

Parents.... this is hard.... and you are enough!

Remember that learning is all around us. You might not know this but what you're already doing throughout your day is providing your child with learning experiences. What you are doing is enough! The visual on the right (16 Everyday Activities That Count as Learning) will provide you with some examples of how your everyday activities are supporting your child's development.

Students have been out of school for five weeks now and I'm sure there have been times that you reacted too quickly or in a way that you didn't mean to. During these stressful times, it's important that we practice self-management to show our kids how to manage their emotions. This week we are focusing on the Social Emotional Standard of self-management.



What is Self-Management?

The ability to regulate emotions, thoughts and behaviors.

To have self-management, we need to develop the following skill and abilities:

Impulse control – Impulse control is the ability to not act on immediate impulses, but rather delay that action for a period of time.

- And as your anxiety increases, so does your reactivity. Anxiety may look like yelling, hovering, controlling, ignoring, giving in, criticizing, and blaming. This may lead to power struggles between parent and child, heightened tension, and more acting out.
- Soon, everyone in the family is acting from anxiety and not from thoughtfulness. This is the reason why it's so important for you to learn the skill of becoming a calm parent.

Love and Logic is a parenting approach that is focused on building caring and respectful relationships. Currently they are offering their parenting course online for free. If you are interested in any of the topics below, follow the attached link. You will be required to set up an account by entering your name and mailing address, but no payment information is needed.



<https://www.loveandlogic.com/collections/spr20/products/love-and-logic-parenting-online>

Module 1:

Putting an End to Arguing, Back Talk and Begging

Module 2:

Teaching Responsibility Without Losing Their Love

Module 3:

Setting Limits Without Waging War

Module 4:

Avoiding Power-Struggles

Primary

Here are some students from Tacoma learning about problems and how we can react to different types of problems! <https://www.edutopia.org/video/learning-measure-size-problem>

In that video you saw students talk about different types of problems. Today we are going to talk about the difference between big problems and small problems. But first, what is a problem? A problem is something that is difficult to deal with like getting confused or in trouble or something that might make you cry or feel scared. Someone could say or do something you didn't like, or you see something unfair or someone is annoying you!



If you hold your fingers a couple of inches apart that can represent the size of a small problem. Small problems are problems that you are strong enough (show me your muscles) and smart enough (point to your brain) to handle. Small problems are not dangerous or scary and you can solve them on your own!

Some examples might be: your friend and you both want to read the same book, someone is pushing you in line, your sister won't share the crayons, or you want to play tag but whoever you are playing with wants to play tether ball. How do small problems make us feel? Annoyed, bothered, embarrassed, hurt, left out, upset.

Now open your arms up really wide, this represents a BIG problem. A big problem is dangerous or scary. How do big problems make us feel? Scared, frightened, threatened, unsure, unsafe, nervous, anxious. When you have a big problem, you need to report it to a grown up, it is their job to help you solve this problem. You are going to an adult because you need help solving the problem not because you want someone to get in trouble. An example of a big problem might be: that you were bike riding with your sister and you fall off your bike, hit your head and now are feeling dizzy. Or you see your neighbor, a 2nd grader, playing with matches and trying to start a fire. **Any time you have a big problem your job is to tell an adult you trust.**

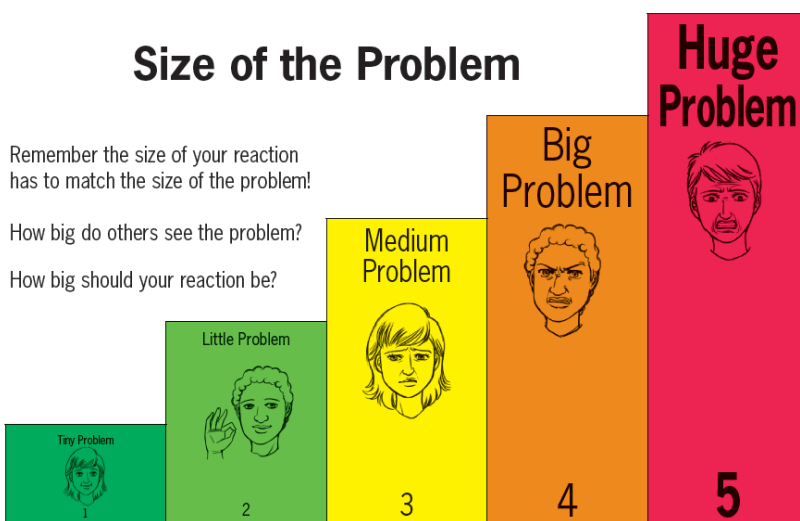


Size of the Problem

Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?

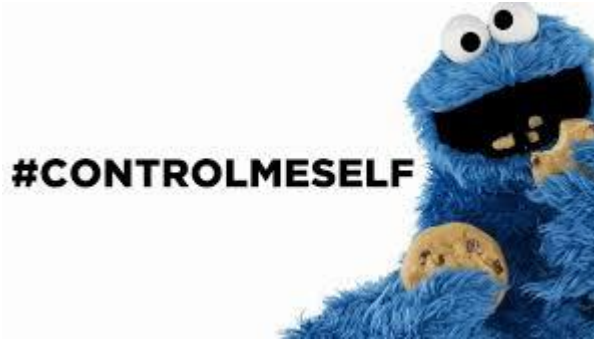


Put it into action!

Just like the students in the video it is good to have some practice.

Grab a family member and talk about what types of problems should go in each section!

Intermediate



This is a great time for us to practice our self-awareness and self-management skills!

Managing your emotions can be hard in the moment, so practicing our strategies when we are calm and thinking clearly will make it easier to use our strategies when we are feeling a loss of control.

What strategies do you use to manage your emotions and impulses?

If you're coming up empty, here are some ideas:

- 1.
2. [Breathing Ball Video](#)
3. Name animals alphabetically (alligator, bear, cow, dog, etc...)
4. 5-4-3-2-1 Grounding Activity:
 - Sit quietly. Look around you and notice:
 - Name 5 things you can see: Your hands, the sky, a plant on your colleague's desk.
 - Name 4 things you can physically feel: Your feet on the ground, a ball, your friend's hand.
 - Name 3 things you can hear: The wind blowing, children's laughter, your breath.
 - Name 2 things you can smell: Fresh-cut grass, coffee, soap.
 - Name 1 thing you can taste: A mint, gum, the fresh air.

[Watch this video](#) on how to manage yourself during COVID-19 and answer the follow up questions below:

Questions:

- Which bridge are you crossing right now?
 1. Recognizing what can you control?
 2. Recognizing what hasn't changed?
 3. Recognizing that time is passing and that the only constant is change.
- Other than washing hands, what are other ways you can contribute to your community right now?
- Who are you been having honest conversations with right now?