



A Deficit of Rest: The mental health benefits of creating space for calm and rest

Tuesday Nov 22/22

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JICS Parent Education Lunch and Learn



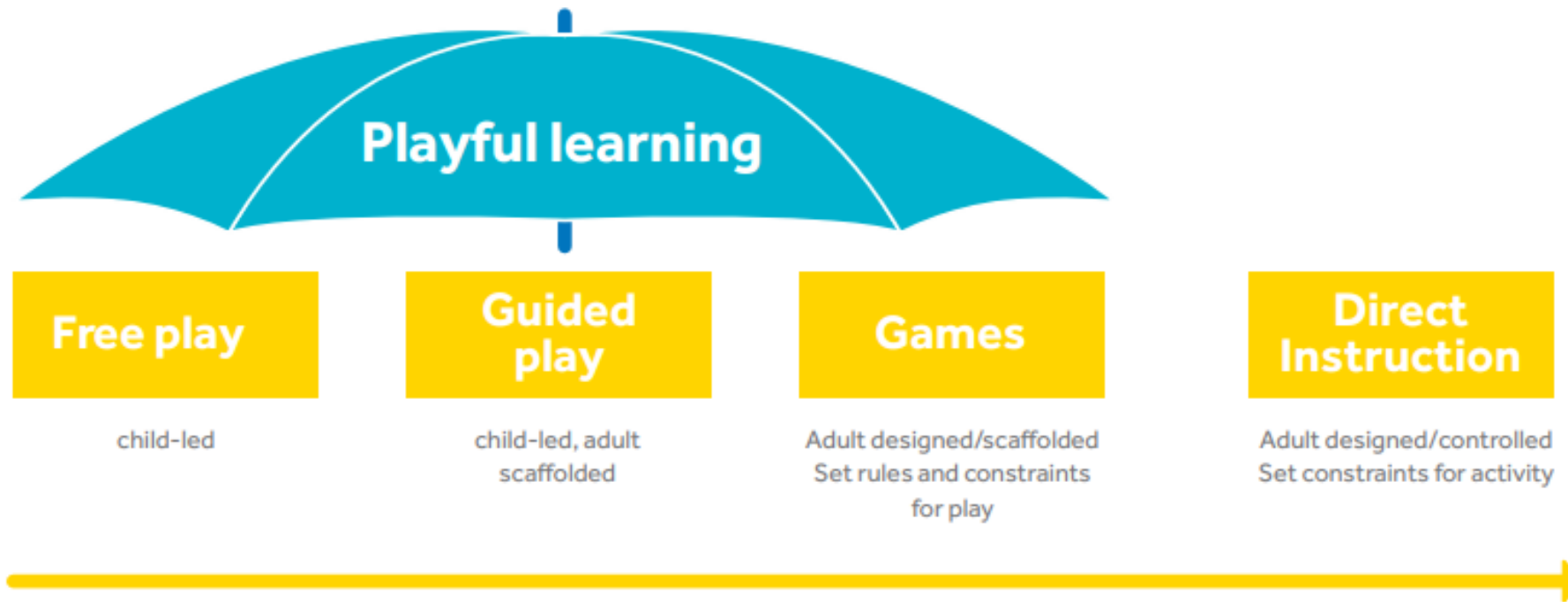
Overview of talk

Explore how there has been a decrease in unstructured time in childhood

Connections between rest and core capacities including noticing, reflecting and empathizing

Discuss children's experiences at the lab school in having access to a space for calm and rest

Ideas about how to protect time for various forms of rest - PDF



Overall decrease in unstructured time and unstructured play for children

Source

Systematic review of the impact of unstructured play interventions to improve young children's physical, social, and emotional wellbeing

Regina Lai Tong Lee PhD, RN, FAAN ✉, Shelly Lane PhD, OTR, Graeme Brown PhD, RN, Cynthia Leung PhD, Ed Psych, Stephen Wai Hang Kwok PhD RN, Sally Wai Chi Chan PhD, RN, FAAN

First published: 01 May 2020 | <https://doi.org/10.1111/nhs.12732> | Citations: 10

How relaxing develops and affects well-being throughout childhood

Sabbiana Cunsolo, Victor Cebotari, Dominic Richardson
and Marloes Vrolijk

Office of Research – Innocenti Working Paper
WP 2021-18 | Dec 2021

Lit review on the ‘relaxing’ capacity in children – systematic review of electronic databases: Google Scholar, ERIC, PubMed, the EBSCO Academic Search Premier database, and PsychINFO, the Psychological Database in Pro Quest

peer-reviewed studies
strict inclusion criteria
conceptually coherent
using appropriate methods
scientifically valid
20-year period (1999 to 2019)

Quality of rest

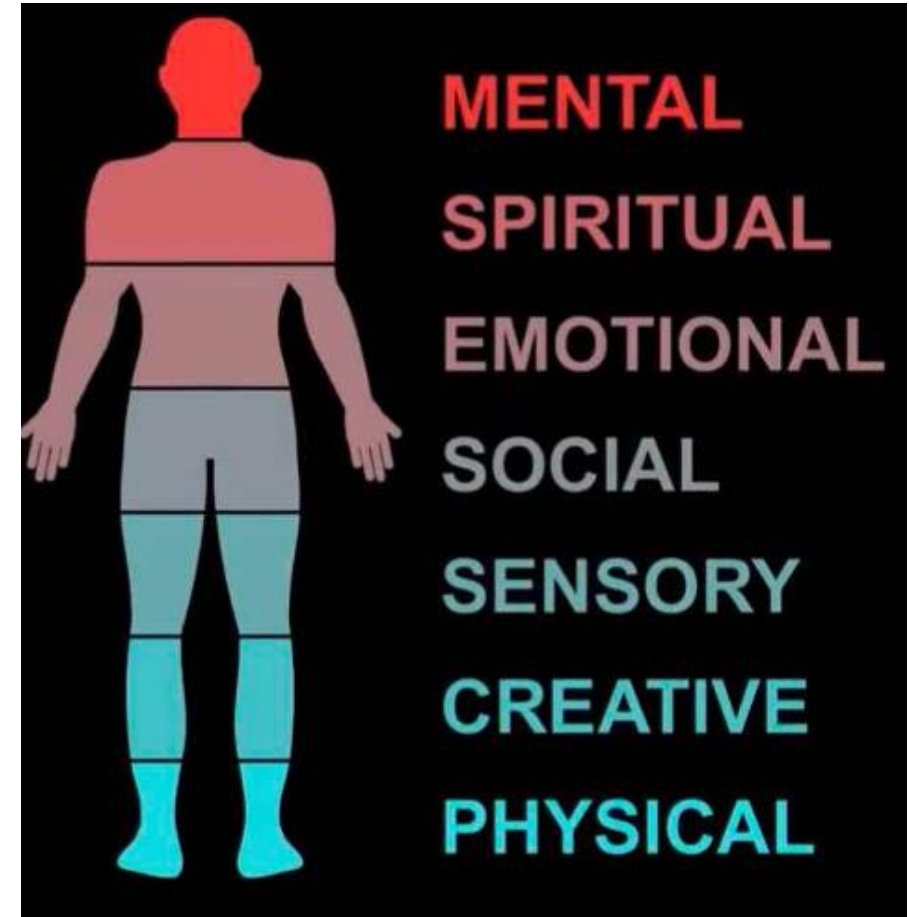
“the fundamental quality of relaxing is that we have access to all our resources. In the body, relaxing allows one to be more fully present to experience all of one’s senses as well as what is needed; in the mind, it allows stillness and clarity; in the feelings, relaxing is a first step in allowing one to listen to and be with one’s emotions” (O’Toole et al., 2016, p. 23).


Types of rest

Dr. Sandra Dalton-Smith

2019 Ted talk – main idea sleep alone cannot restore us

Differing types of stressors may require different types of rest





Rest allows
for access to
all our
senses

Can be developed through practice

Connection to capacity to notice, be reflective,
have empathy



La porte ouverte au Calme

Offering space and time

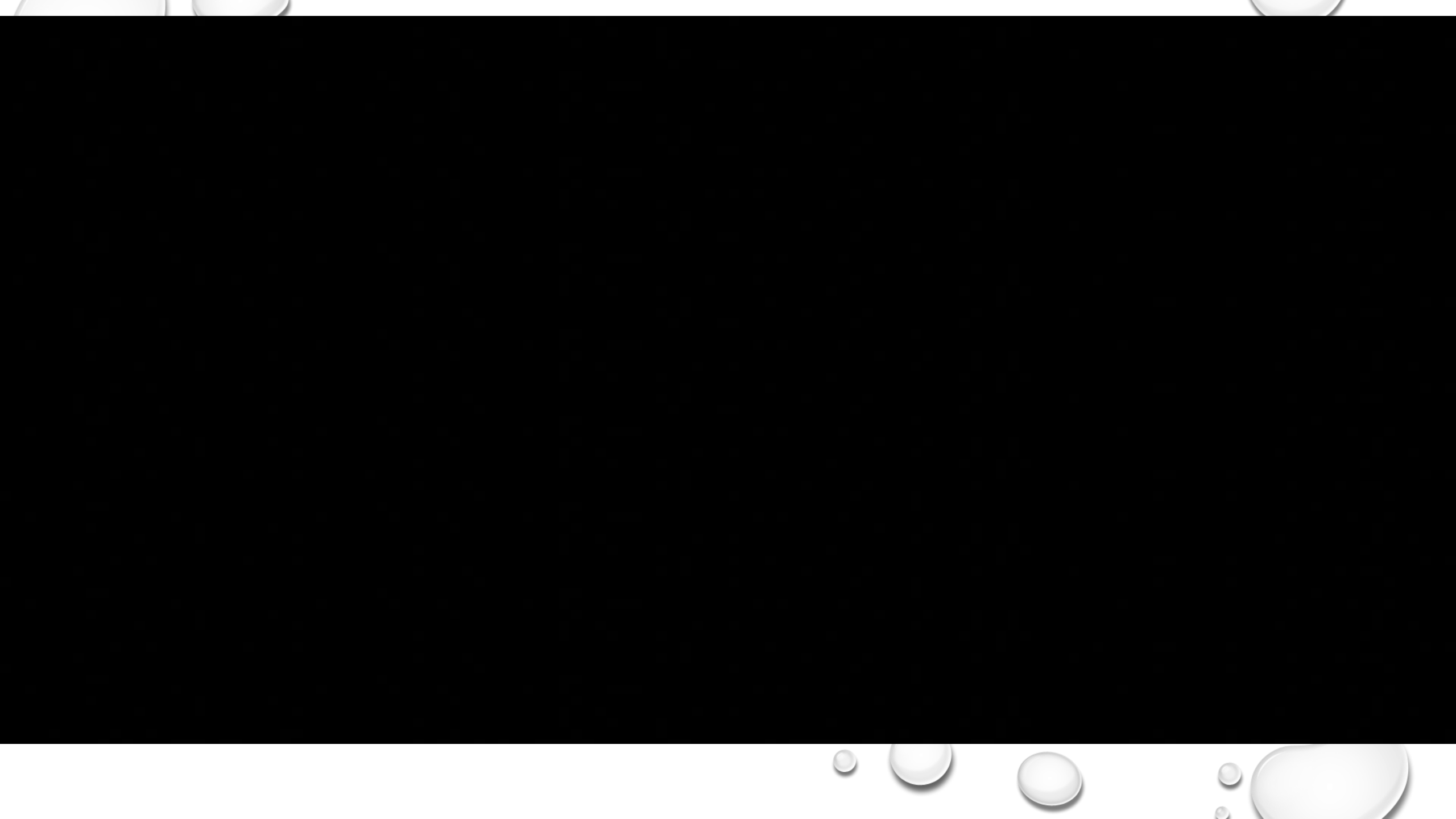
Being intentional

Being together

How did it start?

What were the obstacles?





What are the children saying

When it's very busy around my mind, needs to process things that's coming!

I like coming because I get to clear my head from stressful thoughts

I don't want to leave, I have time here

We calm our body so we can pay attention in other classes

It feels good to stop

We have time and it makes us think what we need and what we don't need

We can rest and pay attention to ourselves; we are especially busy since we are growing kids!



JICS Lab School Newsletter

Wellness

Winter Term 2017

Porte Ouverte au Calme

By Zara and Nicola (5)



'Porte Ouverte au Calme' is a place where students can go to on assigned days for some peace and quiet. It is held in Christel's room at lunch recess on Friday, and allows kids from grade 4, 5, and 6 to come in. Christel prepares coloring books, you can make card castles, read books, use stress balls, and sometimes Christel will prepare herbal teas.

In the French room, there are two serene lava lamps, and there is this one cylinder that

gives out smoke with a beautiful scent. There are some fluffy pillows and beanbags to take a quick nap or just to sit on.

The purpose of this is to stop and have a nice calm place away from our busy lives and school days, and to rest your mind. What makes it so successful is that everyone knows what the time and space is for so they're respectful. There was once seventeen kids, but it was still a very calm place!



Bon Appétit

Bonjour baguette



Responding to the need of the moment

It's cozy and comfortable,
it feels like safe.

It kind of adds up!
It's a lot quieter and
The emotions and energy are not
too high!





Est-ce que je
peux aller
boire de l'eau?

Comment tu
écrits?

Comment tu
dis?

Est-ce que je
peux aller tailler
mon crayon?

Quelle heure
est-il?



Vous pouvez
Ils/Elles

• You get to hang out
and we have to
whisper, it's really
nice!

Children need more PDF

Denise Pope, a senior lecturer at the Stanford Graduate School of Education – children need more Playtime, Downtime and Family time

- protect kids against a host of negative outcomes
- strengthen resilience
- bolster students' mental wellness and academic engagement





Playtime

- Protect unstructured playtime and allow children's play to be **self-directed**
- Make sure kids have regular (tech-free) playtime with other children
- Encourage outdoor play and imaginary play
- Allow children to solve challenges without adult interference



Downtime

- Build in time between school and any after school activities for snack and rest
- Make sure kids get enough sleep (9–11 hours for children)
- Avoid media 30–60 minutes before bedtime. Screen light affects sleep
- Help children wind down with calm activities before bed (bath or reading a story together)

Ideas about family time



- Strive to gather the family for 20–25 minutes at least 5 times per week (family meals, outings, and game/ movie nights all count)

- Unplug during meals, before bedtime, and during family activities

- Build in time for family traditions and rituals