

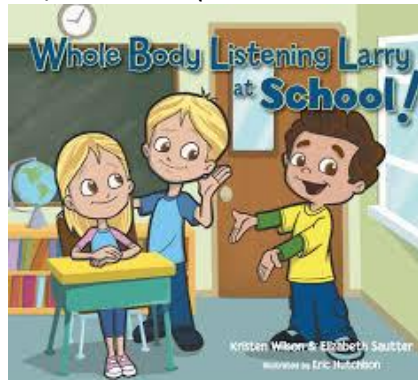
First Grade

***Look for the blue writing for at home tips!**

Week 8: Whole Body Listening

-Students learned about “Whole Body Listening Larry” who learns how to listen with his eyes, ears, mouth, hands, feet, brain, heart, and body

- ***At home!:** If your child is arguing with a sibling, friend, or you, ask your child how he/she could listen with his/her heart. (With care and compassion).



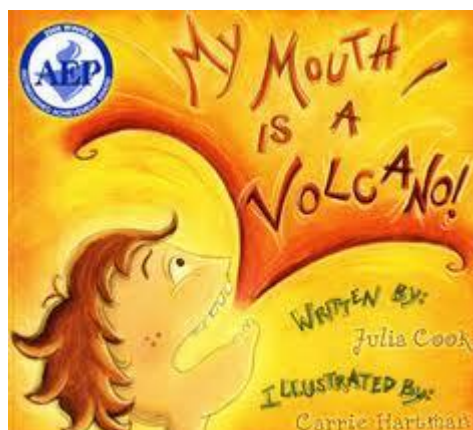
Week 9: My Mouth is a Volcano! (Interrupting and blurting)

-Students learned about blurting and interrupting and how it feels when someone does either of the two.

-Students learned a technique from the book, My Mouth is a Volcano, to help keep them from blurting or interrupting when they really want to share important information:

- First the child clamps their mouth closed to keep their words inside their mouth
- Second the child pretends to breathe the words out of his/her nose and they then become captured in a cloud
- Last, once it is the child's turn to talk, he/she breathes the words back into his/her mouth and is then able to share the words

***At home!:** If your child struggles with interrupting or blurting, remind him/her to breathe their important words in a bubble until it is their turn to talk. Make sure to give them time to share after they attempt the bubble technique.



Week 10: Feelings

-Students learned about different feelings. They went on a scavenger hunt to find different hidden feeling words around the classroom. They then had to share an experience they've had with the feeling word they found.

***At home!:** Ask your child to state how their feeling using at least one feeling word (happy, sad, mad, disappointed, annoyed, etc.) Often times students will say something like, "I feel like my friend doesn't want to play with me." This states a thought, not a feeling. An appropriate correction would be, "You're feeling sad because you think your friend doesn't want to play with you. What are you going to do about that?"



Week 11: Anger Management

-Students hear the story; Soda Pop Head by Julia Cook, about a student who needs to learn how to manage his anger before "exploding" or doing something he regrets like harming someone. Strategies include:

- Take 5 deep breaths and clear your head

- Walk away and find a quiet place to relax
- Do the Push-Pull-Dangle (In a seated position, push down hard on the sides of your chair for 10 seconds then pull up hard on the sides of your chair for 10 seconds then lean back, relax arms and imagine your anger dripping out of your fingertips onto the floor away from the body)
- Counting backwards in your head
- Use an I statement: “I feel _____ when you _____”
- Play music (more likely at home)
- Get to bed on time (home)
- Eat healthy foods (home)

***At home!:** Encourage your child to use an appropriate anger management strategy (such as the ones listed above) when he/she is angry or upset. An example response might be, “You look very angry.” The child may then respond that he/she is angry. It’s important to validate the child’s feelings and ensure them that anger is a normal emotion to have, but what is very important is what he/she chooses to do with that anger. If he/she is having a hard time thinking of something appropriate, give them some choices from above that may fit and allow him/her to choose. If one doesn’t work, try another.

