

BALANCE

WELLNESS MAGAZINE OF THE MANITOBA TEACHERS' SOCIETY

MARCH 2016 | VOLUME 1 | NUMBER 5

Getting to Better™: The 3 A's: Simple Ways to Wellness

Where to Start in
Home Reorganizing

A Voice Friendly
Classroom

In Search of Time
Management

Guide to Healthy
Restaurant Eating



editor's MESSAGE



I wanted to take this opportunity to thank you for taking the time to read and share the Balance Magazine. We appreciate all of the feedback and comments we have received and are grateful that many of you have taken the time to share your thoughts of the latest issues with families and friends and the Balance Team. The more we talk about wellness the more it will become a regular part of our day-to-day lives.

Throughout the winter months Balance has been back on the road. The Balance team was invited to Thompson, Beausejour, and throughout Winnipeg. With over 70 presentations taking place before the end of the school year we hope to see you at one of them.

We have started booking events for the 2016-2017 school year. Take a look at your calendars and see if there is room to incorporate wellness into your planning. Our members are finding every opportunity to bring in a Balance event. Consider a massage chair during report card writing day, weekly yoga classes after school, a full day of wellness if the opportunity presents itself, or simply Desk-Side Delivery of smoothies during a busy week to help brighten up your day. We are able to customize wellness to meet your needs.

Whether you are participating in events on a PD day, sharing recipes over the lunch break, or taking two minutes out of your day for a couple of deep breaths and positive thoughts, incorporating wellness in small steps throughout the day will help it to feel less foreign.

Our challenge to you throughout this month is to pay it forward. Help bring wellness to someone you know. Ask someone to go for a walk, bring them a glass of water to ensure they stay hydrated, or pack an extra apple in your lunch to share with a co-worker.

We encourage you to keep it simple. Enjoy the little successes along the way.

Robyn Braha
Wellness Coordinator

I recently had the honor of spending time in Northern Manitoba providing nutrition education to a team of wonderful Flin Flon teachers. We were able to discuss label reading and how to use some practical approaches to help everyone shop smarter. This time together also allowed me to address some important nutrition questions that individuals were able to ask in a fun environment with direct access to a nutrition guru! I am hoping everyone is now applying "Under 400mg Sodium".

— Carla D'Andrea Matteo, MSc, RD, www.thefoodlady.ca

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



The
Manitoba
Teachers'
Society



BALANCE
mind body spirit
THE MANITOBA TEACHERS' SOCIETY

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6

enjoy life more DAY 5

Bigger picture stuff:

What is meaningful in your life? How do you want to make a difference in your community? Jot down one thing you can do today which will make a difference today. Volunteer? Check on your neighbour who lives alone? Get involved in your local church? Pick one thing you will do over the next 21 days.

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

Vocal
Hygiene: 8
A voice friendly
classroom

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Getting to Better™: The 3 A's: simple ways to wellness



By **Stephen de Groot, Myriad Consulting** www.stephendegroot.com

This publication is centered on the 3 A's (Acknowledgement, Admiration, Appreciation) and the positive and profound effects they can have for individuals and groups on the journey to Better wellness. The article will provide an overview of the 3 A's, their positive implications and offer practical strategies for putting the 3 A's into practice at home and/or at work.

An unintentional and unfortunate reality is that most of us can go long periods of time without feeling

acknowledged or appreciated. In large numbers, children and youth are reporting that the adults in their lives "don't get it" and that they "don't care". Millions of employees from all corporate and human service sectors are reporting the experience of a serious lack of recognition of themselves and/or the work they do as valuable.

Going without appreciation or caring is a very different kind of starvation; a deprivation that has tremendous negative implications for those who go without.

The impacts

How we feel about ourselves has a major impact on our subjective well-being and our overall mental health. Many people who experience a lack of appreciation, recognition, affirmation and/or validation can begin to question their own value and/or their own worth.

It is not coincidental that, as reports of the lack of appreciation and recognition are on the rise, overall mental health is on the decline and at its poorest state ever. Among the many growing concerns regarding

mental health is the alarming increase in childhood and adult depression.

According to the Department of Psychiatry at the University of Washington (2010) the estimated economic cost of depression is over 30 billion dollars a year, but the total cost of human suffering is immeasurable.

The 3 A's and Better wellness

The 3 A's stand for Acknowledge, Admire and Appreciate. While they sound like the same thing, they are not and, they vary in level of simplicity and required effort.

- Acknowledge - To recognize or confirm something or someone as valid or existing.
- Admire - To like or find favor in something or someone.
- Appreciate - To recognize with gratitude

The 3 A's are probably the most powerful tools for enhancing overall wellness. They are simple, inexpensive and available to every single person. The most important aspect of the 3 A's is that they can have positive and profound impacts on the social, emotional, mental and spiritual well being of human beings.

The 3 A's have been referred to by many as a type of currency that assists many of us fill and replenish our "emotional bank accounts". When our accounts are full, we have the resources to cope, adapt and give back!

Do not underestimate the POSITIVE POWER and POTENTIAL the 3 A's may have when they are enacted. As a matter of fact, there is plenty of research regarding the affirming implications of positive reinforcement in various forms of the 3 A's.

The 3 A's can positively impact individuals in ways that have been proven to:

- Positively alter brain chemistry
- Improve self-esteem
- Increase overall health
- Increase happiness
- Boost motivation
- Increase cooperation
- Enhance confidence
- Develop competence
- Increase resilience
- Foster success
- Enhance relationships
- Increase personal and interpersonal responsibility
- Promote and enhance human connections
- ...And much more

Everybody possesses the ability to enhance their own and other people's

wellness by simply choosing to enact any or all the 3 A's.

Create an A+ culture

The greatest thing about the 3 A's is, that they can be enacted and utilized in almost any situation, at anytime with almost anyone!

When we purposefully and consistently choose to engage in the 3A's everyday whether it is at home or at work, we can actually create a culture of appreciation; that is, make the 3 A's a prioritized and regular part of our daily routine. Our own experience and research indicate that by doing so, we can make our lives and the lives of the people we care about Better.

Prioritize and create opportunities

Creating an A+ culture requires two important steps. The first is a shift in attitude, which entails making the 3 A's a priority, for yourself and others. Yes yourself! It is important to make acknowledging, admiring and appreciating you and your life, not just those you care for, a priority. The second step is to look for or create opportunities to regularly and consistently enact and/or engage in the 3 A's. It could be in the morning, mid-day or at the end of the day. It could be the times when people are in the same space and/or come together regularly.

The following offer a variety of different 3 A possibilities:

Acknowledge

This is the simplest of the 3 A's as it requires the least amount of effort. However, the amount of effort one places in it is entirely a choice and up to the individual doing the acknowledging. Some examples of acknowledgment may include but are not limited to:

- Making regular eye contact
- Nodding
- Smiling
- Raising eye brows and tipping head
- Waving
- Saying "Hi, Hello or Hey There"
- Using the person's name
- Asking, "How are you?"
- Stating "Nice to see you."
- Saying, "Nice day, eh." (Very specific to my fellow Canadians)
- Saying, "Have a 'good one'!"
- A handshake (planned or spontaneous)
- A hug (with permission of course)
- ...Insert your specific options and choices here

Admire

This particular A requires a little more effort compared to Acknowledgment as the attempt is grounded in finding favor in something or with someone. Displays of admiration, which will be unique to the individual or situation, include but are not limited to:

- Approving or favorable smile
- Approving or favorable nod
- A "thumbs up"
- Two thumbs up
- Applause
- Cheering (Well done! Way to go!)

Statements such as:

- I/we like what you did
- I/we what you're wearing
- I/we like what you said
- I/we like what you built
- I/we like what you stand for
- I/we like the way you think
- I/we like you
- I/we love you
- ...Insert your specific options and choices here

Appreciation

Only your imagination, and available resources, of course, limits this particular A. There are hundreds of ways to recognize someone or something with gratitude.

Some examples of appreciation, which will be unique to the individual or situation, include but are not limited to:

- Saying thank you for an effort
- Saying thank you for a contribution
- Saying thank you for help
- Saying thank you for support
- Providing Applause
- Writing a thank you note
- Sending a small gift with a card
- Returning the favor
- Offering private recognition (verbal, written, gift)
- Offering public recognition (verbal, gift)
- Having a party (surprise or planned)
- Spontaneous celebrations for efforts, people, accomplishments.
- Student/employee of the day/week.
- Random Acts of Appreciation
- Planned Acts of Appreciation
- ...Insert your specific options and choices here

The 3 A's are so simple; that they are often forgotten about, overlooked and sometimes minimized altogether. However, it is in their simplicity, that the potency for positive and profound changes towards Better wellness waits to be found! **B**



Explaining savings versus spending to your kids



By **Brian Denysuik, Creditaïd** www.creditaid.ca

Teaching your kids good money habits is not easy. It is not a one-time tutorial, but instead an ongoing process of setting good examples, explaining money concepts and letting them learn by trial and error. However, it is an important lesson that is often learned from their parents. Teaching them the value of saving versus spending is the first step.

Learning the value of saving

As frustrating as it may be to a young child not to get what they want, when they want it, it can also be rewarding. Most children learn the basics of saving through getting an allowance or payment for chores around the house and using that money to buy the things they want. However, many parents easily give in to children who beg and plead for a new toy or treat instead of teaching them the valuable lesson of how to save.

Beyond teaching children how money works, the more important value that parents can impart to their children is the satisfaction that comes from earning rewards. If a child wants a particular toy, explain the cost and what they will need to do to earn that money and how long it will take. Do not give in to children who already understand the concept of credit and ask to have the treat or toy now and promise to do chores later to earn it. This is exactly what you do not want to teach them! Instead, allow them the satisfaction of working hard to save the money they need to purchase the reward. They will appreciate what they buy even more, and learn a valuable lesson.

Here are some financial concepts you can discuss with your children as

they grow up. For example, help your children learn to:

Ages 4 to 8:

- understand that people have a limited amount of money to spend
- use money to buy basic goods and services for simple transactions
- divide allowances or other money received among the financial goals of saving, spending and sharing
- understand that there are choices when it comes to money, and that money spent on one thing means that there is less money available for something else

Ages 9 to 14:

- recognize the difference between needs and wants
- understand the importance of saving a portion (for example, 10 percent) of all money they receive and the value of an emergency fund
- create a savings plan for short-term and long-term financial goals
- identify regular financial commitments families have and know that families use household income to meet those commitments
- create a simple budget for an activity or event

Ages 15 to 18:

- understand the pros and cons of different payment options such as cash, debit cards and credit cards
- understand different kinds of basic investments (GICs, stocks, bonds and mutual funds)
- understand the time-value of money (for example, past, present and future worth of money) and opportunity costs



Beyond teaching children how money works, the more important value that parents can impart to their children is the satisfaction that comes from earning rewards. If a child wants a particular toy, explain the cost and what they will need to do to earn that money and how long it will take. Do not give in to children who already understand the concept of credit and ask to have the treat or toy now and promise to do chores later to earn it. This is exactly what you do not want to teach them! Instead, allow them the satisfaction of working hard to save the money they need to purchase the reward. They will appreciate what they buy even more, and learn a valuable lesson.

- understand the concept of “living within your means” and why it is important

Financial lessons are better learned earlier than later, when credit scores can haunt them for years to come. Give your children the tools to learn the value of saving versus spending from the very beginning, to prepare them to be independent and financially responsible. **B**

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

Vocal hygiene: A voice friendly classroom



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

You are sitting in your classroom while your students work diligently on their group projects. You can hear the buzz of your students talking, the hum of the heating system, the music from the choir practice down the hall, the scrape of chairs as students stand up to switch stations...the list goes on.

We know that teachers' voices are put to the test every day because of the amount of talking they do. However, it is important to remember that teachers are not using their voices in a vacuum. Instead, they are most often using them in the classroom - an environment that can either support, or further stress, a teacher's voice.

In a perfect world, classrooms would be built from the ground up to support teachers' voices. Schools would be built in quiet neighbourhoods, classrooms would use the newest in sound dampening materials, and both would have quiet heating and cooling systems. Unfortunately, most of the time, this is not a realistic possibility. So what are some simple ways that you can make your classroom as "voice-friendly" as possible?

There are a number of ways to make your classroom more "voice-friendly". These all try to improve the signal to noise ratio in the class by maximizing the sounds that you want your students to hear - your voice - and minimizing the sounds you do not want them to hear - background and other noise.

Start by trying to keep windows and doors closed when possible. This will minimize noise from traffic outside as well as sounds from other classrooms or students in the hallways. Turn off noisy equipment like projectors, TVs, or fans and, when possible, plan to speak before or after the equipment is in use.



Another trick is to add sound dampening materials to decrease noise and the reverberation of unwanted sounds of hard surfaces in your classroom. Felt or cork boards can both display student work and absorb sound. Area rugs can help where appropriate. You can also try putting soft felt pads on the bottoms of desks and chairs to minimize sounds when they are moved.

You should also consider positioning. If you know that you will be giving a "talking heavy" lesson, ensure that you are standing or sitting as close to your students as possible. This may mean reorganizing your students' desks or tables, along with any audio-visual equipment that you plan to use. You may even be able to enlist your students' help with this reorganization so it is as efficient as possible. Don't forget that walking amongst your students' desks can also get you closer to them and decrease your vocal effort.

Severe voice impairments, or the nature of certain classroom demands, can result in some teachers needing voice amplification. However, this is typically only recommended by a voice specialist like an otolaryngologist (ENT) or speech-language pathologist (SLP) after a thorough individual assessment.

Classroom voice tips

1. Keep noise at bay! Close windows and doors and turn off noisy equipment.
2. Soak up extra sound! Add sound dampening materials such as corkboards, area rugs, and felt pads.
3. Position is important! Set up desks and tables to let you stand as close as possible to your students.
4. Get moving! Walk amongst your students to decrease vocal effort. **B**

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.



Keith's corner: Imagine the possibilities

By Keith Macpherson www.keithmacpherson.ca



The thoughts we think and the words we speak are constantly shaping the kind of future we are going to have.

Everything that we experience in the outer world was first a thought imagined within the mind. I am fascinated with this simple yet profound truth.

As I am sitting here writing this article I am typing into a computer that at one point did not exist. I am sitting on a chair that was designed by someone's imagination and I am wearing clothing that was only once a dream in a potential fashion designer's mind. Everywhere I look around me I am reminded that the things that are appearing before me were only once imagined.

When you come into a state of appreciation and awe for all that you are experiencing and seeing, not only do you become more present but you also move into a deeper state of imagination and creativity in your life.

Imagination tips

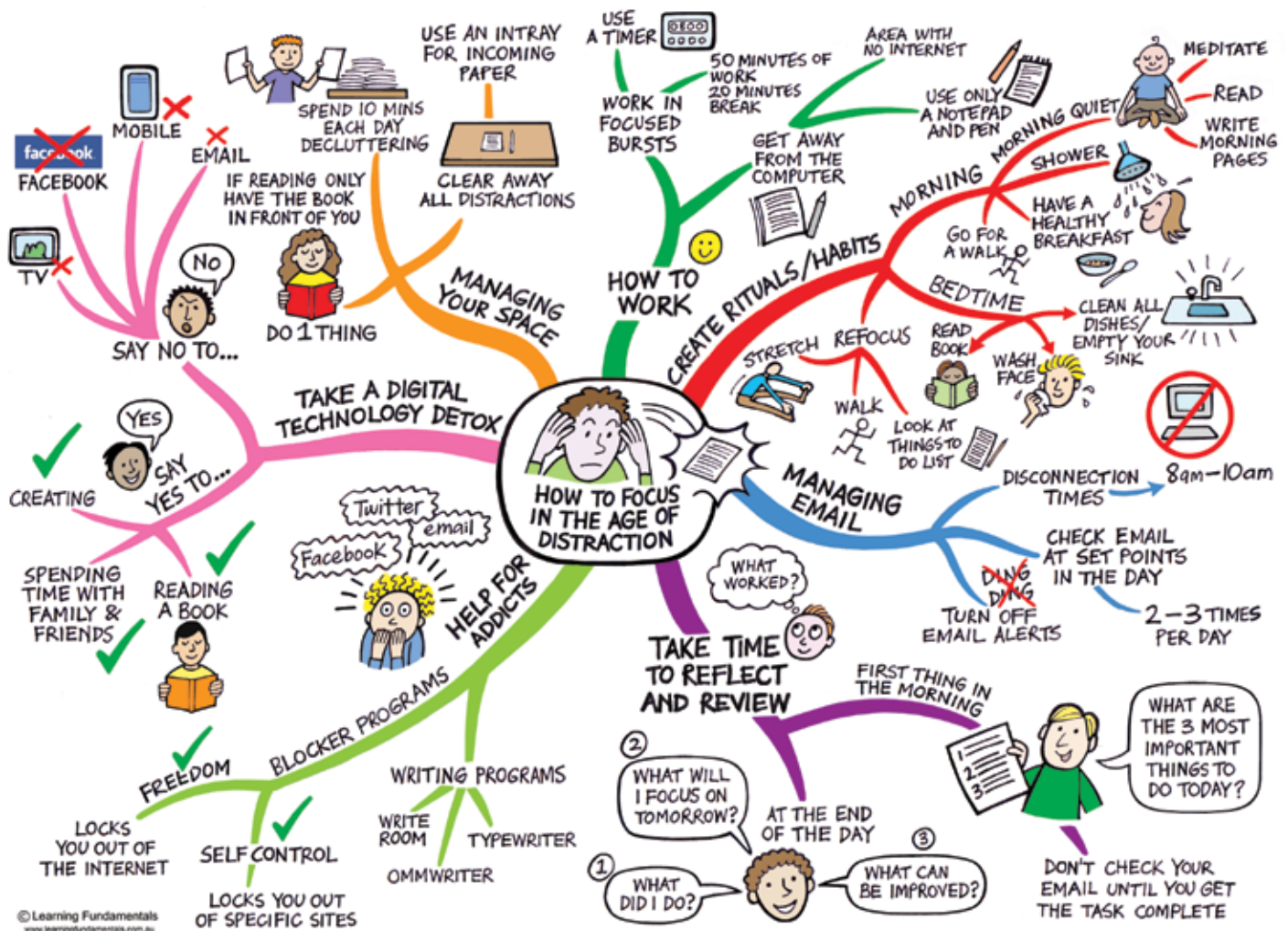
I would like to offer you a few activities you can practice to assist in developing your imagination:

1. Take a few minutes right now and consciously open your eyes to all the miraculous inventions and creations that surround you. Make a point of not analyzing or judging what you are seeing in front of you

but simply come into a state of awe and appreciation for all that appears before you right now.

2. Go for a "mindfulness walk" and appreciate all the unexpected things that you notice along your path.
3. Write down the first 25 things that come to mind which you have yet to experience in your life and then try one. **B**

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>



In search of time management



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

At the root of any time management strategy, you will find the concept of balance. Managing your time to achieve coherence and satisfaction in life is about setting goals, prioritizing what matters most, and allocating time to hundreds of weekly activities, decisions, and interactions in your various roles. It's all about balance. Sounds easy enough; yet, more than ever, teachers report feeling stress

about the volume of demands on their time and talents.

So if the quest for time management cannot be solved by the elusive concept of balance alone, how do you achieve the quality of life you want without getting caught in an endless hamster wheel? When faced with 1000 words to distill this topic, I felt challenged about where to start. Tips and tricks? No: too gimmicky. Mistakes and pitfalls? No: too

depressing. Wonders and woes? No: too Disney. The blinking cursor reminded me that time was ticking, so I did what many people do in times of indecision or paralysis: I cleaned the bathroom with a fervour that could hardly be rivaled. The Tupperware drawer was next. Then I ate some chocolate chips straight from the bag, and [insert sigh of shame] got sucked into the black hole of Pinterest hairstyle boards. Two

days, a clean house, and a new haircut later, I returned to my task in search of time management.

Personal time data

There are 168 hours in a week; how do you spend the time? This is the question that author and blogger, Laura Vanderkam, asks as she debunks the myth that there isn't time to do the things people really want/need. She insists that you manage what you monitor, and she is a strong proponent of **logging personal time data**. The logging process helps to uncover time traps and align choices and actions to the things that matter. For example, time logged for sleep, exercise, family, and a breakdown of professional tasks can illuminate sources of contradiction, dysfunction, and stress. I tracked my own time data using a spreadsheet from *lauravanderkam.com*, and I discovered a lot about how I use and don't use time, especially when it comes to self-care. If you are a techie who isn't yet experiencing self-monitoring fatigue from your Fitbit, check out time tracking apps such as toggl, Rescuetime and CaptainClock. The caveat on collecting personal time data is that you need to check in with yourself and fine tune regularly.

PAUT demons

It is impossible to talk about time management without addressing procrastination pitfalls. Like anything else, awareness can impact practice. Also fear and anxiety - like missing a deadline - can spur more focused action. **PAUT demons - putting aside unpleasant tasks** (Marshall, 2008) - plague the best of us. Beat procrastination by eliminating distractions (see mind map, inset), taking manageable action on goals every day, visualizing success, decluttering (a place for everything and everything in its place), and thinking self-affirming thoughts. Document management, alone, can be the death of educators, so creating systems to manage paper and processes will free up time for other, more important things.

Purposeful planning

Stephen Covey (2004) also advocates for **purposeful planning** to make intentional choices about when and

4Ps in search of time management:

PERSONAL time data

You manage what you monitor.
How are you spending your 168 hours?

PAUT demons

How, what, and why are you procrastinating?

PURPOSEFUL planning

Be intentional with lists, timelines, and pockets of time to achieve your priorities.

PRIME condition

Fuel physical, emotional, mental health; say "no"; know your limits.

how to act on what is urgent and what is important. A common time trap in education is teacher preps where minutes can vanish somewhere between the coffee machine and the photocopier. Allocating preps to specific tasks (planning, marking, phone calls), and using long-term, weekly, and daily to-do lists can eliminate decision points that divert focus from your priorities. Having supplies within easy reach for tidbits of time is also useful. Grab-and-go marking bags and a things-to-read folder can help you put even small chunks of time to use. Considering the energy quotient is also part of planning - schedule tasks based on the cognitive and emotional input that is required. I recommend the website MindTools (www.mindtools.com) > Time Management for helpful articles and resources to help you plan for managing your time.

Prime condition

Being in **prime condition** by fueling your physical, emotional, and mental health is essential for engaging in executive brain functioning tasks like time management. Sleep, exercise,

and stress management all correlate with our ability to effectively plan, prioritize, and be proactive (Medina, 2014). Yet, these are the very elements that are first to go when people feel pressed for time. In fact just recently, a teacher said to me, "time management just means I sleep less." This runs counter to every time management book and article that insists that sleep is the magic to managing time. Knowing your limits by setting boundaries, taking breaks, and saying "no" will help you to sustain your momentum. Remember, teaching is like a marathon, not a sprint. Ultimately, "overscheduling can blind us to the great impact we make as teachers" (Galan, 2013, para 8), so if you are addicted to "busy", consider the consequences of that adrenaline buzz, both to your health and to the quality of your work.

Time management is more about managing ourselves than it is about managing time (Covey, 2004). This doesn't necessarily mean doing more things; it means doing the *right things* at the *right time* to achieve the results and relationships that matter most to you. Join me - a work-in-progress - in search of time management. You might even discover that you have more time than you think! **B**

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Eating healthy guide: Smart restaurant choices

Courtesy of the Heart and Stroke Foundation



Canadians, it seems, love to eat out often. By making wise choices, you may not only treat yourself to some special dishes, but you also ensure that your restaurant meals fit into your overall heart-healthy eating plan.

When eating out, you're still in charge of what you eat even though you're not doing the cooking. More and more restaurants today are happy to accommodate individual preferences, so feel free to ask questions about how a dish is cooked or to make requests, such as asking for salad dressing on the side or having a baked potato instead of French fries. (You'll still want to avoid loading up your potato with sour cream, butter and bacon bits.) A steady diet of excess fat, calories and salt may increase your risk of heart disease and stroke.

Many restaurant chains now post nutrition information on menus or on their websites consistent with

the Nutrition Facts table on packaged foods.

Appetizers

If you're going out for dinner, make sure you eat lunch or you may be too hungry to make healthy choices. At the restaurant, opt for a whole-grain offering from the breadbasket as opposed to higher-fat, buttery garlic bread. Appetizers tend to be very high in fat and calories, so choose a vegetable-based soup or a dark, leafy green salad with dressing on the side, instead of the deep-fried calamari or the creamy crab dip.

Heart-healthy choices

When you see the words baked, barbecued, broiled, charbroiled, grilled, poached, roasted, steamed or stir-fried, it most likely means the food is cooked with little or no fat and therefore a healthy choice.

Take a pass

When you see the words Alfredo sauce, au gratin, cheese sauce, battered, breaded, buttered, creamed, crispy, deep-fried, en croute, fried, hollandaise, pan-fried, pastry, prime, rich, sauteed, scalloped, gravy, mayonnaise, thick sauce, it usually means that the food is higher in fat and calories.

Similarly, foods that are pickled, smoked, or are served with soy sauce mean that the food is higher in sodium. (Ask for sodium-reduced soy sauce.)

Portion sizes

Portion sizes in restaurants are often large, so share or take half of your meal home for tomorrow's lunch or dinner.

Desserts

Keep dessert light and simple, such as fresh fruit with sherbet. If you can't resist a rich dessert, indulge occasionally or share it with your table-mates. **B**



Oven-fried potato chips

Prep time: 10 min

Cook time: 30 min

Makes: 6 servings

You can have your potato chips and eat light too!

- 1 lb (500g) red potatoes, washed well (about 3 medium potatoes)
- Canola cooking spray
- 1 1/2 tbsp (20 ml) canola oil
- 2 tsp (10 ml) your choice of sodium-free herb blend

Directions:

1. Preheat the oven to 425 °F (220 °C). Line baking sheet with foil or parchment paper and coat with canola cooking spray for easier cleanup.
2. Using a large, sharp, non-serrated knife cut the potatoes into very thin slices, about 1/8 inch (0.3 cm).
3. Place the potato slices and canola oil in large re-sealable bag; seal the bag and toss to coat well.
4. Open bag and spread the potato slices evenly on the prepared pan. Sprinkle with herbs, if desired.
5. Bake for about 15 minutes, then flip with spatula and bake for another 10-15 minutes or until golden brown.

Per serving: Calories 80, Protein 2 g, Total Fat 3.5 g, Saturated Fat 0 g, Cholesterol 0 mg, Carbohydrates 13 g, Fibre 2 g, Sugars 2 g, Sodium 0 mg, Potassium 0 mg



Broccoli lentil pasta

Prep time: 10 min

Cook time: 10 min

Makes: 4 to 6 servings (8 cups)

This easy weeknight meal offers up a slight kick of heat from the hot pepper flakes. Change up the broccoli with a bunch of rapini or 3 cups (750 ml) of frozen peas will do the trick too.

- 1 box (375 g) whole wheat fusilli or rotini pasta
- 1 head broccoli, chopped
- 2 tsp (10 ml) canola oil
- 1 onion, finely chopped
- 1 red bell pepper, chopped
- 4 cloves garlic, minced
- 1/2 tsp (2 ml) Italian seasoning
- 1/4 tsp (1 ml) hot pepper flakes
- 1/2 cup (125 ml) no salt added vegetable broth
- 1 can (19 oz/540 ml) lentils, drained and rinsed

Directions:

1. In a large pot of water, cook pasta for 5 minutes. Add broccoli and cook for 3 minutes or until pasta is tender but firm. Drain well and keep warm.
2. Meanwhile, heat oil over medium heat and cook onion, pepper, garlic, Italian seasoning and hot pepper flakes for about 5 minutes or until softened. Add broth and lentils; bring to a simmer.
3. Toss sauce with pasta to coat and serve. Sprinkle with cheese, if using.

Tip: If you're family doesn't like too much heat just reduce the hot pepper flakes to a pinch.

Per serving: Calories 501, Protein 25 g, Total Fat 5 g, Saturated Fat 1 g, Cholesterol 0 mg, Carbohydrates 99 g, Fibre 14 g, Total sugars 8 g, Added sugars 0 g, Sodium 286 mg, Potassium 842 mg



Maple roasted squash soup

Prep time: 15 min

Cook time: 35 min

Makes: 5 servings

Just a touch of pure maple syrup adds a wonderful bit of Canadiana to this squash soup. You can enjoy the roasted squash as a side dish or continue on with this recipe to make the soup for an easy starter to dinner or lunch.

- 1 butternut squash, peeled and chopped (about 2 lb/1 kg)
- 2 tsp (10 ml) canola oil
- 1 tbsp (15 ml) pure maple syrup
- 2 tsp (10 ml) chopped fresh thyme
- 1 clove garlic, minced
- 1/4 tsp (1 ml) fresh ground pepper
- 3 cups (750 ml) sodium reduced vegetable broth
- 1 small red bell pepper, diced
- 2 tbsp (25 ml) chopped fresh parsley

Directions:

1. In a large bowl, toss squash with maple syrup, oil, thyme, garlic and pepper. Spread onto parchment paper lined baking sheet. Roast in 400° F (200° C) oven for about 25 minutes or until tender and golden.
2. Scrape squash into soup pot and add broth. Bring to a simmer and puree soup with immersion blender until smooth. Alternatively, puree in batches in blender. Stir in red pepper and parsley and simmer for 5 minutes to heat through.

Tip: This soup will freeze well in airtight containers for up to 2 weeks.

Per serving: Calories 120, Protein 2 g, Total Fat 2 g, Saturated Fat 0 g, Cholesterol 0 mg, Carbohydrates 25 g, Fibre 4 g, Total sugars 8 g, Added sugars 2 g, Sodium 285 mg, Potassium 539 mg

Home reorganizing: Where's the best place to start



By Susan Macaulay, *Clarity over Clutter*

When you look around your home, you might see many areas that you want to reorganize. One of the most impactful areas to start in is an area that you see the most.

For example, maybe the entrance way that you use the most. Reorganizing the closet and the entrance way. Or maybe the living room. Leave the more out of site areas for later sessions.

Let's say you have decided to start in the living room. Take a look at your notebook to see what your 'vision' for the room is. I would strongly recommend that the total time for a reorganizing session is 1 to 2 hours.

You want to avoid becoming exhausted by working for longer periods of time. Keep the tasks doable. If you have been in the habit of working for longer periods of time, organizing can be remembered and associated with long hours and exhaustion.

A helpful tool is to use a timer and set it for 15 – 20 minutes. This is a great way to stay focused on the task at hand. When the time is up, you can see how much you were able to accomplish.

Reset the timer for another 15-20 minutes to continue what you're working on. For some people, they think they will get a lot accomplished in 15-20 minutes. For others, they feel that the reorganizing process will take a really long time. After the 15-20 minutes, they are surprised at what they accomplished.

With practice and persistence, using this strategy will give you a better idea and understanding of the actual amount that you can accomplish in this short time.

Choose one area in the room to start the process.

For example: you decide to sort through the entertainment unit. There are VHS tapes, DVDs, books, old electronics,



gaming systems and games, and board games. Focus on one shelf or drawer at a time. Pick up one item and ask yourself questions like:

- When was the last time I used it?
- Does it still work? Are all the parts/pieces there?
- Do I still have an interest in this?
- Realistically, will I ever use this again?
- Will this item fit in with your overall vision?

Have boxes ready that are labeled with donate, recycle, garbage or keep.

When you first start to make decisions, it may be difficult. Sometimes an emotional attachment to an item may make it hard to let it go.

Remember, you are learning to be aware of your decision making, retraining your thinking, and changing up old habits and behaviors.

Also, talking out loud is helpful in hearing what you are thinking. Yes, it's okay to talk to yourself.

When you are almost finished your time for the session, remove all the items that are going to donate, family/friends, recycle, garbage, or to other parts of the home. This will help you see and enjoy the space that you worked so hard at sorting and editing.

You may not have everything done and reorganized in the space, and that's okay. In the next session, continue where you left off. Scheduling time daily or weekly for the reorganizing process is key in making the changes. Seeing change in an area can be very motivating.

I also recommend that you reward yourself for each reorganizing session. This does not have to be expensive or extravagant.

It could be: a great cup of coffee/tea and a quiet read time, a walk, a soak in the tub, a movie, a special dessert, or whatever works for you. You put in the work, now you reap the reward. **B**

Tadasana

(Tall Mountain) Yoga Pose

In this posture we learn to align our bodies and stand tall, like a mountain, so we do not collapse into our torso. Our vital organs live in the space that our ribcage likes to press on when we sit, crouch, stand and even walk. Over time this compression aggravates the organs by backing up their elimination, causing a multitude of different ailments including, heartburn, irritable bowel syndrome and gas build up. We want to use the bones alignment to create a lift that will bring harmony and strength to both the bones and the muscle structure of our bodies.

Step one – Hip distance apart.

This space is found when you align the top of the femur bone with your ankle. It may be closer together or wider apart than you think. We are all created a little differently so just feel for your femur head then trace the bones down to the ankle. You may gently turn the heels to the outside edge of your mat, giving your feet a soft pigeon toe, type look.

Step two – bend the knees softly.

Not a big bend, just until you feel the comfort of ease in the joint. Remember things of nature are curved man made are straight. Curves and bends are nature's stabilization structures.

Step three – Lift through the head.

Imagine you are wearing a large hook for a hat. Now someone is gently lifting your hook to the sky. You will feel the belly button lifting from the navel and the heart rise up.

Step four – Drop the shoulders.

Let your weight go. Feel the softness within them. Let the finger tips lengthen towards the earth. Let the palms move to the front of the body and expand the fingers open.

Step five – Softer than you think.

Lengthen the tailbone towards the floor. Not a big movement, just small enough to draw the belly button softly to the spine. You should feel tall and supported.

While in this position, take 10 breaths, then bend forward gently to touch the floor or a chair. Breathe there for three full breaths and lift again and align the body and take 10 more breaths. Do the combination for 3 to 5 full repetitions.

wellness

WORD SEARCH

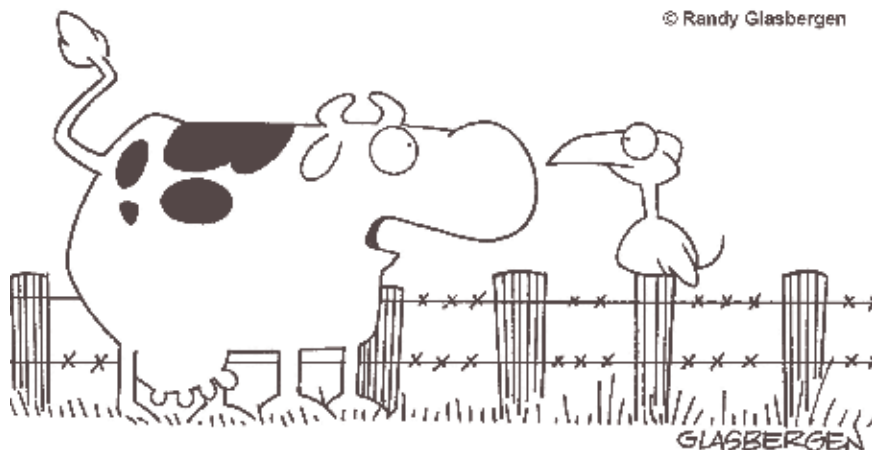
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Balance
Eating
Friendly
Mountain
Possibilities

Purposeful
Reorganizing
Restaurant
Simple
Smart

Tadasana
Time
Walk
Wellness
Yoga



"It's true, I did jump over the moon.
I had waaaaay too much coffee that day!"



BALANCE

mind body spirit

THE MANITOBA TEACHERS' SOCIETY

wellness SCHOOL VISIT

Members of the Balance team were recently in Thompson at R.D. Parker Collegiate thanks to the effort of the TTA PD committee: Zoe Bettess, Mervat Yehia, Ashley Roberts, Val Little, Trish Dreolini, Michelle Radley, Jennifer McCaig, Sindhu Srinivasa, and Susan Horvath. With presentations on Mindfulness, Nutrition, Financial Literacy and Yoga, the Balance team was thrilled to have an opportunity to share their enthusiasm for wellness with 200 participants. Thank you for having Balance as a part of your event!

To view our list of Balance programming please visit www.mbteach.org.



Keith Macpherson, Principal Rob Fisher,
Brian Denysuik, and Carla D'Andreamatteo



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