

January 2021, Unit 3 Update



Extend the learning at home with a FREE Family Kit!

Create an account at www.positiveaction.net/teach to get access to the Family Kit Activities

Dear LSC Families,

in Lafayette School Corporation

Happy New Year and welcome back as we finish our first semester and transition to our second semester! Here is our Unit 3 Update on what your students are encountering as they progress through the Positive Action lessons in their classroom.

Attached is a flyer for an invitation to a learning opportunity that you, as a parent/guardian, are more than welcome to attend! As part of our SEL grant from North Central Health Services, LSC and TSC are co-hosting a presentation by Dr. Lori Desautels from Butler University. This presentation will cover

- the science behind emotional regulation and brain aligned strategies for your personal use and for use with students
- how individuals with adverse childhood experiences are neurophysiologically impacted by their trauma
- why knowing about the brain and its responses during stress determines the ability to learn
- how and why we should shift our traditional discipline model to one that is relational in nature
- what we can do to harness the power of the brain to improve our adults' brain states and our students' academic and behavioral outcomes

We want to invite our parents to this event as well. There is plenty to learn on how you can harness the power of brain science to better connect, teach, discipline, and heal with your child. We are so excited that we will be able to provide this presentation to our corporations and community. We know that our staff, families, and students are working under immense pressures right now, and the social and emotional needs of our community are incredibly important to prioritize during these times. The event is free and will occur online. Registration information is below!



Any questions can be directed to LSC's Director of SEL at kgparthun@lsc.k12.in.us



@LSC_SEL

http://

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>departments

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Unit 3 is all about managing your resources.

Your resources include your emotions, energy, time, and money. Do you have any goals to manage your resources better this year?



Lead by Assistant Professor
at Butler University:
Dr. Lori Desautels



LSC SEL

Paid for by the Resilient Youth Initiative grant
through North Central Health Services

You are invited!

Resiliency Team Training

This two day learning opportunity will address the academic and behavioral needs of all students as we look at educational neuroscience, trauma, and the brain. You will learn about the science behind emotional regulation as well as supported strategies to utilize with yourself and others. In keeping with the theme of resilience, we will discuss how there is optimism in this work and how we can harness the power of brain plasticity when working with our youth.

While this training uses the framework of applied educational neuroscience, anyone who interacts with young humans inside or outside the educational setting will benefit.



Accepting the first
500 registrations per training!

To learn more about the framework of Applied Educational Neuroscience, check out Revelations in Education.

Pick One of the Virtual Training Module Options

All are welcome to attend either of the modules. Simply choose the LSC or TSC dates. Content provided within each module will be the same.

- TSC Sponsored** Saturday January 23 and Saturday February 6, 2021
9am-3pm, 1 hr lunch on your own
- or
- LSC Sponsored** Saturday February 13 and Saturday March 13, 2021
9am-3pm, 1 hr lunch on your own

Please scan the QR code or click the following link to register. Zoom link will be sent to the email provided.



Questions?

Lafayette School Corporation's Director of SEL, Kathryn Parthun at kgparthun@lsc.k12.in.us
Tippecanoe School Corporation's Neuro Educator, Anne Marshall at amarshall@tsc.k12.in.us

Words of the Week in Unit 3

Responsibility: to answer for your actions

Time: when something happens (a period of seconds, minutes, hours).

Energy: The force to do something

Possessions: Things that you are responsible for.

Money: Coins and bills

Talent: A natural ability that can be developed

Thoughts: Ideas that result from thinking

Actions: What you do or cause to happen

Feelings: Emotions such as anger, fear, love, and worry



How can I contribute to my child's success and happiness and encourage positive actions?

It is very important to all of us to feel secure about our parents' love. Some children feel they are loved only if they are good and do things well. They are afraid that mistakes or failures can erase parental acceptance. Letting children know that we all grow from our mistakes as well as from our successes will help create a warm, healthy home.

Set an example!

- Let your child see and experience your own self-honesty.
- Be a fair and responsible leader.
- Try to be patient.
- Share your happiness and our disappointments.
- Accept growth as a lifelong process.
- Recognize and deal with your own mistakes.
- Acknowledge your own ability to improve.
- Let your child see you handle things that don't turn out as you planned. Try to find the good in the learning process and the mistakes.
- Be a good manager. If you're busy and a child is demanding attention, take a second to look the child in the eye and let him or her know you'll make time as soon as you can.

Allow your child to grow!

- Let your child resolve problems.
- Allow him or her to work out quarrels with friends and brothers and sisters without too much interference.
- Gradually increase freedoms while maintaining clear boundaries so your child builds confidence in his or her capabilities.

How can I reinforce Positive Action concepts from Unit 3 at home?

During this unit, students will be taught to take care of resources: time, energy, possessions, money, talents, thoughts, actions, and feelings. The following activities are just a few ways to help your child learn responsibility and self-control.

- **Talk to your child about a talent** he or she might want to develop by taking lessons or by practicing at home.
- **Talk about feelings** in your family by playing a game of asking, "How do you feel when (choose an issue you find important) happens?" Let your child think about his or her feelings and describe them. Then have everyone in the family take turns answering the questions.
- Children often don't fully understand their emotions. It is helpful for them to think about and to hear others **talk about their own emotions**.
- **Put your child in charge of certain responsibilities** in your home. The older the child, the more difficult the challenge should be. Caring for a pet, keeping part of the house clean, planning the weekly menu, planning a family activity, and many more responsibilities will show your trust and will give the child confidence in his or her own ability. Support and back up the child, but don't step in and take over.
- Work with your child in **setting up a time-management plan**. Agree upon how much time per day or per week can be spent watching television. Start with existing commitments (school, sleep, activities) and then discuss and establish a schedule for worthwhile activities: practice, study, reading, play, etc. (At some grade levels, your child will do this as an assignment, help support this activity when it happens.)
- See if you feel comfortable paying your child an agreed-upon amount of money for a certain chore. Encourage the child to decide what he or she would like to buy with the money, and then **help with a plan to save for that goal**.
- **Discuss an emotion such as fear, loneliness, jealousy, or worry**. Give examples of times when you feel such an emotion and how you manage it. Have everyone in the family participate with similar suggestions, but direct the thinking by asking appropriate questions.

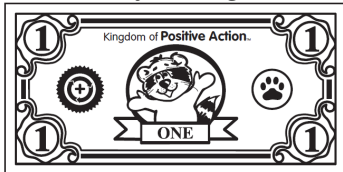
What is occurring in the Unit 3 Lessons?

Unit 3 deals with understanding and management of the eight resources, and also effective use of emotions. Self-management refers to choices individuals make about the resources over which they have control. The eight gifts or resources are: time, talent, energy, possessions, money, thoughts, actions, and feelings. Everyone possesses some share of these eight gifts. This unit explores positive ways to manage resources.

Emotions add zest and interest to life, but they can also be destructive. A person must learn to manage emotions- not be controlled by them. The ten specific emotions discussed are: anger, worry, jealousy, pride, fear, frustration, loneliness, gratitude/thankfulness, discouragement, and love. Different ways of using emotional positive actions will continue to be highlighted in Units 4, 5, and 6.

K

Kindergarten students enter the Land of Emotional and make their first stop in the Jungle of Self-Management. They meet the jungle animals Chupo Cheetah, Ellie Elephant, Jareef Giraffe, and Leonard Lion. The learn through stories and activities how the animals use their gifts and manage their feelings in the process of building a boat. The students with the help of Picks-It and Nix-It eventually earn their next key to the gates of Castle Self-Concept.



1st

First graders hear the story of Elena, who receives eight gifts from her brothers and sisters on her birthday. Each gift corresponds to one of her own "gifts" that she must learn to manage. Stories about her brothers and sisters teach the lessons they have learned about managing their own gifts. Many activities reinforce the lessons, and the children set goals for management of their possession and feelings. Positive Pat and Negative Ned, puppets with very different attitudes, demonstrate the connection of thought to action in managing oneself.

2nd

Eric the Elephant receives a heart- to remind **second grade** students of the importance of emotions. The students hear stories about many children who learn to manage their possessions and feelings: David, who learns not to waste time; Dominic, who learns a lesson about taking care of the jacket he receives as a birthday present; Brooke, who learns that she does have talent; and Julius and Ralph, two ants, who learn to have positive thoughts. The students will also take home several activity sheets to help them think about their feelings. Parents will also see the concepts and actions their children are learning.

3rd

Third graders learn they must be responsible for their own actions and use their "gifts" wisely. They learn, in a poem, to "pull their own strings." They meet Randy, a little "cowboy" who doesn't take very good care of someone's horse, only to learn that now the horse is his. And they meet Arthur, the parrot who speaks only positive words. The students participate in several activities that teach control of feelings. They paint a "worry rock" to do their worrying for them. They bring to class something they are proud of and they learn how to control pride. All students write the things they are thankful for on a large sheet of paper poster on the bulletin board.

4th

Shannon, a girl lost in space, is forced to land on the planet Foton. Her story continues through man lessons as she meets strange, furry creatures and the wild King of Foton. With help from her friend Tom, she learns to use her "gifts", control her emotions, and repair her space ship so that she can return to Earth. These characters, and **fourth grade** students, learn to treat others as they would like to be treated, with fairness, honesty, respect, courtesy, and patience. Students, with the help of an old hermit, learn that the search for happiness is within oneself, not outside.

Manage Yourself Wisely and CRUISE!

