

HAVERFORD SCHOOL DISTRICT

Produce a community of empathetic and resilient learners with skills to socially and emotionally flourish.



ELEMENTARY SPOTLIGHT

Elementary school counselors' are wrapping up the second month of SEL class. [Click here](#) to find out more about what this past month's learning included.



MIDDLE SCHOOL SPOTLIGHT

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Eighth graders in Ms. Eppolito's homeroom participated in a brief cooperative team-building activity.



HIGH SCHOOL SPOTLIGHT

Students who participate in The PATH (Preparing Adults to Transition from Haverford) Program - "Good Deed Doers," make an effort to spend part of their Friday doing helpful deeds within the school and the community. The club also donates regularly to Good Will and Nana's Attic.



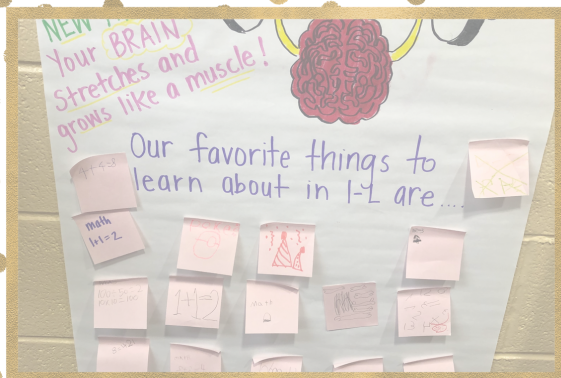
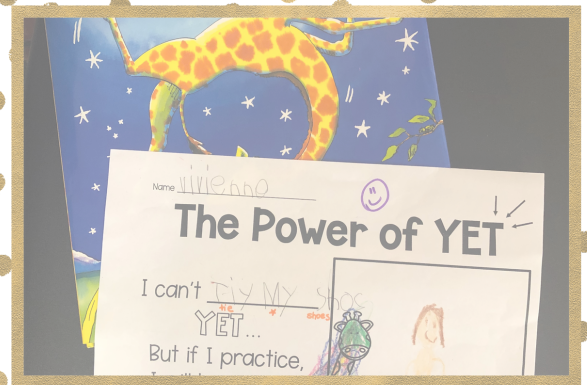
ELEMENTARY SCHOOL UPDATE



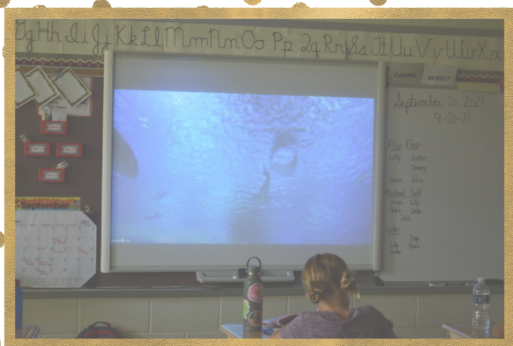
CHESTNUTWOLD

This past month at Chestnutwold, first graders learned the difference between a "fixed" and "growth" mindset. The students learned that a growth mindset is a belief that you can get smarter by working harder and trying new things.

We read "The Power of Yet" and discussed things that we cannot do YET and hope to learn in first grade. The students are also practicing demonstrating a growth mindset by using positive self-talk when trying something new or challenging.



ELEMENTARY SCHOOL UPDATE



Each day after recess, Chatham Park Fourth Graders have quiet time to reset, calm their minds and bodies, and prepare for the afternoon. Students are allowed to draw, read, or simply rest and enjoy.

[Read more](#) about "quiet time" from Responsive Classroom.

CHECK OUT THESE CLASSROOM ACTIVITIES

Lynnewood's third-grade students are learning and practicing mindfulness.

Ms. Lucas's 4th grade class at Chestnutwold has started their Character is Key booklet. They are learning different character traits, such as empathy, integrity, and kindness.

Ms. Livi's 4th-grade homeroom class participated in a morning meeting activity that helped students make connections with one another and start the day off with movement! Students were asked, "How many after-school activities do you participate in?" Students then had to move around the classroom to their corresponding number. They were given the opportunity to discuss their activities with the class and each other!

Mindfulness: Gratitude Activity

Looking for the good things in our lives!

Make a list of the things you are grateful for in your life!

Gratitude Challenge: The next time you are feeling sad, angry, lonely, or afraid, see if you can think of three things you are grateful for. Notice how you feel!



POSITIVE ADULT LANGUAGE

A Family Resource Guide from
the School District of Haverford Township

ENVISIONING

Purpose:

Envisioning Language helps students form a new vision of themselves and introduces them to what is possible. It seeks to name positive identities that help all students see (and become) their best selves.

THINK IT,
WANT IT,
GET IT

Sounds Like:

"Good morning, careful listeners.... caring kids.... engineers... artists... poets... readers... writers... courageous citizens."

"Hello, mathematicians....dreamers and doers...scholars...explorers...team players....and MORE!"

REINFORCING

Purpose: Reinforcing language identifies and affirms students' positive actions. It goes beyond "Great job!" by identifying and naming the specific positive behavior. It can help to change the mindset of the adult because you are looking for positives to name in all students.

Sounds Like:

"I noticed...."

"You remembered to"

"I can see..."

"You paid attention to..."

"You followed the rule to..."

"Did you notice..."



REMINDING

Purpose:

Reminding Language prompts students to do the remembering of established expectations themselves. It communicates that students are capable and helps to build a sense of autonomy and competence.

Sounds Like:

"Who can remember...."

"Remind me...."

"Show me...."

"Let's remember..."

"Think back to yesterday..."

"What is our rule for..."

"What can you do if..."



REDIRECTING

Purpose:

Redirecting language specifically names the desired behavior. It seeks to help students get back on-track while providing reassurance and a sense of safety.

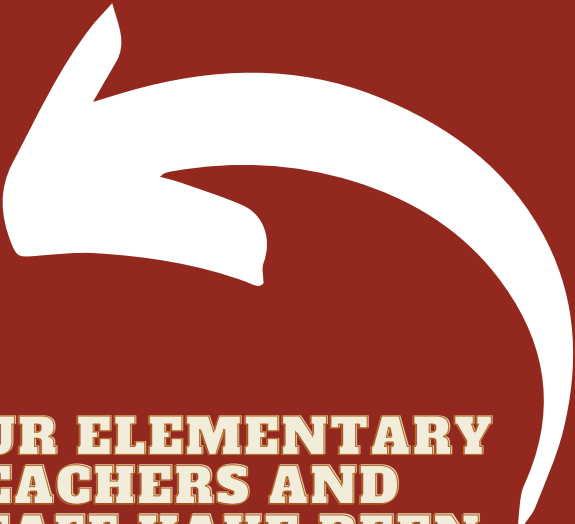


Tips for Redirecting:

- Be direct and specific.
- Name the desired behavior.
- Keep it brief.
- Phrase redirections as a statement, not a question.
- Watch for follow-through.

The power of language cannot be overstated. The language we use with students every day influences how they see themselves, their teachers, their classmates and their experience with learning. By paying attention to this power and using it to open rather than close the doors of possibility for children, we help them become self-confident, engaged learners.

- Paula Denton, Ed.D.



**OUR ELEMENTARY
TEACHERS AND
STAFF HAVE BEEN
LEARNING ABOUT
AND PRACTICING
POSITIVE ADULT
LANGUAGE. TAKE
A LOOK AT THIS INFO
GRAPHIC TO LEARN
MORE!**



MIDDLE SCHOOL UPDATE



DAILY ADVISORY/WELLNESS

Daily wellness activities are being incorporated into the end of each lunch period and throughout the day. These opportunities provide a perfect time for the students to cooperate, learn and get to know one another. Ms. Soucek's group is doing that here with their puzzle building game.

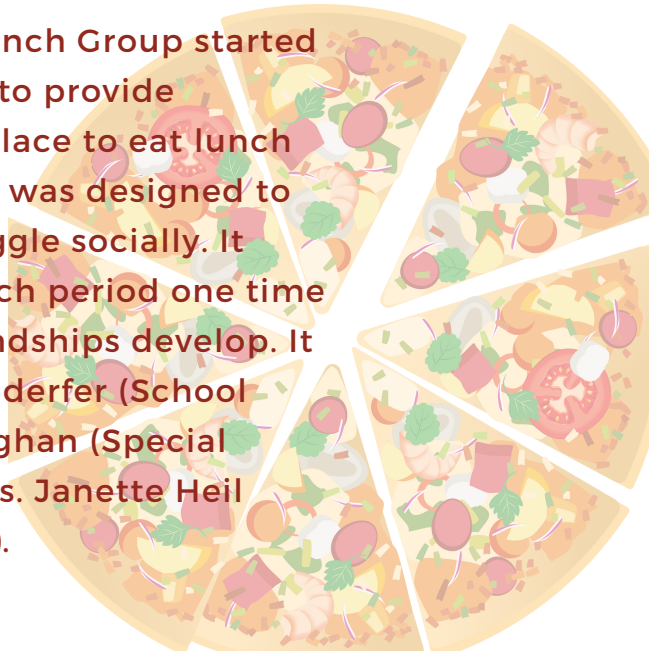


HIGH SCHOOL UPDATE



PEER CONNECTIONS

Peer Connections - Pizza Lunch Group started eight years ago in an effort to provide students a safe and warm place to eat lunch with their peers. This group was designed to connect students who struggle socially. It provides students a fun lunch period one time a week, and at its best, friendships develop. It is facilitated by Mrs. Amy Alderfer (School Counselor), Mrs. Mary Heneghan (Special Education Teacher), and Mrs. Janette Heil (Special Education teacher).



BRAIN BREAKS IN SPANISH CLASS

Sra. Monahan incorporates brain breaks during class. Examples shown are: "Mira!" (Look!) and an Uju exercise video.

