

November 2020, Unit 2 Update



in Lafayette School Corporation

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 Families,

All of our Lafayette School Corporation K-8 students are participating in the Positive Action program and we are hearing great things! Teachers are seeing their students become more self-aware and are beginning to use the vocabulary in the program. We are happy that as we enter Unit 2, we are already seeing positive skill building in our students. **How can parents continue the learning and support the Positive Action program in their homes?**

Let your children know that you are interested in the Positive Action lessons they are learning. Ask questions about the stories used in class. Let them tell you how they feel about it, and see if they have had something like that happen to them. Share with them how you feel about the story also. Your interests can be a good way to let your children know that you are interested in listening and talking to them.

Compliment your child when he or she acts positively at home. Don't hesitate to make a "big deal" out of behavior you want to see again and again. Ask how your child feels when he or she does something positive. Encourage your child as you see improvements in behavior. You don't have to give the child money or prizes. When you see your child doing something positive, especially something you have talked about, show that you noticed. Tell him or her that you care.

For example say:

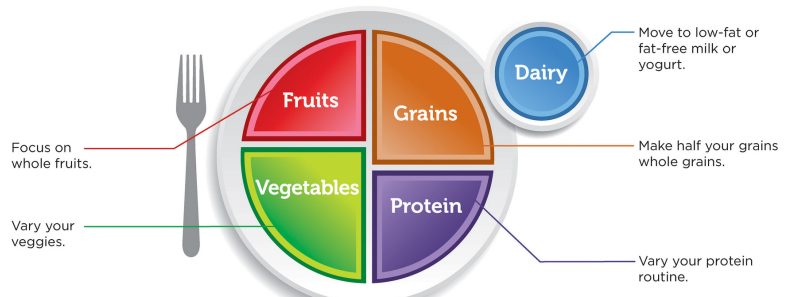
- "I'm proud of you for getting your homework done before you watched television."
- "That was nice of you to play with your brother."
- "Thank you for putting your toys away."
- "You've done a nice job cleaning up your room."
- "I noticed you almost yelled at your sister last night, but you didn't do it. I'm proud of you."



Unit 2 is all about maintaining a healthy mind and body. *How can you encourage healthy habits this winter?*

MyPlate, MyWins: Make it yours

Find your healthy eating style. Everything you eat and drink over time matters and can help you be healthier now and in the future.



Choose **MyPlate.gov**



Limit the extras.
Drink and eat beverages and food with less sodium, saturated fat, and added sugars.



Create 'MyWins' that fit your healthy eating style.
Start with small changes that you can enjoy, like having an extra piece of fruit today.

Feel free to contact the Director of Social and Emotional Learning, Kathryn Parthun, with any questions about the Positive Action program. Have a safe and healthy start to the holiday season!

Words of the Week in Unit 2

Healthy: To be well or have good health

Wellness: To be totally healthy in body, mind, and feelings

Creative: To be able to make something new

Curious: Eager to learn how and why things happen

Challenge: A task that calls for special effort



How can I reinforce Positive Action concepts from Unit 2 at home?

In this unit, students learn about taking good care of their bodies and how to develop intellectual skills. The following are some possible activities:

- **Set a good example** in your physical and intellectual positive actions; expect your children to follow closely in your positive footsteps.
- **Help your child develop interest in a sport or activity.** It may start a lifelong commitment to exercise and conditioning.
- Most community YMCAs offer inexpensive **swimming lessons**. LSC is a Swim America location that offers swimming lessons at Jefferson High School as well. It's important, if possible, for every child to learn to swim. It's great exercise and a safety precaution, too.
- Many people can enjoy jogging or aerobic exercise. **Encourage your child's participation in sports** to fill time he or she might otherwise spend with television or other screen time.
- Now may be a good time to **learn more about nutrition**. New discoveries are made every day. Try to see that the food served in your home represents a balanced, healthy diet, and keep junk food to the minimum. Explain the different foods in a meal and what vitamins they contain.
- After your family has discussed it, **ask your child to explain the food guide**, and then name foods in the meal from each group. Help the child become aware of what foods are healthy in what ways and which ones have little food value.
- **Show your own intellectual curiosity by reading and by talking about things you read.** Even if you child is old enough to read, continue to read to him or her. If reading is a central activity in your home, you can almost be certain that it will be important to your child.
- **Discuss issues of the day.** Give your child a sense of the complexity of some issues. Include the entire family, and demonstrate that talking about ideas is normal, interesting, and worthwhile.
- Have everyone in the family **memorize a poem, a humorous reading, or a famous quotation.** Let everyone recite the material as sort of a family game. Memorizing is an important skill that often gets overlooked in modern society. You can create opportunities for your child and make memorizing fun.
- **Guide your child's decision making.** Be creative. Make up a problem. Explain all the sides of the situation. Then, let your child try to sort out all the issues and come up with a decision.
- **Practice problem solving using Positive Action's "Decision-Making & Problem-Solving Checklist" guideline.** Seen to the left!

Positive Action[®] Decision-Making & Problem-Solving Checklist



Decision/Problem: _____

Proposed Action to Take: _____

Yes No N/A

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Unit 1 – Will I feel good about myself if I take this action?
<i>(Will taking this action help my self-concept?)</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Unit 2 – Will this action be positive for my body?
<i>(Will taking this action help me be healthy?)</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Unit 2 – Will this action be positive for my mind?
<i>(Will taking this action help me think better?)</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Unit 3 – Will this action help me manage myself positively?
<i>(Am I being responsible for my resources?)</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Unit 4 – Will I be treating others the way I like to be treated?
<i>(Will I be getting along positively with others?)</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Unit 5 – Will I be telling myself the truth about this action?
<i>(Am I being honest with myself and taking responsibility for my actions?)</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Unit 6 – Will I improve myself by taking this action?
<i>(Will taking this action help me reach my goals?)</i> |

The action that has the most "yes" answers is a positive decision or solution. A "no" answer is probably a negative decision or solution. Some questions may not apply (N/A) to the decision/problem.

"Decision-Making and Problem-Solving Checklist" Notepad © Copyright 2005–2020 by Positive Action, Inc.

What is occurring in the Unit 2 Lessons?

Unit 2 centers on the physical and intellectual aspects of developing the whole self. The lessons emphasize some of the important positive actions in the physical domain: eating nutritious foods, using good personal hygiene, avoiding harmful substances, exercising regularly, getting enough sleep and rest, and avoiding illness. The unit also teaches important positive actions in the intellectual domain: gaining new information, learning to solve problems, thinking creatively, improving memory, and being curious. These subjects are dealt with individually, but are also demonstrated as an integrated process for learning. Positive people take good care of their bodies and minds. They experience the satisfaction and stimulation of “wellness” in the fullest sense. They feel healthy and strong, and they are excited by ideas.

K

Kindergarteners travel with Picks-It and Nix-It to the Land of Physical where they meet a large family that lives in a shoe. The children in the family have learned to take good care of their physical health. The children are: Ellen Eat Right, Kathy Keep Clean, Patty Push Up, Suzie Sleep Enough, Brian Brush Well, Harry Harms Not, and Stanley Stay Well. The adventure then continues to the land of Intellectual, where the students meet a group of forest animals. Abbott Rabbit, Annie Owl, Barney Bear, and Cindy Squirrel. They also meet Positron, a visitor from another planet who must use all his intellectual powers to figure out how to return to his home planet. In each land the students earn another key that they will eventually use to enter the gates to Castle Self-Concept.

1st

First graders travel on the Road to Good Health with Davey Duddle. Davey sets out to learn how to take better care of his car, but learns much more about taking care of his own body. With Davey's help, the children learn at each stop along the road a principle of good health and hygiene. Maurice Mouse returns with several stories from his own life to teach the principles of effectively developing and using the mind.



2nd

A sister and brother named Melissa and Eddie meet Scrapy the Slouch, who doesn't want anything to do with good hygiene or proper care of the body. **Second graders** hang subject cards on a “Don't Be A Slouch” Posters, as they learn to avoid Scrapy's mistakes. In later lessons, they fill in five “Thought Clouds” on another poster as they learn concepts of effective thinking.



3rd

In third grade, students meet Dr. Staywell who teaches Sally to take good care of her body. When she follows his advice, she looks and feels much better. A “Light Bulb” poster reminds third graders to use their intellectual abilities. Angela Arguello thinks she has nothing to do until her mother shows her how to entertain herself by creating rhymes. In another lesson on problem solving, the children are challenged to create two triangles with only five toothpicks.

4th

Fourth grade students, like their other elementary peers, continue exploring what it means for the minds and bodies to be healthy. A boy lifting weights on a poster entitled, “What Can a Body Do About...” serves as a reminder of the things the children can do to stay in good physical health. A family of bears demonstrates the positive and negative actions of table manners. A scavenger hunt, a challenge to complete an unfinished story, discussions, a problem-solving exercise- these and other activities are all used to help fourth graders learn about using their minds.

What can a body do about . . .



nutrition • cleanliness
exercise • sleep and rest
avoiding illness • dental health
dealing with medicine and
avoiding harmful substances?