



Falcon SEL Newsletter

January 2022

FOCUS OF THE MONTH	RESOURCES FOR YOU
<p>These vary by grade, but January topics include:</p> <p><u>Bullying</u> (finishing up from last month):</p> <ul style="list-style-type: none"> Raising awareness and preventing bullying <p><u>Emotions, Stress, and Anxiety:</u></p> <ul style="list-style-type: none"> Why emotions matter in our lives What happens in the brain during strong emotions Thoughts, emotions and decision-making How stress & anxiety affect emotions, thoughts & bodies Stressors: controllable versus uncontrollable <p><u>Time Management:</u></p> <ul style="list-style-type: none"> Using time effectively; on-task versus off-task time Time and the brain (video link) <p><u>Flexibility:</u></p> <ul style="list-style-type: none"> Getting stuck and unstuck (video link) 	<p>Check out the following resources:</p> <ul style="list-style-type: none"> https://www.parentteenconnect.org/ http://www.efinthe classroom.net/ https://360youthservices.org/ <p>If you have questions about our SEL Lessons, please contact your child's Achieve teacher. For more help:</p> <p>Ms. Jen Rivali, Counselor (6th grade, 8-1, 8-2) jennifer_rivali@ipspd.org; 630-375-3121</p> <p>Ms. Jenn Rinkenberger, Counselor (7th, 8-0, 8-1) jennifer_rinkenberger@ipspd.org; 630-375-3123</p> <p>Ms. Deb Kimminau, Parent/Community Liaison deb_kimminau@ipspd.org; 630-635-6164</p> <p>Ms. Shelli Kelsey, SEL/Academic Coach shelli_kelsey@ipspd.org; 630-375-3100 x9531</p>
THIS MONTH'S VOCABULARY	
<p>Bullying: intentional physical, verbal, or social aggression, often repeated over time with real/perceived power imbalance</p> <p>Harassment: aggression against someone based on a real or perceived characteristic (e.g., race, religion, sex, gender)</p> <p>Social factors: common beliefs, attitudes, and behaviors of a particular community</p> <p>Environmental factors: common beliefs, attitudes, and behaviors of a particular group or community</p> <p>Disrupt: to prevent something from continuing as usual or expected</p> <p>Organization: keeping track of information & materials</p> <p>Time management: ability to use time effectively</p> <p>Flexibility: ability to change plans or shift activity as needed</p>	<p>Stress: an emotional and/or physical response to something external, such as a test or a fight with a friend</p> <p>Anxiety: persistent, excess worry that feels out of your control</p> <p>Stressor: something that causes stress</p> <p>Thought: what you say to yourself in your head</p> <p>Emotion: a feeling such as happiness, anger, or fear</p> <p>Sensory input: information the brain receives from our five senses</p> <p>Amygdala: the part of the brain that's involved in experiencing emotions</p> <p>Cortex: the part of the brain that's most involved in making decisions.</p>
TO DISCUSS WITH YOUR CHILD	
<p>Bullying/Harassment: Brainstorm with your child a list of things everyone can do to create a community free of harassment.</p> <p>Emotions, Stress, Anxiety: Ask your child what types of emotions they felt today; share the emotions you felt. What did these emotions tell you both? Ask your child to teach you about the brain & emotions. Look up a picture or video to learn more together. Ask your child about a negative decision they made because of a strong emotion & how they might change that next time. Ask your child to explain the difference between a thought and an emotion; take turns finding examples of each.</p>	<p>Ask your child what they do/feel when they're stressed; this will help you notice their stress & give support. Discuss stressors: what can/can't they control?</p> <p>Time Management: Discuss strategies you use to manage your time, including what works and doesn't work for you. Ask your child to evaluate their own time management strategies. Is it time to try some new strategies? If so, let them choose new strategies; then set a date to check in.</p> <p>Flexibility: Brainstorm together. When does your child get stuck? What has helped them get "unstuck" in the past?</p>