

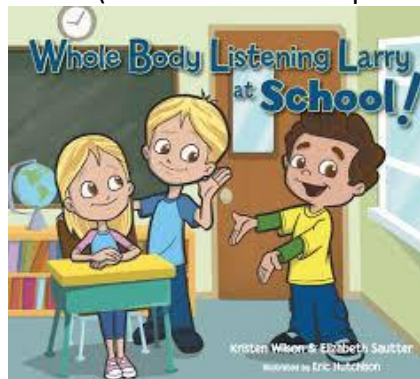
Second Grade

*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).



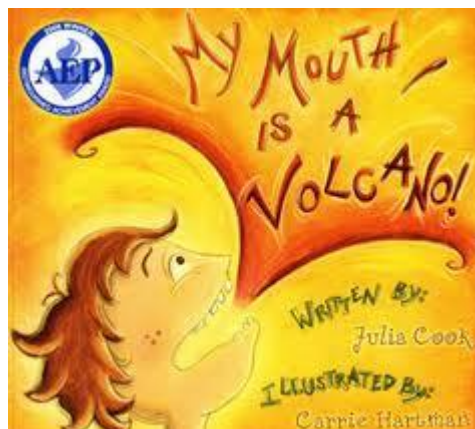
Week 9: My Mouth is a Volcano! (blurting and interrupting)

-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: Telling the Truth versus Lying/Exaggeration

-Students discuss why it's important to tell the truth and review the story Sniffles about an ostrich who constantly exaggerates stories to her friends until eventually they stop believing him because they don't know if they can trust him.

***At home!:** Praise your child when he/she tells the truth even if it's something undesirable to hear such as misbehavior. Encouragement for telling the truth now is likely to instill telling the truth for future issues as well. An example might be, "I really appreciate that you told me the truth that you broke the window, I'm going to have to think about what to do with this information. Try not to worry about it, we'll talk tonight." There should still be a consequence for misbehavior but not as harsh when a child tells the truth or owns up to it.

Week 11: Anger Management

-Student 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.

