Transcription of the video:
Feed All Four: TLDSB's Approach to Student Well-Being

[Narrator:] Under the umbrella of mindfulness, Feed All Four is changing the way the school board views and approaches student well-being. Inspired by Maslow's Hierarchy of Needs and the First Nations Medicine Wheel, Feed All Four is Trillium Lakelands District School Board's model for wellbeing. The model uses four quadrants -- body, mind, spirit and emotion -- to approach wellness...and then connects wellness to teaching and learning.

[Heather:] Feed all Four basically takes in the First Nations Medicine Wheel and is based on Maslow's Hierarchy of Needs. So we've split -- Feed All Four is four quadrants -- body, mind, spirit and emotions and basically the premise is that until students' basic needs are met, they cannot self-regulate, achieve…

[Narrator:] Think of something you do for your child, like putting them in soccer, swimming or track and field.

[Kevin:] How does that Feed All Four? Well, their body obviously through the exercise, their mind by learning how to play and learning how to cooperate with others, their emotions -- learning how to deal with winning as well as not winning and their spirit -- being in a space where they feel good about themselves and doing something that they really really love.

[Narrator:] Supporting physical, mental, social and emotional health helps improve resilience, self-awareness, self-regulation and student achievement.

[Heather:] The research shows that focusing on social and emotional learning -- so helping kids to self-regulate, be able to express what it is they're feeling and giving them strategies in order to deal with those feelings appropriately at the time, like anxiety, are very helpful and also help achievement, not just at the young age, but also at the high school level.

[Narrator:] You can Feed All Four at the individual, classroom and even school level. It's a comprehensive approach to well-being that considers the whole person…so they may succeed not only as a student in the classroom, but in all aspects of their life too.

[Kevin:] If there was a blank space for each quadrant where you could actually initially write down the things that you are doing and then write down the things that you would like to do to feed that quadrant, by the time you're done that, you can do it as a class, you can do it as a school team. A child could go home and do it with their family, you have an action plan.

LD @school

[Narrator:] There are numerous ways to Feed All Four in the classroom – many of which overlap. An activity for the mind may benefit the body too. Research has shown that for students with LDs there is a positive correlation between improved social and emotional health, and better school performance.

[Heather:] One of the really great things though is that it applies to all students. So definitely there is certainly increased benefit for students with learning disabilities in engaging in a lot of these activities. It really has a benefit to all students. It's not specific to one group, which I think is great, because again, from a whole school approach it's not something where anybody is going to be segregated. It's a very inclusive, accepting model that promotes equity.

[Narrator:] Feed All Four gives students with LDs the tools to deal with conflict and anxiety, to focus on the task at hand, and to advocate for themselves and their learning needs. These strategies are necessary for some students with LDs, but can be good for all. For more information on the Feed All Four model and supporting mindfulness in your classroom, visit www.LDSchool.ca.