

November 2020, Unit 2 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 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:

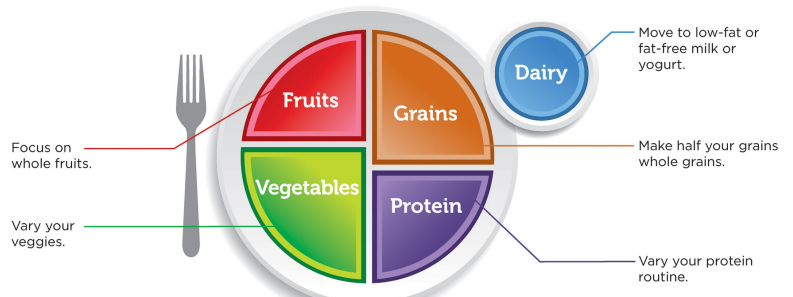
- "I'm proud of you for getting your homework done before you watched television."
- "That was nice of you to play with your brother."
- "Thank you for putting your toys away."
- "You've done a nice job cleaning up your room."
- "I noticed you almost yelled at your sister last night, but you didn't do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



All 7th and 8th graders will experience the 7th grade lessons this year

In Unit 2, students focus on how to take care of their bodies and minds. For their physical areas, they learn the essentials of good physical health: exercise, nutrition, hygiene and refusing to abuse their bodies. Intellectually, they consider brain research and learn about right- and left-brain hemispheres and the need to be a “whole-brain learner.” They explore positive actions that promote intellectual health like learning, problem-solving, creative thinking, memory, and curiosity.

Junior high students will think about how they are taking care of their bodies. They will discuss tips on how to exercise and think about what are the right types of foods to put into their systems. They will reflect on how much sleep they really need to feel rested. As they become more aware of their own health, they will create wellness plans to actively improve their physical health. They also get the chance to learn about the different types of intelligences that one might possess: verbal, logical, visual, bodily, musical, interpersonal, intrapersonal, and naturalist. Ask your student which ones they think are their strengths!

The seventh and eighth graders will continue to utilize the PALS scripts as they “call in” to the radio hosts to provide their own insight and opinions. They are also given the time to journal to self-reflect on how the stories impacted them. Unit 2 is designed for students to learn that positive people take good care of their bodies and minds and that they feel healthy and strong and are excited by new ideas.

Fruits	Vegetables	Grains	Dairy	Protein
<p>Focus on whole fruits and select 100% fruit juice when choosing juices.</p> <p>Buy fruits that are dried, frozen, canned, or fresh, so that you can always have a supply on hand.</p>	<p>Eat a variety of vegetables and add them to mixed dishes like casseroles, sandwiches, and wraps.</p> <p>Fresh, frozen, and canned count, too. Look for “reduced sodium” or “no-salt-added” on the label.</p>	<p>Choose whole-grain versions of common foods such as bread, pasta, and tortillas.</p> <p>Not sure if it’s whole grain? Check the ingredients list for the words “whole” or “whole grain.”</p>	<p>Choose low-fat (1%) or fat-free (skim) dairy. Get the same amount of calcium and other nutrients as whole milk, but with less saturated fat and calories.</p> <p>Lactose intolerant? Try lactose-free milk or a fortified soy beverage.</p>	<p>Eat a variety of protein foods such as beans, soy, seafood, lean meats, poultry, and unsalted nuts and seeds.</p> <p>Select seafood twice a week. Choose lean cuts of meat and ground beef that is at least 93% lean.</p>
Daily Food Group Targets — Based on a 2,000 Calorie Plan				
Visit SuperTracker.usda.gov for a personalized plan.				
<p>2 cups</p> <p>1 cup counts as:</p> <ul style="list-style-type: none"> 1 large banana 1 cup mandarin oranges ½ cup raisins 1 cup 100% grapefruit juice 	<p>2½ cups</p> <p>1 cup counts as:</p> <ul style="list-style-type: none"> 2 cups raw spinach 1 large bell pepper 1 cup baby carrots 1 cup green peas 1 cup mushrooms 	<p>6 ounces</p> <p>1 ounce counts as:</p> <ul style="list-style-type: none"> 1 slice of bread ½ cup cooked oatmeal 1 small tortilla ½ cup cooked brown rice ½ cup cooked grits 	<p>3 cups</p> <p>1 cup counts as:</p> <ul style="list-style-type: none"> 1 cup milk 1 cup yogurt 2 ounces processed cheese 	<p>5½ ounces</p> <p>1 ounce counts as:</p> <ul style="list-style-type: none"> 1 ounce tuna fish ¼ cup cooked beans 1 Tbsp peanut butter 1 egg
<p>Water</p> <p>Drink water instead of sugary drinks.</p> <p>Regular soda, energy or sports drinks, and other sweet drinks usually contain a lot of added sugar, which provides more calories than needed.</p>	<p>Activity</p> <p>Don't forget physical activity!</p> <p>Being active can help you prevent disease and manage your weight.</p> <p>Kids ≥ 60 min/day Adults ≥ 150 min/week</p>			