

September 2020, Introduction and Unit 1 Update



Dear Families,

We at LSC are excited about Positive Action, a curriculum for positive development of individuals, schools, families, and communities that we'll be implementing this year. Positive Action is a nationally-recognized, proven program, so we're excited about the positive results we'll be seeing soon. We know that parents are a vital component of student success, so we'd like to tell you a little bit about the program so you can help reinforce it in your home. Lafayette School Corporation students in grades Kindergarten through Eighth grade will all have the opportunity to experience these impactful lessons. Positive Action gives all students the motivation and skills to be happy and successful in school and in life. All grade levels, are based on a philosophy with two principles that help empower us to develop our potential for greatness, enabling an entire community to unite behind a common goal!

1st Principle

The first principle is the intuitive philosophy that we feel good about ourselves when we do positive actions. The opposite is also true: We feel negative about ourselves when we do negative actions. Positive Action brings this truism to a conscious level so we can be intentional in our behaviors and experience the benefits of being positive.



2nd Principle

The second principle is there is always a positive way to do everything. Key skills for developing greatness in the physical, intellectual, social, and emotional areas of the whole self are taught through six units and ending in a final seventh unit for celebration and review:

- **Unit 1**—Philosophy and Thoughts-Actions-Feelings Circle (Self-Concept)
- **Unit 2**—Physical and Intellectual Positive Actions for Your Body and Mind
- **Unit 3**—Social and Emotional Positive Actions for Managing and Being Responsible for Yourself
- **Unit 4**—Social and Emotional Positive Actions for Treating Others the Way You Like to Be Treated
- **Unit 5**—Social and Emotional Positive Actions for Telling Yourself the Truth
- **Unit 6**—Social and Emotional Positive Actions for Improving Yourself Continually and Reaching Goals

These principles are the foundation of whole program and each grade has unique, age-appropriate activities, stories, projects, and discussions designed to help them get the most of the concepts.

Each new year is exciting for our faculty and staff, and this year is no exception. If there were ever a time to help our students feel heard, show them how to manage their emotions and energy, and build pro-social skills, this is it! We believe Positive Action will make a big difference. Feel free to contact the Director of Social and Emotional Learning, Kathryn Parthun, with any questions. We look forward to sharing positive results with you soon!

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

This is an example lesson from the Family Kit. Ready to get access to these free activities?

Create an account at: www.positiveaction.net/teach and you will gain access to the Family Kit online.

Managing Our Feelings

Goal: To learn that the social and emotional positive action of managing our feelings helps us feel good about ourselves.

Follow-up to previous lesson. Discuss the effects that managing your actions made during the last week.

STEP 1 Positive Thoughts

What if you were on a highway with no road signs, no landmarks, and no features? What if you had no road map, and no traffic signs? How would you know where you were headed? (Or where you had been?) Or where you were right now?

Feelings or emotions are the road signs in our lives. They let us know when our road is straight and smooth, and they alert us when we're heading for a curve. Feelings or emotions are signals that let us know what's happening inside of us.

In Unit 3 we talked about feelings about ourselves in the Thoughts-Actions-Feelings Circle. We learned that actions lead to feelings about ourselves. We saw that these feelings about ourselves form our self-concept. Then we followed the circle on around and learned that our feelings about ourselves lead us to another thought.

At human beings we have feelings not only about ourselves, but we have feelings about a lot of other things, too. We cherish our children. We become angry when things are unfair.

Reminder to Lesson Leader: A Unit 3 Celebration is scheduled at the end of this lesson. Check with Host, Music Director, and anyone else with celebration responsibilities to see that everything is ready.

ICU Box: All provided: "Managing Your Emotions with Positive Action" Poster, Music, and Lyrics on Resource website, ICU Box, "Word of the Week" card. Feelings: You provide: Audio player, internet access, pencils, writing paper.



We feel frustrated when things won't work and discouraged when they don't go as planned. We experience all kinds of feelings or emotions. Emotions such as love, gratefulness, anger, worry, jealousy, pride, fear, loneliness, frustration, and discouragement are natural emotions. They are a valuable part of being human. Emotions are spontaneous. They are triggered by something that happens or by an experience that affects us deeply. It's important to allow ourselves to feel our emotions and not to hide from or repress them. And it's even more important to express them in an appropriate way.

Because emotions are spontaneous, we might think that they can't be managed. But since we can choose how to think about them before we act on them, we can manage them. Managing our feelings is a positive action that helps us feel good about ourselves. As we think about our emotions, we often choose to act on a thought in response to them. If our action is positive, we feel good about ourselves. If it is not, then we feel negative about ourselves.

All emotions can be managed by following the steps on the "Managing Your Emotions with Positive Action" Poster.

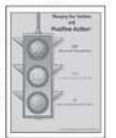
Show the "Managing Your Emotions with Positive Action" Poster.

First we STOP what we are doing when we feel strong emotions. By paying attention to our emotions, we see that they signal or alert us to possible actions we might take.

By stopping, we give ourselves time to THINK. By taking time to think, we can explore the consequences of our possible action and make sure the action we decide to take is positive.

Then we can GO ahead and do the positive action we decide upon. We should keep the picture of the traffic light in our minds so we can manage our feelings and emotions in positive ways whenever we are.

Having a plan to manage our emotions helps us deal with situations as they come up. We have to think about what we are feeling in order to manage our emotions in an appropriate way. For example, if we are angry, it's important to express our anger in a way that doesn't harm anyone else. Or rather than pacing with worry when someone is late, we can try to find out why he or she is late, get some exercise, or clean a closet or the garage.



Managing Yourself

Lesson 18

Keeping our minds focused on doing positive actions when we are faced with any emotion helps us feel good about ourselves. The positive action for managing any emotion is always the same: Stop, Think, then Go ahead and do a positive action. When we do this, we are managing our emotions in a positive way.

We have a responsibility to ourselves and others to manage ourselves positively. Family members are deeply affected by how we handle our emotions and might even be harmed if we let our negative emotions control us. How we handle our emotions is not a choice for ourselves alone. We must always consider the effect of our emotions on others.



When we manage our emotions so they work for us rather than against us, we become the best we can be and give our best to others. Our goal is to manage all our feelings and emotions in positive ways.

It takes deliberate effort to manage our emotions. But the more we manage our emotions with the traffic-light technique, the easier it will become for us. Strong negative reactions will become less frequent. Positive thoughts and actions will become more automatic. Even when our road has bumps or when we slide on a curve, managing our emotions will keep us from spinning out of control. We can truly come to trust ourselves to act positively every time our emotions are involved. They become signals to think and do something positive. We will feel good about who we are, what we are doing, and how we treat others, which makes us successful and happy. So it's time to pay attention to the road signs and traffic signals.

Questions: Why is it important to manage our feelings or emotions? Where do emotions come from? Why can we manage them, even though they are spontaneous? What should we do when we feel emotions? How does the traffic-light technique help us manage our emotions? How does managing our emotions affect self-concept?

STEP 2 Positive Actions

Personal Positive Actions

- How do you feel about yourself when you manage your emotions positively? When you don't?

Discuss: How do you manage your feelings?

Lesson 18

Unit 3

- What emotions could you manage better by using the traffic-light technique? What changes are you willing to make? How are others affected by the way you manage your emotions?

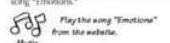
Plan and Do:

Look at how you manage your emotions and work out a plan to make improvements. Focus on an emotion that you have difficulty managing in a positive way. Note situations that bring about that emotion.

Add a commitment to yourself that you will use the traffic-light technique the next time the emotion comes. Plan positive responses to do instead of your usual reaction.

Make personal plans:

Now let's listen to the Positive Action song "Emotions."



Family Positive Actions

Discuss:

- Why is it important that we all Stop, Think, then Go when we feel strong emotions? What effect do unmanaged emotions have on the family? What areas of family life could we improve by managing our emotions more positively? How can we help one another manage our emotions positively? What positive actions could we take to manage love in positive ways? Gratefulness? Anger? Worry? Jealousy? Pride? Fear? Loneliness? Frustration? Discouragement?

Current Positive Actions

Ask yourself: How do you manage the emotions that you experience as a parent? How do your responses to these emotions make you feel about yourself? How could you manage your emotions more positively? What changes are you willing to make? How can you help your children manage their emotions? What are some ways that you express the love and gratitude you feel for your family?

Plan and Do: The week select a feeling you would like to manage more positively in regard to each of your children.

Each time you feel that emotion beginning inside of you, think of the Positive Action traffic light. Stop yourself and Think of a positive action you can do. Then Go ahead and take your positive action.

Plan and Do:

Let's make a family plan to practice the positive action of managing our emotions.

Make sure the "Managing Your Emotions with Positive Action" Poster is visible to everyone.

We'll begin by listing our ideas for managing each of the emotions we discussed in the last question.

For instance, "How to Manage Worry" could include doing a positive action while waiting, talking things over with someone, analyzing the situation, and asking ourselves what's the worst that can happen.

Make a list of positive ways to handle each emotion. Now that we are finished, we'll place the list where everyone can refer to it next week along with the "Managing Your Emotions" poster.

Managing Yourself

Lesson 18

Items with Positive Action® Poster. The list will remind us how to manage each emotion in a positive way.

Now, we'll play a game called "Stop, Think, then Go." Here's how to play.

One family member chooses an emotion such as love, gratefulness, anger, worry, jealousy, pride, fear, loneliness, frustration, or discouragement. The player then uses the Stop, Think, then Go method to manage the emotion.

For instance, to manage anger, one player explains what brought about the anger and how to Stop in the situation, then he or she Thinks about which positive action to take. The player then acts out the positive action for the Go

secret, which each he or her turn. We'll continue playing the game until each family member has had at least one turn.

Play the game.

Community Positive Actions

Let's practice the positive action of managing our feelings in our community by using the traffic-light technique. Next time you attend a community function or hear of a community situation that creates strong emotions in you, remember to use the traffic-light technique. Stop and Think of a positive action you could do to improve the situation. Then Go do the positive action for the benefit of our community.

Lesson 18

Unit 3



Read and discuss the ICU notes together. Remember the good feelings you had about yourselves when you did the positive actions.



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

STEP 3 Positive Feelings

We all experience all kinds of feelings or emotions. They tell us what's happening on the inside of us. They're like road signs in our lives. How we read them can make a difference in our lives, and how we manage our emotions definitely affects how we feel about ourselves.

Emotions are a natural part of us that we need to express rather than repress. But we need to manage our emotions instead of just reacting to them. When we manage our emotions so we act in positive ways, we feel good about ourselves, and others benefit, too. But when we express our emotions with negative actions, we frequently affect those around us in negative ways. We also feel bad about ourselves and our own self-concept suffer.

Having a plan for managing our feelings helps us to deal with them in positive ways. Remembering the steps outlined in the "Managing Your Emotions with Positive Action" plan is easy when we think of a traffic light. Stop what we are doing, give ourselves time to Think, then Go ahead and do a positive action in response to our emotion.

It takes effort to manage our emotions, but as we put the effort forth, strong negative reactions become less frequent. We can manage all our feelings and emotions with this traffic-light technique. We feel good about ourselves when we read our feelings and emotions as signals to Stop, Think, and then Go do a positive action.

Words of the Week in Unit 1

Positive Action: to do or cause good things to happen

Self-Concept: how you feel about yourself

Valuable: precious or of great worth

Happiness: to feel good about who you are and what you do

Unique: to be one of a kind

Success: to feel good about who you are and what you do



What results should I expect from Positive Action?

Watch your child's self-confidence grow as he or she practice positive actions. Expect him or her to be more respectful, responsible, and capable of working toward a goal. Notice that he or she is more eager to learn at home and at school.

People-children and adults alike-thrive in healthy, positive atmosphere, and Positive Action helps create a positive climate in your child's school. Teachers grow as much as students, and better learning takes place. Students are motivated to understand their lessons, and scores improve!

Children's confidence develops as they gain more self-control, get along better with their friends and others, learn to tell themselves the truth, and set and achieve their goals.

How can I reinforce Positive Action concepts from Unit 1 at home?

Early in the year the children are attempting to understand their own sense of who they are. Perhaps you can help by doing some of the following activities in your home. Actually, your whole family might enjoy them too.

- **Tell your child in some detail what positive traits you have already observed in him or her.** Be specific. Don't just say, "You're nice," but give examples of specific positive behaviors you have observed. Point out talents or aptitudes, and suggest some different ways these abilities could develop. It is not wise to set goals for the child, but you can give him or her a sense of possibilities that you see.
- **Discuss your child's uniqueness.** Tell your child the qualities you have observed that make him or her unique and wonderfully different from others you know. The idea should not be that the child is better or worse than others, but that he or she is special and not exactly like anyone else.
- **Have a discussion with your child about the doubts you have heard him or her express.** Describe your own doubts as a child, and explain how you overcame them. Admit to present doubts, perhaps, but emphasize the growth that you have made and continue to make.
- **Tell stories about your own childhood, your similar struggles, similar scars, similar fun.** Stress the idea that you were once much like your child and that you have grown in skill and confidence over the years, just as your child will.
- **Give your child a sense of family heritage.** Get out family pictures, if available. Include pictures of grandparents and pictures of yourself as a child. Show your child his or her baby pictures or baby book. Tell funny or interesting things the child did and said as a baby. Stress that idea that you have always loved the child and always will.
- **Tell family stories that help make your family special.** Include stories of immigration, religious beliefs, interesting characters in the family, and special experiences. Facts about both sides of the child's family will develop a sense of roots and heritage. Let your child know the pride you feel in your own heritage.
- **If possible, visit one or more of the child's grandparents and have them tell you about their own childhood experiences.** After the visit, talk to the child about the positive traits you see in these grandparents and the work and experiences that went into developing their character.
- **Take you child to work with you, if possible.** Explain what you do to make a living, what you had to learn to get the job, and the process you have gone through to get your present position. Emphasize the idea of growth and development and that you have had to work and learn to reach your goals.

What is occurring in the Unit 1 Lessons?

Positive Action defines success and happiness as feeling good about who you are and what you are doing. They can achieve this by thinking positive thoughts, doing positive actions, and then feeling positively. Students learn that factors such as family, friends, and school influence these thoughts, actions, and feelings. They learn that when they make positive choices and actually do positive actions, they feel good about themselves and remain in a positive cycle. Students understand that negative choices and negative actions will create a negative cycle and they won't feel good about who they are and what they are doing.



Picks-It (a wise and experienced racoon) and **Nix-It** (a young, innocent panda bear) are the puppets who lead the students through many adventures on their way to Castle Self-Concept. These puppets are the main characters in a story-line that runs throughout all seven units. Picks-It uses his wisdom to guide Nix-It to a better self-concept by teaching him the many skills he needs for a happy, productive life. In Unit 1 they begin their adventure in the Kingdom of Positive Action by seeking the first key to the gates of Castle Self-Concept. **Kindergarteners** must understand themselves and their own self-concepts well enough to earn the key that qualifies them to begin their quest.



First graders meet Maurice Mouse who discovers that the sad mouse he mistakes for a picture is really himself in a mirror. His own negative image has caused him to become even more discouraged and unhappy. With the help of his cousin, Marrott, Maurice learns that he can control the looks of the mouse in the mirror, and he begins a positive cycle of improvement and happiness. Maurice will return in every unit to guide the children, check their progress, and show his confidence in them.



Second graders are introduced to the "Eric the Elephant" poster which each child will sign, as he or she does something positive. Eric serves as a reminder to do positive actions, not negative ones. At the end of the unit, the students receive Eric the Elephant badges to show that they understand what self-concept is and how the positive circle of thoughts, feelings, and actions works. They also meet Meg who thinks that she does everything wrong, but who learns that her whole family loves her very much because she is kind, thoughtful, and "easy to love". The children prepare a self-concept booklet from the activity sheets they complete. They take these home to show their parents.



The first unit in **third grade** uses several stories to convey the principles of self-concept, some involving circus characters. Billy Galindo learns a new tumbling trick, and in the process learns about the importance of family support for his positive self-image. Jennifer Williams learns that a circus is like a family, giving support, and that her own family is the "greatest show on Earth". Poppo the Clown learns about happiness from his friends in the circus. Others- Timmy, Mick, and Stephanie- in separate stories, learn to think well of themselves by gaining confidence to deal with their own challenges and problems.



Fourth graders learn to "say yes to life". They learn about the early pioneers who explored the frontier, and they recognize the frontiers to be explored within themselves. Johnny Appleseed is the symbol of the pioneer who felt good enough about himself to give his gift to everyone he met. In another story, ten-year-old Jed worked to prove himself worth to drive a team of mules, and knows the joy of self-confidence on the day his father lets him take over the reins. Stories from the present also show how young people can learn to believe in themselves. Kathy Martin hates camping until she forgets the annoying inconveniences and concentrates on the adventure and fun. Jeannie learns that she can improve, that she isn't stuck with her failings. The students also plan and enjoy a special "Self-Concept Day".