sambo
N'Quatqua
First Nation



Aaron Williams



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



- Regional e-Newsletters
- Website Link: First Nation Health Authority <https://www.fnha.ca>
- Website Link: Maternal Child and Family Health: <https://www.fnha.ca/what-we-do/maternal-child-and-family-health>



Tara Mclaughlin

AHSOR Advisor, Program and Service Supports

Phone: (604) 817-1835

Email: Tara.mclaughlin@fnha.ca



Jen Smith

Mental Health and Wellness Liaison

Phone: (604) 693-3271

Email: Jennifer.L.Smith@fnha.ca



Denise Lacerte

Senior Specialist, Healthy

Children and Youth

Phone: (604) 209-1434

Email: Denise.Lacerte@fnha.ca

