

May 2021, Unit 6 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

FINISHING OFF THE YEAR STRONG

Dear LSC Families,

We have had quite the year. Whether you made the decision to have your students attend school in person or virtually, we can all agree that this year has been like no other.

At LSC, we are thankful to have already had a plan in place to support the social and emotional needs of our students through the Positive Action curriculum. This program has allowed our teachers to build communities in their classrooms and build on skills like: emotional regulation, positive self-concept, sticking to your values, maintaining a healthy mind and body, improving team work, and continuing to improve one's self. If there were ever a time where we needed this extra support in allowing students the time to process how they feel and giving them the space to talk about what they are experiencing, this was it!

As you enter this summer with your child, you may be wanting resources to continue the social and emotional growth that they began this year. In the upper right-hand corner, there are instructions on how you can gain access to a FREE family kit to keep the Positive Action conversations going with your entire family. Feel free to take a look!

Thank you for your resilience as we endured this year together. May you have a safe and refueling summer!

Kathryn G Parthun

LSC's Director of Social and Emotional Learning
kgparthun@lsc.k12.in.us



Kindergartners at Miller Elementary using the Positive Action of teamwork to build a boat.



<http://>

<https://www.lsc.k12.in.us>
>departments
>curriculum_and_instruction
>social_and_emotional_learning



@LSC_SEL

Words of the Week in Unit 6

Self-Improvement: To make yourself better by taking positive actions

Goals: Dreams you want to reach

Potential: The power to do

Courage: A willingness to face problems or fear

Opportunities: Chances to improve

Persistence: To move step-by-step toward a goal

How can I contribute to my child's success and happiness and encourage positive actions?

If a child senses your pride and trust, knows you believe in his or her ability, relies on your support but likes the independence you allow, and feels secure in your caring and love, he or she thrives, grows, and achieves. And yes, children can deal with the insecurities of life. Then can survive family crises, physical injuries- all sorts of challenges- when they feel loved and cared for and know that someone believes in their ability to succeed.

Include your child in special activities

- Make a date to be alone together, just the two of you.
- Take a walk together.
- Include your child in family discussions.
- Try to spend some time alone each day with each child.
- "Tuck-in" time at night and other daily routines can help show how special he or she is, and that you enjoy being with him or her.
- Tell family stories and share traditions.

Make your child feel special

- As a family activity, give everybody a chance in the spotlight. Have other family members tell what traits make the featured child or person special. List the positive things the child or family member does, too.
- Let your child know that he or she is an important part of the family.
- Give your child your time.
- Play favorite games with your child.
- Surprise your child with something special.
- Make a special treat.
- Be concerned about your child's concerns.

How can I reinforce Positive Action concepts from Unit 6 at home?

One of the best things we can do for our children is to help them understand that **self-improvement** is a life-long process. Developing and improving is a quality we can best show our children by example. Then they will expect it of themselves. Goal setting is a big part of self-improvement. Everyone -adults and children alike- needs to set goals. Keep in mind, though, that unrealistic goals or too many goals can be discouraging and can hurt self-confidence.

- In Unit 6, children will be asked to **set some personal goals**. It is helpful for you to talk to your child about these goals. Help him or her be reasonable and encourage him or her to set goals that can be achieved.
- **Positive young people have the courage to try new things**. They can accept a reasonable challenge. You can help by creating new opportunities for your child. Help him or her discover new experiences, new places, new people, and show your own willingness to reach out and explore.
- Help your child **discover some of his or her aptitudes and talents**. Where might these lead? What careers or hobbies might result from these interests? What other skills might be necessary? Even young children can enjoy playing with these ideas.
- **Tell your child about your own efforts** to achieve the things you have done in your life. Help him or her understand that most skills do not come naturally but are the results of practice and persistence.
- **Tell your child about your own goals**. Personal progress continues throughout life. Make the idea clear that goals are not a burden and bother but a way of working toward a brighter future.
- You may want to **use family stories to encourage your child** to try new things and keep trying even when it is difficult. Tell stories and show pictures of relatives who succeeded through hard work.
- From time to time, **ask your child to discuss with you the areas in which he or she would like to improve**. Children are usually more aware of their weaknesses than adults realize. Help your child decide how to deal with his or her weaknesses and encourage growth and improvement in these areas.
- **Being persistent** is very important for self-improvement. Explain that it takes time and a lot of practice to try new things and do them well.

What is occurring in the Unit 6 Lessons?

The concept of **self-improvement** is taught right after self-honesty. It is easier for people who have taken a close, honest look at themselves to determine their personal goals. In Unit 6, students learn how to set short and long-term goals, and how to achieve those goals. All people have more potential than they use. To find their limits, they have to have the courage to try new things. Fear of failure must be overcome. They learn to view obstacles as opportunities. Students are taught to set realistic goals, to keep trying, to break their goals into smaller pieces, and to work for continual improvement.

K

Kindergarteners continue their adventure with Picks-It and Nix-It and all the jungle and forest animals. They must show great persistence and commitment to climb Mount Self-Improvement and earn their final keys. Through stories and games, they learn to believe in their own potential and turn problems into opportunities. At the top of Mount Self-Improvement, they receive their key. They also receive an "I Made It" sticker to wear, which was left for them by Positron.

1st

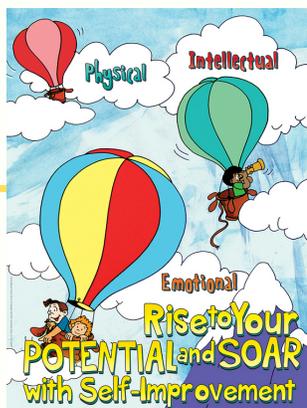
Students in **first grade** hear the story of Steamy, the train on the track to self-improvement, and Lisa, who helps get Steamy running again. The stories show how to turn goals into realities through persistence and overcoming fear of failure. The students are asked to tell a story from their family of someone who has been persistent. And they are also asked to talk with their parents about their own abilities and the kinds of dreams they might have for their future.

2nd

The **second-grade students** hear about Margie, a girl who wants to learn to ski; however, she is surprised to find that this sport requires much more practice and hard work. They also learn from the real-life example of track star Wilma Rudolph. The "Dream Clouds" poster reminds them to set high goals and then to do the work required to make them happen.

3rd

Third graders fill in an activity sheet that helps them see what they can do now that they couldn't do when they were younger. They use the confidence gained to project ahead and set goals for future improvement. A "Dragon" poster reminds the children of the story of Princess Paula, who believe in herself, and Harrald the dragon, who needed a lot of work to become the sort of dragon who could take some pride in himself. They use their newfound confidence to think ahead and set goals for further improvement. With some risk-taking, goal setting, and hard work, Harrald becomes a much better dragon.



4th

Fourth graders learn about George Mallory, who nearly became the first man to climb Mount Everest. He did more than dream of being the first to do it; he prepared very carefully and resisted those who said it was impossible. This example is brought closer to home for young people by the story of Time Watkins, who wanted to climb mountains but had a disease that had weakened his leg muscles. Through persistent weight training he was able to become a climber and now dreams of opening his own climbing school. Thomas Edison's story of persistence is also featured in the unit. A poster of hot air balloons becomes the symbol of fulfillment of potential.