

May 2021



Extend the learning at home with a FREE Family Kit!

Create an account at [www.positiveaction.net/teach](http://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](mailto: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



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### Words of the Week in Unit 3

**Responsibility:** to answer for your actions

**Time:** when something happens (a period of seconds, minutes, hours).

**Energy:** The force to do something

**Possessions:** Things that you are responsible for.

**Money:** Coins and bills

**Talent:** A natural ability that can be developed

**Thoughts:** Ideas that result from thinking

**Actions:** What you do or cause to happen

**Feelings:** Emotions such as anger, fear, love, and worry



## How can I reinforce Positive Action concepts from Unit 3 at home?

During this unit, students will be taught to take care of resources: time, energy, possessions, money, talents, thoughts, actions, and feelings. The following activities are just a few ways to help your child learn responsibility and self-control.

- **Talk to your child about a talent** he or she might want to develop by taking lessons or by practicing at home.
- **Talk about feelings** in your family by playing a game of asking, "How do you feel when (choose an issue you find important) happens?" Let your child think about his or her feelings and describe them. Then have everyone in the family take turns answering the questions.
- Children often don't fully understand their emotions. It is helpful for them to think about and to hear others **talk about their own emotions**.
- **Put your child in charge of certain responsibilities** in your home. The older the child, the more difficult the challenge should be. Caring for a pet, keeping part of the house clean, planning the weekly menu, planning a family activity, and many more responsibilities will show your trust and will give the child confidence in his or her own ability. Support and back up the child, but don't step in and take over.
- Work with your child in **setting up a time-management plan**. Agree upon how much time per day or per week can be spent watching television. Start with existing commitments (school, sleep, activities) and then discuss and establish a schedule for worthwhile activities: practice, study, reading, play, etc. (At some grade levels, your child will do this as an assignment, help support this activity when it happens.)
- See if you feel comfortable paying your child an agreed-upon amount of money for a certain chore. Encourage the child to decide what he or she would like to buy with the money, and then **help with a plan to save for that goal**.
- **Discuss an emotion such as fear, loneliness, jealousy, or worry**. Give examples of times when you feel such an emotion and how you manage it. Have everyone in the family participate with similar suggestions, but direct the thinking by asking appropriate questions.

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

It is very important to all of us to feel secure about our parents' love. Some children feel they are loved only if they are good and do things well. They are afraid that mistakes or failures can erase parental acceptance. Letting children know that we all grow from our mistakes as well as from our successes will help create a warm, healthy home.

#### Set an example!

- Let your child see and experience your own self-honesty.
- Be a fair and responsible leader.
- Try to be patient.
- Share your happiness and our disappointments.
- Accept growth as a lifelong process.
- Recognize and deal with your own mistakes.
- Acknowledge your own ability to improve.
- Let your child see you handle things that don't turn out as you planned. Try to find the good in the learning process and the mistakes.
- Be a good manager. If you're busy and a child is demanding attention, take a second to look the child in the eye and let him or her know you'll make time as soon as you can.

#### Allow your child to grow!

- Let your child resolve problems.
- Allow him or her to work out quarrels with friends and brothers and sisters without too much interference.
- Gradually increase freedoms while maintaining clear boundaries so your child builds confidence in his or her capabilities.

## What is occurring in the Unit 3 Lessons?

Unit 3 deals with understanding and management of the eight resources, and also effective use of emotions. Self-management refers to choices individuals make about the resources over which they have control. The eight gifts or resources are: time, talent, energy, possessions, money, thoughts, actions, and feelings. Everyone possesses some share of these eight gifts. This unit explores positive ways to manage resources.

Emotions add zest and interest to life, but they can also be destructive. A person must learn to manage emotions- not be controlled by them. The ten specific emotions discussed are: anger, worry, jealousy, pride, fear, frustration, loneliness, gratitude/thankfulness, discouragement, and love. Different ways of using emotional positive actions will continue to be highlighted in Units 4, 5, and 6 next year (2021-2022).

7th  
8th

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

In Unit 3, students learn the positive actions to help them manage themselves by managing their resources like time, energy, talents, possession and their emotions. They learn that self-management means to exert self-discipline as they manage their lives, and by doing it, they discover it contributes greatly to their success and happiness. They also plan a celebration to wrap-up what they have learned about themselves and how positive actions help them feel good about who they are.

**How Do I Study?**

Directions: How frequently do you practice the following intellectual and physical study tips? Read each tip and circle the word that best describes your own study techniques.

**Intellectual Tips**

- During each class, I write my assignments and the time they are due in my notebook.  
Always Usually Sometimes Rarely Never
- I assign priorities to my various homework studies and complete them in that order.  
Always Usually Sometimes Rarely Never
- I know what kind of intelligence helps me study best, and I try to use that intelligence, as well as practicing to improve other kinds of intelligence.  
Always Usually Sometimes Rarely Never
- I study regularly and review my class work every day. I review notes I have taken, chapters I have read, and work I have finished.  
Always Usually Sometimes Rarely Never

**Physical Tips**

- I eat a healthy diet and get adequate sleep to maintain my energy during study time.  
Always Usually Sometimes Rarely Never
- I do chores before I begin to study so I won't be interrupted later.  
Always Usually Sometimes Rarely Never
- I use good lighting when I study to prevent eye strain and headaches.  
Always Usually Sometimes Rarely Never
- I sit at a desk or table while I study or do my homework.  
Always Usually Sometimes Rarely Never
- I take short study breaks to recharge my energy: I get up, stretch, move around, get a drink, have a healthy snack, etc.  
Always Usually Sometimes Rarely Never

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