



# BALANCE

WELLNESS MAGAZINE OF THE MANITOBA TEACHERS' SOCIETY

APRIL / MAY 2016 | VOLUME 1 | NUMBER 6

Getting to Better™:

## Wellness and Becoming Approachable

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How to Hop Off  
the Hamster Wheel

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What to do When  
You Lose Your Voice

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The Forgotten  
Transaction Register

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Feeding Your  
Immune System

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# editor's MESSAGE



As I was driving this morning I passed a mother and daughter on their way to school. While crossing the street the two were holding hands, the mother walking, the daughter skipping, and I stopped for a moment just to watch them. I thought to myself, when was the last time I skipped? When was the last time you skipped for no other reason than just to skip?

I felt lucky that I could remember; it had been the previous week while teaching a pre-school dance class. While watching these little dancers I admired at how naturally the movement came to them. They weren't concerned about how they looked doing it or whether the person next to them looked better skipping than they did, or skipped further or faster, or because if they skip for a few more minutes they will get to indulge in some ice cream at the end of the day. It may sound ridiculous, but how many times in a week do these types of thoughts enter our mind, and affect our success on the path to individual wellness?

When was the last time we did something just for the fun of doing it – not to count calories, not to fit into a particular clothing item, or for a special event, but just because it was fun? Let's take a moment to stop overanalyzing our wellness. I challenge you to do something this month that brings you joy. It doesn't have to be for long, and if you can't think of anything in particular that you would like to do – why not skip? Bring back the memories and movements of when being active was just a part of our daily lives, when we didn't have to give a second thought.

Let's learn from our students, and see how wellness comes easily to them. We may be pleasantly surprised at how adopting some of these easygoing attitudes affect our life. If we could learn from these positive role models then maybe the next time I see these two individuals on their way to school the daughter would still be skipping, and maybe the mom will be too.

**Robyn Braha**  
Wellness Coordinator

*It has been a great experience to spend time with our educators throughout the Balance program. The money conversations during the presentations has been very interesting and thought provoking. There have been numerous requests for the electronic copies of my budgeting program and I have enjoyed sharing the information and the conversations that have gone with it. So many of us have not established the direct link between financial stress and how it can impact our relationship with family, friends and our work. I really look forward to sharing more around financial wellness over the rest of the year.*

– Brian Denysuik, President & CEO Creditaid



The  
Manitoba  
Teachers'  
Society



**BALANCE**  
mind body spirit  
THE MANITOBA TEACHERS' SOCIETY

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6

enjoy life more

# DAY 6

## Treat yourself!

Eat some chocolate, but really experience the taste, smell and texture. Be mindful of all your senses as you enjoy this treat! Now share a piece of the chocolate with a colleague at work with a little note saying, "Enjoy, you deserve this treat!"

- Courtesy of Winnipeg Regional Health Authority, Mental Health Promotion Team WRHA

Vocal Hygiene:

8

What to do when you lose your voice

## in this ISSUE

- 4 Getting to Better™: Becoming approachable
- 6 Keith's corner: How to hop off the hamster wheel
- 8 Vocal hygiene: What to do when you lose your voice
- 9 Financial literacy: The forgotten transaction register
- 10 A year in the life of the Teacher-Led Learning Team
- 12 Nutrition column
- 13 Recipes for healthy living
- 14 Yoga practice: Utthita trikonasana pose

4



Recipes for healthy living 13



9



12



# Getting to Better™: Becoming approachable



By **Stephen de Groot, Myriad Consulting** [www.stephendegroot.com](http://www.stephendegroot.com)

The main idea behind the Getting to Better™ initiative is that “Rarely, if ever, are great things achieved or great people made without the support of others”. While we are all responsible for our own wellness, we are all human and our wellness is in large part intertwined with deep meaningful connections with other people. Healthy and happy relationships with others are key to our overall wellness.

## **A barrier to great relationships**

Many people are frustrated, saddened

or dissatisfied with some of their acquaintances and/or close relationships. Among the issues that have led to these experiences is a consistent and persistent theme; that is, Approachability - some people in their lives are “Not Approachable”. With simple acquaintances this may not be a big deal, but for those closer co-worker or co-life persons, lack of approachability can become a formidable barrier to meaningful, satisfying and/or productive relationships.

## **Approachability**

Generally speaking; approachability is one of the most critical components for honest and straightforward communication. Approachability is about safety, comfort and trust. When these concepts are operating, the pathway (the “approach”) to communication is more likely to be effortless and open. When communication is open and clear, when trust and safety are in action, relationships flourish! When this happens, everything is Better!



## Who me? Yes you!

It is difficult to change other people's behaviors, which is why I encourage people who are interested in enhancing their relationships, to start with working on themselves.

Imagine if we all worked at becoming approachable? Imagine if we placed our energy into ourselves, rather than trying to change other people. Maybe if we worked on us, we ALL may become more approachable. Imagine that!

## Becoming approachable

Because most people are unique in the way they communicate and experience relationships, approachability may look different for different people. However, there are some things that we can do to increase the likelihood that others will feel better about approaching us in relationships.

The following are some tips for becoming more approachable.

**1. Try to maintain a positive attitude** – people are more likely to approach those who have a positive attitude.

- Smile. Smile when you say “please” and “thank you”. If someone smiles at you, smile back.
- Laugh.
- Approach and make contact first. This tells people that you are open to communication.
- Say yes more than no.
- Open your body language. Open your posture, raise your head, and make eye contact. These behaviours convey that you are open to being approached.
- People generally like to be around people who make them happy and are fun. Misery does not always love company!

**2. Be respectful and care-take the trust in relationships** – people are much more likely to approach others that they trust and respect. Also, others are more likely to be open to hearing what someone they respect and trust has to say.

- Be present - give your full attention.
- Be honest and straightforward.
- Be genuine.
- Be consistent and predictable. If people know what to expect when they come to you they will be more willing to seek you out. If you are unpredictable in mood or your ability to listen people will be less likely to seek you for support.
- Be reliable and follow through with what you say and with what you will do. If you do not follow through you lose trust. Once trust is lost, people will be less likely

to come to you when they need help or support.

- Treat all information that is shared with you with respect. People are not likely to trust a person known to “gossip”.

**3. Consistently comment on peoples' strengths** – others are more open to approaching and/or hearing feedback from someone who appreciates or affirms their strengths. If the feedback you provide is consistently critical, evaluative, or negative those that you are working or living with will be less likely to approach you or take what you say seriously.

**4. Listen more than talk** – try not to give a quick response, advice, or share your own concerns too quickly. Often people just want to be heard and understood. Responding too quickly or talking before a person feels heard and understood may decrease the likelihood that they will come back to you.

- Listen, Listen, Listen. Listening does not always require staying quiet! Paraphrase to show understanding. Reflect feelings to indicate you are really trying to “get” the other person's experience. Ask questions to get more information if needed, but be cautious with too many questions.
- Do not “do” anything else while someone is talking with you.
- Allow someone to share his/her story first.
- Allow for silences.
- Avoid saying “I know how you feel”. No matter how close our experiences may be, we can never fully know how another person is feeling.
- Listen to the other person's perspectives. Life is not always concrete, clear or “right and wrong”. Sometimes if we take the time to hear someone else's point of view we can see that maybe ours is not always “correct”.

**5. Try to be non-judgmental** – being open to others' ideas and perspectives without being judgmental will increase the likelihood that they may seek you out for feedback or support.

- Avoid “why” questions, these often imply judgment.
- Don't make assumptions. Check in on behavior or actions to clarify meaning and intent.
- Look at things from the other person's point of view.
- Use respectful language in all situations. If you are judgmental of people around you behind their backs, the person you are talking to may wonder what you say behind their back.

- Accept people for who they are.

**6. Be open to feedback and criticism yourself** – If you are able to demonstrate that you are open to feedback or criticism it will be more likely that someone will be open to what you may have to say. However, if you are defensive and reactive to feedback it is unlikely that you will be perceived as open and/or approachable.

- Be willing to be wrong. Admitting we made a mistake means showing vulnerability. Most people do not want to be seen as “weak”. Allowing yourself to be vulnerable in relationships, even with children, then allows others to be vulnerable with you. Showing vulnerability can be a strength!
- Be willing to apologize and own up to mistakes when they happen.
- Be flexible and adaptive.
- Remember, you don't always have to be “right”.

**7. When talking or sharing feedback make attempts to be more positive than negative** – people are less likely to approach the person who is negative, pessimistic, or overly critical

- Focus on positives first in conversations. See the good in people (it is there!!!).
- Give compliments.
- Reinforce positives.
- People will come to you when they believe that you'll respond to news (both good and bad) in helpful and supportive ways. If they believe that if they come to you with a problem and will be blamed or shamed, they'll simply stop talking to you.

**8. If feedback is critical or evaluative of someone's performance/behavior:**

- a) Focus on the behavior and not the person.
- b) Own your own feelings and use “I” statements.
- c) Provide more positive feedback than negative/critical – sometimes it's helpful to couch your feedback in positives – some rules are: 3 positives per 1 negative; 1 positive – the negative – followed by another positive.
- d) Try to eliminate the word “BUT”.
- e) Try to eliminate the words “always” and “never” from your vocabulary.

The above guidelines can be helpful, however, the absolute best way for learning how to become approachable is to ask those important people in your life, “How can I be more approachable?” or “What can I do so that I may be more approachable?”



Keith's corner:

# How to hop off the hamster wheel



By Keith Macpherson [www.keithmacpherson.ca](http://www.keithmacpherson.ca)

In my work with the MTS Balance program over this past year I have given several presentations on how to live a more mindful life. One of the things that has come up in almost every workshop that I have given has been the topic of the dreaded "hamster wheel".

I have heard this referenced at several schools and it refers to the routine that many of us teachers experience when we are giving away all of our energy to everyone else and literally feel like we are spinning our tires without finding time for ourselves to relax and re-energize. It can literally feel like we are spinning in a vicious cycle on a hamster wheel, unable to slow down and take a few moments to recharge ourselves.

It has been suggested that if you are not able to fill yourself up, how will you ever have the energy to inspire anyone else? It seems as if the hamster wheel is a product of being caught in a bad habit of chronically working too hard and not finding the balance that is needed to flow through our lives in a creative and inspirational way.

The question is, how is it possible to re-energize and relax when there are papers to mark, exams to be created, parents to deal with, report cards to fill out and on top of it all, lesson plans to write and execute day in and day out?

This is where mindfulness comes right to the edge for many of us and makes us question our current state of affairs. According to the mindfulness principle of "everything begins with an inner dream" it must be understood that everything we are currently experiencing was first triggered by a thought in our mind. Our mind is where we first made the decision (perhaps without consciously knowing it at the time) that our job requires us to work to the point of burn out or that

our work comes before play or that we simply just don't have time to relax and re-energize ourselves. When we take a moment to sit with those ideas, they seem a bit absurd. How is it possible to do an incredible job at something if you are burned out? How can you be open and creative if you are unable to find the time and space to take a break?

It is important to remember that our mind is the creator of both what we want and what we don't want. The thoughts we think about on a regular basis become our reality. I recently heard a talk given by my mentor and teacher, Wayne Dyer who said, "Imagine you have an abundance of money and you decide to go shopping in a store that you really don't like but you do it anyway. In that store you decide to purchase several items that you really don't care for but you buy them anyway. At the end of your shopping trip, you arrive back home and feel unsatisfied and incomplete". Such is the way most of us tend to live our lives on the hamster wheel. We have an unlimited opportunity to think about whatever we want to, anytime we want. Our thoughts are abundant!

Many of us choose to purchase and think thoughts with that unlimited abundance that we don't really want. Thoughts such as "I am so burned out", "life is a hamster wheel" or perhaps this one, "life is all work and no play". Do any of these thoughts sound familiar? The great thing about becoming mindful is that you don't have to continue spending your thinking on thoughts that you don't want. You can start purchasing thoughts that you do want, thoughts that will support you in your quest for more balance, rest and creativity.

It all begins with conscious decision-making about what to think about on a regular basis. If you are still reading this



**It is important to remember that our mind is the creator of both what we want and what we don't want. The thoughts we think about on a regular basis become our reality.**

article along with me, I am going to give you a challenge that will help you get off the hamster wheel if you are currently spinning on it and begin creating the life-balance you truly want. Starting right now, I would like you to create a list of ten things that energize you and fill you up. The only rule is that they must be things that give you energy and don't suck your energy away from you.

Over the next month, whenever you notice yourself spinning on the hamster wheel, I would like you to look at your list and give yourself permission to immediately put one of these activities or new practices into place. I am going to share with you my ten things here to give you a kick-start. Feel free to borrow some of mine or create your own list.

I would love for you to send me your list once you have it created too so that we can get on the same page together and put that hamster wheel to a halt. It's time to live the life you are imagining for yourself. Not only will you benefit from this new practice but ironically all the people in your life will benefit from your new-found energy.

*Keith Macpherson is a motivational speaker, yoga instructor, life coach and recording artist. For more information and to sign up for Keith's daily inspiration emails visit <http://www.keithmacpherson.ca>*

## Vocal hygiene:

# What to do when you lose your voice



By Caitlin Buchel, RSLP, SLP (C), M.Cl.Sc., Buchel Speech & Language Group

You wake up in the morning and your throat feels raw. You go to speak and a weak, scratchy, strained sounding voice comes out. No matter how much care we take with our voice, we have all been in this position. The question is: what should you do when a voice problem does arise?

There are many reasons that teachers experience voice loss or voice difficulties. Overuse in the classroom, poor vocal technique, excessive muscle tension, vocally demanding extracurricular activities with students, recreational activities that strain the voice, and upper respiratory infections are just some of the possible culprits. More often than not, recurrent voice difficulties are caused by a combination of these and other factors.

The first thing to do when you are experiencing a voice problem is to rest your voice. Obviously, this is easier said than done. We all have too much to do and too little time – and teachers are no exception. Still, if you try to force your voice to perform when you are suffering from voice difficulties, this usually prolongs your voice impairments and risks doing more damage to your vocal folds.

Depending on the severity of your voice difficulties, consider trying to rearrange your lesson plan to include low or no talking activities. You can also enlist your students to act as voice helpers. Try to also use all of your non-teaching time such as prep periods, lunch hour, and the time before and after school to rest your voice entirely. If your voice is very poor, you may need to consider taking the day off to rest it. However, do not whisper. Whispering strains and dries out our vocal folds, irritating them further and putting them at greater risk of damage.

If your voice difficulties go on for a couple of days or if you notice recurrent voice problems, talk to your family doctor. They



may recommend that you see a physician who specializes in voice difficulties called an otolaryngologist (ENT). An ENT will examine you to determine the underlying cause of your voice difficulties. There are some causes of voice disorders that must be addressed by an ENT. In many other cases, they will refer you to a speech-language pathologist (SLP) who specializes in treating voice disorders.

An SLP uses the findings from an ENT's assessment, as well as their own assessment measures to identify all of the factors contributing to your voice difficulties. Treatment with an SLP will often include individualised vocal hygiene recommendations, vocal rest, stretching, vocal warm ups, breathing exercises, retraining in ideal vocal technique, and/or the use of voice amplification. Because voice difficulties vary, so do treatment recommendations. However, regardless of what an SLP recommends, consistent follow through with the treatment plan is crucial for success!

### What to do when you lose your voice:

1. Do not push your voice! As inconvenient as it is, vocal rest is extremely important. Consider vocal rest both at work and at home.
2. Do not whisper! Whispering strains and dries out the vocal folds making voice problems worse and putting your vocal folds at risk of damage.
3. Use vocal hygiene strategies including hydration, minimizing vocal irritants, avoiding coughing/throat clearing, and behavioral reflux strategies.
4. Tell your doctor about recurrent voice difficulties and ask them if a referral to an ENT is appropriate.
5. Do your homework! If you end up seeing an SLP for voice treatment, be open with them so that together, you can create a treatment plan that you can follow through on.

*Caitlin Buchel is the owner and managing clinician of the Buchel Speech & Language Group, a private speech-language pathology (SLP) practice offering services in Winnipeg, and throughout Manitoba.*



# Financial literacy: The forgotten transaction register



By **Brian Denysuik, Creditaid** [www.creditaid.ca](http://www.creditaid.ca)

Now that we have fully adopted electronic transactions and have retired the cheque have we forgotten about a really important tool?

Most people today get paid by direct deposit, have given authorization to various organizations to automatically remove money from their bank account for car payments, mortgage payments, life insurance payments, withdraw cash from ATM's multiple times per week and pay for goods and services using their Interac card. They no longer "tell their money where to go", it just waves good bye!

As you can imagine these are a lot of transactions to keep track of. Yes we have access to on-line banking, however, if you don't record all these transactions how does one really know how much money is in their bank account and where it is going? Have those postdated bill payments been deducted from the balance I see in my account?

If we reflect back to the cheque world, we were all provided with a "Transaction Register". This was that little book with lots of pages where you recorded the balance of your account, wrote down all the cheques and all the pre-authorized debits as well as any cash you withdrew from your account. Once upon a time we actually balanced our bank account to this register, another process that seems to have gone by the wayside.

The "Transaction Register" is actually still available today, but only if you use cheques. If you don't order cheques you don't get one of the best little budgeting tools we once had.

When we meet with clients to talk about where they spend their money, we often times get this blank look on



their face. It is very difficult for them to answer simple questions like how much they spend on food, gas or clothing. They simply keep spending until there are no funds left in their account. They could go on-line and review the transactions but they just don't do it.

If a person were to record the incoming and outgoing funds in a "Transaction Register", they would easily be able to review the information. This old process, as some people call it, was a simplified budgeting process.

In today's world this budget process needs to be extended so that people understand exactly what they are spending money on. But even before you get into real budgeting I would suggest that you go back to using or start using the "Transaction Register".

## Start keeping track of the following:

1. Record all payroll deposits.
2. Record all cash withdrawals and Interac purchases.
3. Record your mortgage payments, car payments etc.
4. Record all other pre-authorized debits and the date they will come out of your accounts.
5. Record the bills you pay through your on-line banking.

This may seem very basic to some however the majority of people are not doing it and are having trouble figuring out where all their money is going. So please go ask your financial institution for a transaction register or use an app on your smart phone and start recording today!

*Brian Denysuik is a local credit counsellor and registered insolvency counsellor at Creditaid who has been in the financial services industry for over 30 years.*



# A year in the life of the TLLT team



By Danielle Fullan Kolton, PhD, The Manitoba Teachers' Society

Passion, lifelong learning, experience, leadership, and creativity: What do these words have in common? They describe the work of 17 MTS Members who are the Teacher-Led Learning Team (TLLT). Less than a year ago, the TLLT was a mere concept on paper. Ten months later, we have four new workshops which have been facilitated in 19 schools across the province. This is messy work and collaborative learning at its finest.

The concept of TLLT is a pay-forward model rooted in reciprocal and networked learning. Team members - who are active teachers and principals

themselves - collaborate to design workshops that bring learners together in meaningful ways with practical content and interactive experiences. The workshops are half-day sessions, offered at school sites or divisional PD days for a booking fee of \$100.

Our workshop design respects the knowledge, skills, and experience that participants bring, and our aim is to *offer* new information about a topic and *invite* participants to connect with each other, the topic, and their learning goals. The Manitoba Teachers' Society has a long history of supporting teachers

talking to teachers as a valuable mode of professional learning; as leaders in learning, TLLT is no exception.

I have had the privilege of learning from this very talented and dedicated group as team leader of TLLT. Though I am proud of the workshops created by the team, I am, perhaps, more in awe of the process I have been witness to. Our training and design sessions fly by in a flurry of planning, discussion, field testing, feedback, and revisions. In the face of writers' block, design slumps, and information overload, the team digs deep and barrels forward. The level of professionalism is staggering,

and the earnestness with which they contribute is humbling.

To describe the work of TLLT without including some of the voices of the team would be void of the essence of this grassroots leadership:



**Marla Armstrong,**  
Pembina Trails  
Teachers' Association

I consider three things when undertaking ventures related to my work as an educator:

1. Will I be challenged in a positive way?
2. Will I learn from the people I am working with?
3. Will I have an opportunity for growth in my thinking, my practice, or personally?

I joined the TLLT to get better at developing and leading workshops. Yes, this has definitely happened. But more importantly, I have been challenged to find out about who I am as a learner. I have learned from the other members of TLLT and the MTS staff collaborating with us. I have grown in my thinking about what effective teams in schools can accomplish and how they benefit student outcomes. I have both changed and continue to reflect on how I interact with other educators as a learner. Personally, I am also gaining a sense of confidence about who I am as an educator, and I am embracing the part of me that will always be learning. Though I was previously frustrated by my feelings of never knowing enough and still needing to learn because it made me feel insecure, I can now shout it from the rooftops ... almost!



**James Kostuchuk,**  
Portage la Prairie  
Teachers' Association

It should come as no surprise that the most effective professional development in our careers often comes from the colleague down the hall. For many of us, this teacher-to-teacher contact time is severely limited, and the Teacher-Led Learning Team wants to reboot the conversation. As TLLT facilitators, we are the real deal: front line teachers, straight out of the trenches, facilitating meaningful conversations. I have always been wary of the banking concept of education; that is, the open-head-insert-

fact or sage-on-the-stage approach to professional development. Our work is about learning, growth, and risk taking in partnership with fellow Members aimed at improving practice.



**Chantelle Cotton,**  
Winnipeg Teachers'  
Association

Being on the TLLT team is like attending Winnipeg Folk Festival every year: I am excited in the days leading up to our seminars, and I have some prep to do in order to get ready. When I walk into the MTS building, I see old friends while making new connections as music plays to call us into action and settle us down into our mindful routines. Our training and design seminars usually end the way Folk Festival ends: I am tired and satiated, yet content and inspired. At Folk Festival, I walk away with a year's worth of new music to savour. When TLLT ends, I walk away with 20 sticky notes, a few videos, a new workshop to facilitate, and lots of new ideas to try out until we meet again to learn, play and work as educators across the province.



**Laurie Bachewich,**  
Rolling River  
Teachers' Association

TLLT is an opportunity for growth and learning. In its safe and supportive environment, TLLT offers the chance to learn from my colleagues, teach my colleagues, and most importantly make connections within the MTS organization and the province. TLLT has allowed me to be a better leader, to learn from other leaders in our profession, and to share that learning with others. There is no better professional development than that which allows us to learn from each other. TLLT offers that.

***Are you interested in reading about our team members, booking a workshop and/or applying to the team? Please visit [www.mbteach.org](http://www.mbteach.org), and select Professional Development>TLLT. Feel free to contact Danielle Fullan Kolton at [dfullankolton@mbteach.org](mailto:dfullankolton@mbteach.org) for more information.***

*Danielle Fullan Kolton is a staff officer in the Professional and French Language Services Department (PFLS). The PFLS department is committed to supporting teachers as adult learners. Follow us on Twitter @mtlearning.*



## TLLT Workshops

### Diversity & inclusion

#### The 4A's Inclusivity Lens: Is Everyone in Focus?

Participants will develop the capacity to work inclusively with diverse school communities.

**Topics:** inclusive practices that enhance access, agency, advocacy, and solidarity action; privilege and power.

### Classroom practices

#### Classroom Management & Student Engagement

Participants will explore prevention and intervention strategies to enhance classroom management and student engagement.

**Topics:** relationships; role of the teacher; brain friendly teaching; conscious discipline skills; paradigms for responding to challenging behaviours; psychology of success.

### Collaborative cultures

#### High-Impact Teams

Participants will learn about ways to enhance meaningful collaborative work within grade-level teams, PLCs, and departments.

**Topics:** qualities of high-performing groups, strengths and impacts of work style preferences; tools for talking about things that matter.

### Student support

#### Cultivating the Super Powers in your Teams: Working with Educational Assistants

Participants will explore practices and strategies that enhance dynamic working relationships between teachers and EAs.

**Topics:** roles and responsibilities of Educational Assistants; MTS policy and provincial regulations; effective communication strategies; preparation, guidance, and supervision of EAs.



# Enjoy your food: Feeding your immune system



By Carla D'Andreamatteo, RD, MSc [www.thefoodlady.ca](http://www.thefoodlady.ca)

The body is remarkable, thank you in part to the immune system. Our immune system helps our body fight off illnesses (ie. cold, flu, infections). Stress weakens the immune system. I recommend that everyone live a stress-free life.

Something tells me that many of you reading this article are now wondering what world I live in that involves lack of stress. I live in the same as all of you. Stress happens. More for some, less for others. So, assuming you fall into one of these categories and you do experience stress to some degree in your life, I hope to offer you some important information to help you keep your immune system strong. Especially since the cold and flu season in our classrooms and homes surfaces year after year. It seems that as soon as one person gets a cold or the flu, there is a ripple effect spreading to others in the classroom and eventually into the family home. Let's get prepared!

There are many sources of information that exist suggesting a variety of foods and nutrients help to improve the immune system. When weeding through these sources of information, focus on evidence-based science. Below, I have provided you a list of the key micronutrients that have been linked most strongly with a healthy immune system. Food sources of these nutrients are recommended over supplements (i.e. pills, capsules, powders, teas, sprays).

## Vitamin C

Healthy adults require a daily intake of 90 mg (men) and 75 mg (women). Individuals that smoke should add an extra 35 mg daily to account for the blocked absorption of vitamin C that occurs with smoking. Some evidence suggests 200 mg/day may reduce duration of the common cold; no evidence for prevention. All adults should



not exceed 2000 mg/day.

This vitamin is found in a variety of fruit and vegetables and should be easy to obtain in most diets:

Red, yellow or green peppers, oranges, pineapple, grapefruit, kiwi, broccoli, cabbage, brussels sprouts, papaya, and strawberries.

## Zinc

Healthy adults require a daily intake of 11 mg (men) and 8 mg (women). All adults should not exceed 40 mg/day. Use of individual supplements of zinc has been linked with impairing the immune system, nausea, altered/bad taste, interfering with copper use in the body.

The richest sources are meats and alternatives:

Liver, beef, bison, venison, lamb, oysters pumpkin seeds, and baked beans.

## Selenium

Healthy adults require a daily intake of 55 mcg (men) and 60 mcg (women). All adults should not exceed 400 mcg/day.

Brazil nuts (extremely high in selenium,

do not eat daily), mixed nuts, sunflower seeds, oysters, tuna, salmon, sardines, egg, liver, pork, and lamb.

These nutrients, met with a balanced diet, healthy body weight, and regular physical activity, are the best defense for a healthy, strong body. If you would like a thorough analysis of your diet, visit [www.eatracker.ca](http://www.eatracker.ca) to enter food consumed and receive a credible overview of your dietary needs and guidance to improve your intake.

### References:

Dietitians of Canada. (2014). *Practice-Based Evidence in Nutrition. Immune system: Toolkit. Key findings and recommendations.*

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*Carla D'Andreamatteo owns and operates a nutrition consulting company, The Food Lady, since 1999. Based in Winnipeg, the team of dietitians offers a variety of nutrition services provincially and nationally.*



## Pasta & edamame salad

**Prep time:** 10 min

**Cook time:** 0 min

**Makes:** 8 servings

Makes a satisfying dinner salad that's great for tomorrow's bagged lunch.

- 3 cups (750 ml) frozen edamame or green peas, defrosted
- 3 cups (750 ml) cooked pasta, (e.g., orecchiette or mini-shell)
- 2 1/2 tbsp (37 ml) olive oil
- 1 tbsp (15 ml) white balsamic or white wine vinegar
- Zest of 1 lemon, finely grated
- 2 stalks of celery, diced finely
- 7 oz (200 g) cherry tomatoes, quartered
- 5 oz (150 g) lower fat Havarti cheese or medium Cheddar cheese, diced finely or 3 oz (90 g) regular Havarti cheese or medium Cheddar cheese, diced finely
- 1/3 cup (75 ml) fresh basil, sliced finely on the diagonal
- Chili powder, to taste (optional)

### Directions:

1. In a large bowl, mix all ingredients together gently.

*Per serving: Calories 210, Protein 12 g, Total Fat 10 g, Saturated Fat 3 g, Cholesterol 12 mg, Carbohydrates 19 g, Fibre 3 g, Sugars 3 g, Added sugars 0 g, Sodium 129 mg, Potassium 342 mg*



## Chicken & avocado quesadillas

**Prep time:** 45 min

**Cook time:** 30 min

**Makes:** 8 servings

Delicious, protein-rich and easy.

- 2 tsp (10 ml) olive oil
- 1 tsp (5 ml) chili powder
- 1 onion, minced
- 2 cups (500 ml) shredded cooked chicken
- 3 Italian tomatoes, diced
- A dash of hot sauce
- 8 6-inches (15 cm) whole grain tortillas
- 1/2 ripe avocado, pitted and pureed
- 2/3 cup (150 ml) lower fat Canadian Monterey Jack Cheese OR 1/2 cup (125 mL) regular Canadian Monterey Jack Cheese, shredded
- Salsa, (optional)
- Fresh coriander, (optional)

### Directions:

1. In a skillet, heat oil at medium-high. Add chili powder and onion, cooking about 8 minutes. Add chicken, tomatoes, and hot sauce and continue cooking for 2 minutes.
2. Divide chicken mixture in center of four tortillas, top with avocado and Monterey Jack cheese. Place another tortilla on top and press lightly.
3. In a non-stick pan, cook each quesadilla over medium heat 4 to 5 minutes a side. Top with salsa and fresh coriander if desired. Enjoy with a salad on the side.

*Per serving (1/2 quesadilla): Calories 255, Protein 18 g, Total Fat 10 g, Saturated Fat 4 g, Cholesterol 36 mg, Carbohydrates 22 g, Fibre 5 g, Sugars 2 g, Added sugars 0 g, Sodium 322 mg, Potassium 348 mg*



## Grilled vegetable guacamole

**Prep time:** 10 min

**Cook time:** 5 min

**Makes:** 8 servings

Enjoy this delicious guacamole as a snack or appetizer with a few whole grain tortillas. It's also nice as a side to grilled fish, chicken or any Mexican dish. Ole!

- 2 tbsp (25 ml) canola oil, divided (plus more for the grill)
- 1 small zucchini, cut lengthwise in 3 long strips
- 1 red bell pepper, cored, seeds removed, sliced in half
- 1 just ripe avocado, peeled, sliced in half
- 1/2 small red onion, sliced in half
- juice of 1 lime
- 1/4 cup (50 ml) cilantro, minced

### Directions:

1. Prepare grill by brushing with canola oil. Preheat grill to medium-high.
2. Lightly brush both sides of vegetables with 1 tbsp (15 ml) of the canola oil. Place zucchini strips, bell pepper, avocado and onion halves on the grill for about 3 to 4 minutes per side.
3. Remove from grill. Finely dice zucchini, pepper and onion. Place in large bowl. Add avocado and mash in.
4. Stir in remaining canola oil, lime juice and cilantro. Refrigerate until serving.

*Per serving (1/4 cup (50 mL): Calories 80, Protein 1 g, Total Fat 7 g, Saturated Fat 1 g, Cholesterol 0 mg, Carbohydrates 4 g, Fibre 2 g, Sugars 1 g, Sodium 0 mg, Potassium 185 mg*

Yoga practice:

# Utthita trikonasana pose (extended triangle)



By Tally Young

Extended triangle pose is a fantastic place to build strength and length in the lower region of our body. When our body gains strength, we increase our confidence and bring heat and movement to our joints. This increases our health and outlook on the life we live. We move to live better.

I will go through different phases of this particular pose and your goal is to find the phase of the posture that fits with where you are, right now. As your stamina increases, try the next phase of the posture.

## Phase one

1. Stand on your mat facing the middle of your space. Move feet into a wide stance, usually 3-4 feet apart. Use your comfort to guide. You may have to adjust as you go.

2. Place your hands on your hips so you can feel how they rotate, and get in touch with their movement. Hips should stay below the shoulders. The front of our torso faces the side wall. Begin the foot movement with the left toes turning to face forward, 90 degrees to the body. Turn your back foot in 30 degrees towards the front foot.

3. Then, move the front thigh forward until the knee is aligned with the ankle. Ensure your hips stay below your shoulders. At this point feel into the space between your feet, the movement should be comfortable and sturdy. Too close together with the feet and you will misalign the body causing imbalance. Too far apart you stress the joints. You can extend the arms or keep them on your hips; don't let the arms move the torso. Take a moment to soften your body. Your gaze can stay towards the centre of the room or you can softly look over the left middle finger. Take in 5-10 full breaths. Repeat this 3 times using the same breath count. When done, switch sides.

## Phase two

As your comfort in the first phase



strengthens, you are ready to move further into the body. Prepare to move deeper by using the first two steps of phase one.

1. Move the front thigh forward until the knee is on top of the ankle. Breathe and prepare for the movement of the torso and arms.

2. Open the arms forward and back. Bend at the elbow on the left arm, gently lean forward and place the left forearm softly across your left thigh. Begin to rotate the belly and the heart towards the ceiling, the rotation feels strong at first, over time you will soften and can move deeper at that point. Eyes can remain looking forward. You can keep the right hand on the hip or extend the fingers to the ceiling. There should be a fullness about the breath and an ease to its movements.

3. Breathe here for 5 breaths. Do at least three reps and remember to switch sides.

## Phase three

Use the knowledge of phase two.

1. Instead of moving the thigh forward

as we do in phase two - step one, keep the leg straight with the left toes 90 degrees to the body. Back toes 30 degrees towards the front foot. Lengthen the arms in either direction.

2. Move the left hip softly towards the back wall until you feel the ease of rotating the torso upwards to the ceiling. Lengthen the right arm to the ceiling and rotate your right shoulder blade to the back wall. Your left arm lengthens towards the floor. You can have a block for the fingertips to extend to or if they reach the floor, then use the floor. Make sure the torso is facing forward, not down. This is a small movement at first. Move gently and cautiously. Listen to your body for pain or discomfort and if it is present, release and go back to the first phase of the posture where ease was present.

3. Work to have 5 full breaths in this posture. You want them to be even and calm. They may not be so calm to begin but as you practice and practice, it will come.



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Program presenter:

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To book a Balance presenter please email Robyn Braha at [balance@mbteach.org](mailto:balance@mbteach.org)

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**“Tiger, I think you’re a victim of identity theft.  
There are thousands of cats with the same name as you!”**



# wellness BREAK

Your MTS Provincial Executive taking a Balance break at their recent meeting.

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