

May 2021, Unit 6 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

FINISHING OFF THE YEAR STRONG

Dear LSC Families,

We have had quite the year. Whether you made the decision to have your students attend school in person or virtually, we can all agree that this year has been like no other.

At LSC, we are thankful to have already had a plan in place to support the social and emotional needs of our students through the Positive Action curriculum. This program has allowed our teachers to build communities in their classrooms and build on skills like: emotional regulation, positive self-concept, sticking to your values, maintaining a healthy mind and body, improving team work, and continuing to improve one's self. If there were ever a time where we needed this extra support in allowing students the time to process how they feel and giving them the space to talk about what they are experiencing, this was it!

As you enter this summer with your child, you may be wanting resources to continue the social and emotional growth that they began this year. In the upper right-hand corner, there are instructions on how you can gain access to a FREE family kit to keep the Positive Action conversations going with your entire family. Feel free to take a look!

Thank you for your resilience as we endured this year together. May you have a safe and refueling summer!

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Kindergartners at Miller Elementary using the Positive Action of teamwork to build a boat.



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<https://www.lsc.k12.in.us>
>departments
>curriculum_and_instruction
>social_and_emotional_learning



@LSC_SEL

Words of the Week in Unit 6

Self-Improvement: To make yourself better by taking positive actions

Goals: Dreams you want to reach

Potential: The power to do

Courage: A willingness to face problems or fear

Opportunities: Chances to improve

Persistence: To move step-by-step toward a goal

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

If a child senses your pride and trust, knows you believe in his or her ability, relies on your support but likes the independence you allow, and feels secure in your caring and love, he or she thrives, grows, and achieves. And yes, children can deal with the insecurities of life. Then can survive family crises, physical injuries- all sorts of challenges- when they feel loved and cared for and know that someone believes in their ability to succeed.

Include your child in special activities

- Make a date to be alone together, just the two of you.
- Take a walk together.
- Include your child in family discussions.
- Try to spend some time alone each day with each child.
- "Tuck-in" time at night and other daily routines can help show how special he or she is, and that you enjoy being with him or her.
- Tell family stories and share traditions.

Make your child feel special

- As a family activity, give everybody a chance in the spotlight. Have other family members tell what traits make the featured child or person special. List the positive things the child or family member does, too.
- Let your child know that he or she is an important part of the family.
- Give your child your time.
- Play favorite games with your child.
- Surprise your child with something special.
- Make a special treat.
- Be concerned about your child's concerns.

How can I reinforce Positive Action concepts from Unit 6 at home?

One of the best things we can do for our children is to help them understand that **self-improvement** is a life-long process. Developing and improving is a quality we can best show our children by example. Then they will expect it of themselves. Goal setting is a big part of self-improvement. Everyone -adults and children alike- needs to set goals. Keep in mind, though, that unrealistic goals or too many goals can be discouraging and can hurt self-confidence.

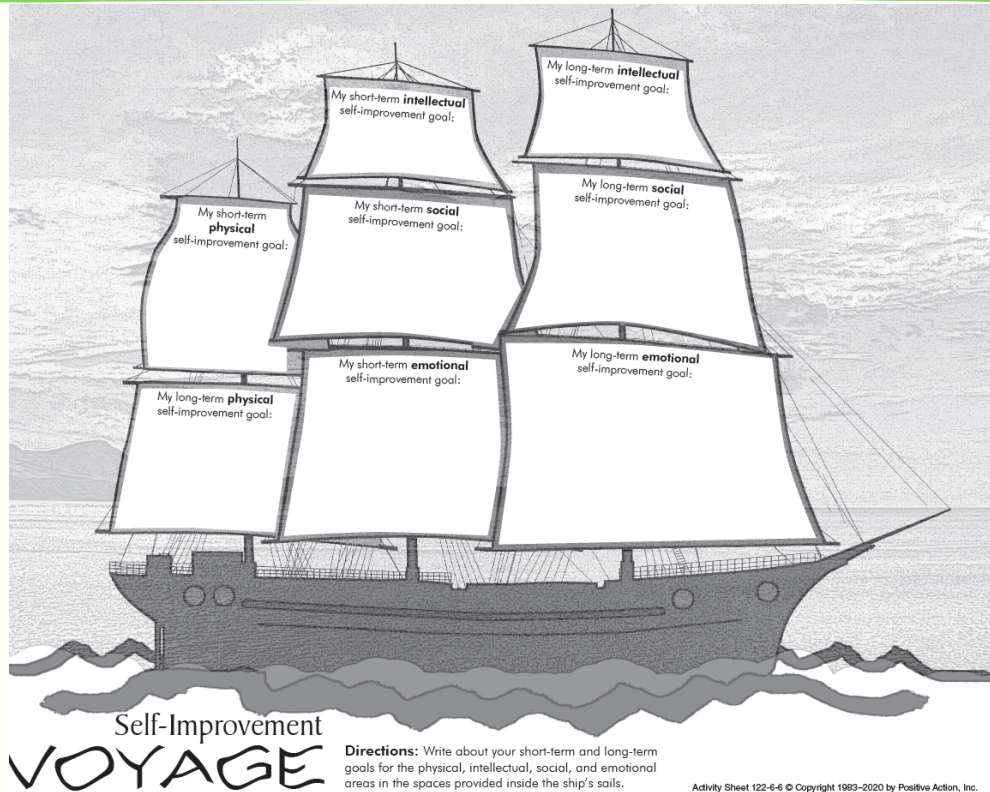
- In Unit 6, children will be asked to **set some personal goals**. It is helpful for you to talk to your child about these goals. Help him or her be reasonable and encourage him or her to set goals that can be achieved.
- **Positive young people have the courage to try new things**. They can accept a reasonable challenge. You can help by creating new opportunities for your child. Help him or her discover new experiences, new places, new people, and show your own willingness to reach out and explore.
- Help your child **discover some of his or her aptitudes and talents**. Where might these lead? What careers or hobbies might result from these interests? What other skills might be necessary? Even young children can enjoy playing with these ideas.
- **Tell your child about your own efforts** to achieve the things you have done in your life. Help him or her understand that most skills do not come naturally but are the results of practice and persistence.
- **Tell your child about your own goals**. Personal progress continues throughout life. Make the idea clear that goals are not a burden and bother but a way of working toward a brighter future.
- You may want to **use family stories to encourage your child** to try new things and keep trying even when it is difficult. Tell stories and show pictures of relatives who succeeded through hard work.
- From time to time, **ask your child to discuss with you the areas in which he or she would like to improve**. Children are usually more aware of their weaknesses than adults realize. Help your child decide how to deal with his or her weaknesses and encourage growth and improvement in these areas.
- **Being persistent** is very important for self-improvement. Explain that it takes time and a lot of practice to try new things and do them well.

What is occurring in the Unit 6 Lessons?

The concept of **self-improvement** is taught right after self-honesty. It is easier for people who have taken a close, honest look at themselves to determine their personal goals. In Unit 6, students learn how to set short and long-term goals, and how to achieve those goals. All people have more potential than they use. To find their limits, they have to have the courage to try new things. Fear of failure must be overcome. They learn to view obstacles as opportunities. Students are taught to set realistic goals, to keep trying, to break their goals into smaller pieces, and to work for continual improvement.

5th

The **fifth grade** unit begins with the story of Itzhak Perlman, child of immigrants and victim of polio, who became, through diligent practice, one of the world's greatest violin players. The students apply this example by setting goals for improvement in physical, mental, and emotional areas of their lives. Students "travel" in a time machine and in a "rocket" to partake in various activities that challenge them to think about their present state and their responsibilities for self-improvement.



In **sixth grade**, a "Rainbow" poster becomes the symbol for a story about a Boy Scout troop that makes a long, difficult hike trying to catch up with a rainbow. They know that rainbows cannot be reached, and yet the chase pushes them to do their very best. A "Ship" poster reminds them of a particular ship that prepared for a voyage, but through a series of setbacks, never left the harbor. This compares to the person who means well and wants to do well, but who never seems to take the steps to achieve his or her goals. Several stories and activities emphasize mistakes young people make in this regard, and the students are challenged to set specific goals to help them realize their potential.

6th