

PROMOTING WELLNESS- PARENTS , CHILDREN AND BEYOND

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TODAY'S TALK...

- ◉ Exploring child development, health and wellness
- ◉ Creating a thinking environment
- ◉ Challenges of today...
 - Balancing family, careers and other responsibilities
 - Being involved in the education of our children

ISLAM AND KNOWLEDGE

- ◉ Allah (SWT) created man and provided him with the tools for acquiring knowledge
- ◉ The Nabi Muhammad (SAW) is related to have told his companions ..Seek knowledge, “even unto China”.
- ◉ It is our responsibility to instil a love of learning in our children and to commit to lifelong learning ourselves.

SIX STAGES OF KNOWLEDGE

Ibn Qayyim al-Jawziyyah- (may Allah SWT have mercy on him), said:

"There are six stages to knowledge:

- ◉ Firstly: Asking questions in a good manner.
- ◉ Secondly: Remaining quiet and listening attentively.
- ◉ Thirdly: Understanding well.
- ◉ Fourthly: Memorising.
- ◉ Fifthly: Teaching.
- ◉ Sixthly- and it is its fruit: Acting upon the knowledge and keeping to its limits."

*"I did the best I knew how at
the time and when I knew
better, I did better"*

Maya Angelou

PARENTS

- ◉ *“they look after us and make things better ...and scold us if we do naughty things like fight with our brothers”*
- ◉ *“ they tell us not to do something, then they do it when they think we’re not looking”*

TEACHERS

“ They are clever ‘cause they know a lot of stuff... they tell us how things work, and then ask us questions to check if we were listening”

OT'S (OCCUPATIONAL THERAPIST)

“ An OT is not porridge...

it is someone who finds out what is important for someone to do, then works with them so that the person is able to do it...”

HEALTH AND WELLNESS

- Health= whole, sound, well
- Health (WHO, 2011) state of complete physical, mental, and social wellbeing and not merely the absence of disease (dis-ease)
- Has emotional, spiritual, physical, mental, social and financial aspects
- What people do/ how they spend their time impacts on their health
- Wellness- being connected, being well together
 - Family, group, community

MAKE HEALTHY CHOICES, EASY CHOICES

- ◉ Increase in Chronic diseases of lifestyle
- ◉ Children not active- obesity, learning problems, social isolation,
- ◉ Stress and mental illness on increase
- ◉ We do; children follow so we need a Food & Media DIET! (Fast food, TV, Games, phone😊)
- ◉ Nature, sport & outdoor involvement has personal, health and psychological benefits and allows for social integration.
- ◉ Foster meaningful relationships with peers and coaches, develop social skills and improves health and wellbeing

CHILD DEVELOPMENT...

MAKING SENSE OF IT ALL

- ① The world doesn't look the same to all of us
- ① My logic is not your logic, so our logic is not their logic
- ① We all have different thresholds and tolerance levels

EXERCISE

- ◉ Who is aware of how their sock feels in their shoe?
- ◉ Do you get irritated by labels in clothes?
- ◉ Are you sensitive to noises, bright lights?
- ◉ Do you wear perfume, jewellery, make- up ?
- ◉ Who eats trifle?

- ◉ As adults we make choices to suit us
- ◉ Need to help kids learn to control their environment
- ◉ Drop the label of fussy/ finicky, we are all different
- ◉ Rather about trying to get best fit

PERSPECTIVES ON LEARNING

- ◉ **Intellectual intelligence (IQ)** learning potential/ academic achievement
- ◉ **Emotional Intelligence (EQ)** recognise, understand and manage own & others feelings (well adjusted, successful, happy person)
- ◉ **Sensory Intelligence (SQ)** Our senses feeds our brain (smell, taste, see, feel, hear)
 - 2 Hidden senses: Body sense/ movement (Proprioception)
Inner ear balance/ motion (Vestibular)

LEARNING AREAS

- ⦿ Gross Motor Skills- large muscles.
- ⦿ Fine Motor Skills- small muscles in hands and fingers
- ⦿ Construction/Manipulation- shapes, basic maths
- ⦿ Early Writing Skills- sequencing, pencil grip, copying patterns

LEARNING AREAS CONTINUED

- ◉ Numeracy- working with numbers, quantities, number recognition
- ◉ Early Reading Skills- shape recognition, copy patterns, letter recognition
- ◉ Creativity- cooking, painting, play dough, exposure to different textures, free play
- ◉ Puzzles

PLAY

- ◉ Children's work, part of their reality
- ◉ Medium for creativity & exploration
- ◉ Important for thinking, language, memory
- ◉ Encourages problem solving, planning
- ◉ Make sense of world, social interactions, conflict resolution
- ◉ Children are movement deprived!

20 MINUTES OF PUZZLE PLAY

- ⦿ Time with you
- ⦿ Build foundation for reading, writing, spelling & maths
- ⦿ Opportunity for story telling, conversation
- ⦿ Develop different skills which include:
 - Hand-eye coordination
 - Problem solving
 - Concentration
 - Part -whole relationships
 - Strengthen shoulder girdle
 - Crossing the midline
 - Build by picture or colour/ figure ground
 - Spatial relationships
 - Classification
 - Visual memory & discrimination

QUESTIONS?

FAMILIES ARE THE FIRST THINKING ENVIRONMENTS

- ◉ “The best thing you can do for your children is to listen to them”
- ◉ The quality of our doing depends on the quality of our thinking

TAKING TIME TO THINK

- ◉ Encourage life long learning- Ask them questions-
What, where, when ,why, how
- ◉ Answer their questions
- ◉ Get down to their level, make eye contact
- ◉ Role model active listening
- ◉ Create problem solving opportunities

10 STEPS TO CREATING A THINKING ENVIRONMENT

(KLINE, 2009)

1. Listen with respect, interest & fascination
2. Incisive questions- query the assumptions
3. Equality (attention, agreement, boundaries)
4. Appreciation (5:1 😊 ratio app: criticism)
5. Ease (No rush, no urgency, no interruption)
6. Encourage- think further
7. Feelings (Emotional release, cry)
8. Information (full picture)
9. Place (environment, you matter)
10. Diversity (difference breeds excellence)

WHAT CHILDREN NEED

- Parents who are PRESENT
- Love, time, attention, acceptance
- Parents who can resist peer pressure
- Less emphasis on designer label clothes or expensive toys.
- Parents who can focus more on
 - Needs, rather than wants
 - Being, rather than having

TOO MUCH TO DO... TOO LITTLE TIME

- ◉ Multi-tasking is over rated
- ◉ Focussed attention (20 min undivided a day)
- ◉ One on one attention, doing something together per child if possible
- ◉ Supper together. Learn about: setting table, manners, conversation, catch up on day, no distractions, no cell phones
- ◉ Use time in car- talk about what you see, play simple games (eye spy, doubles, letter land, land marks,etc.)
- ◉ Have Family meetings- equal thinkers

SANITY SAVERS- BE ORGANISED

- ◉ Self Help Skills: Learning to manage time and space
 - Dressing, toileting, feeding
- ◉ Rule: “a place for everything and everything in its place”
- ◉ Ask: Where does that live? What’s wrong with this picture
- ◉ Night before school: lunch, message book, reply slips, clothes for next day
- ◉ Calm Approach: our urgency is not their urgency
- ◉ Calm mornings- earlier bed time for extra time in morning, minimal fuss, slow risers, dawdlers
- ◉ Use support systems/ extended family

LAST THOUGHTS

- ◉ We are our children's first teachers
- ◉ As they grow up teachers become our partners
- ◉ Know who their friends and teachers are. Be involved in their lives
- ◉ We are responsible for their socialisation and value systems
- ◉ Role model desired behaviour- (arriving on time for school, wearing a seat belt, don't litter, no bad language, etc.)
- ◉ How do you argue and resolve conflict?
- ◉ Routine and rules- offer containment, boundary testing, structure, predictability, habits, responsibility, choices and consequences
- ◉ Be affectionate- they need to hear, see and feel that you love them and each other(sensory creatures)

PARENTS

- ◉ Keep **P**romises
- ◉ Be **A**pproachable
- ◉ Be **R**ole models
- ◉ **E**ducate about morals and values
- ◉ **N**urture- self, partner, children
- ◉ Spend **T**ime together
- ◉ Provide **S**piritual guidance

QUESTIONS?



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