



**What Is My Child Learning?**  
 Your child is learning how to be respectful at school.

**Why Is It Important?**  
 Being respectful helps children be better learners.

**Ask your child: How do you behave respectfully at school?**

**Read Together**

There are many ways to be respectful at school. You can:

- Be kind and polite
- Take turns
- Pay attention and listen to the speaker
- Raise your hand to speak

When you're being respectful, you're thinking about how others want to be treated and treating them that way. Thinking about how you would like to be treated will help you decide how to treat others.

**Practice Together: Record of Respect**

1. Discuss with your child ways he or she showed you or others respect today.
2. Write examples of the respectful behavior below.
3. If you want, you can use the back of this paper to add more.

Today I showed respect by:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

(CHILD'S NAME)	(DATE)	(ADULT'S SIGNATURE)
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**What Is My Child Learning?**  
 Your child is learning to identify others' feelings based on physical, verbal, and situational clues.

**Why Is It Important?**  
 Identifying how others feel will help children have empathy for them.

**Ask your child: How do you show *interested* on your face and body? What about *worried*?**

**Read Together**

There are many different feelings. Some are comfortable, and some are uncomfortable. All feelings are natural. You can focus your attention on someone's face or body and on the situation for clues about how that person is feeling.

**Feelings Photography Scenarios**

**Show me how you would feel if you:**

- Tripped and spilled juice on the floor
- Got a hug from a family member
- Left your favorite book on the bus
- Received a birthday card in the mail
- Had an argument with your friend
- Got an invitation to a party
- Broke a family member's favorite mug

**Practice Together: Feelings Photographer**

Take turns pretending you're a feelings photographer!

1. Choose a scenario and read it to the person you are going to photograph.
2. Have that person show a feeling using his or her face and body.
3. Pretend to take a photo.
4. Name the feeling of the person whose photo you took, and say how you can tell.
5. Have the person who showed the feeling tell you if you're right.

Now have your child choose a feeling and write it in one of the boxes below, while you do the same. Then draw a picture of yourself showing your feeling above the word you wrote, and have your child do the same.

**Child**

I feel \_\_\_\_\_ .

**Adult**

I feel \_\_\_\_\_ .

(CHILD'S NAME)	(DATE)	(ADULT'S SIGNATURE)
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**What Is My Child Learning?**

Your child is learning that people can show their compassion for others by saying something kind or doing something helpful.

**Why Is It Important?**

Learning about how to show compassion for other people helps children take action on their feelings of empathy.

**Ask your child: How do you show compassion for others at school?**

**Read Together**

When you have empathy for others, you can say or do many things to show your care and concern. Showing care or concern for others is called *compassion*.

Saying something kind or doing something helpful for others are examples of showing compassion.

**Practice Together: Compassion at Home**

1. Work together to write examples of things you have done or said or could do or say to show compassion to others at home. There are examples to get you started.
2. Talk about how showing compassion made you feel in those situations.

Compassion Looks Like	Compassion Sounds Like
Helping a family member bring in some heavy groceries.	Telling family members you care about them when you notice they are feeling sad.

(CHILD'S NAME)	(DATE)	(ADULT'S SIGNATURE)
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**What Is My Child Learning?**

Your child is learning to manage strong feelings, such as anger, by using the Ways to Calm Down.

**Why Is It Important?**

When their strong feelings are under control, children are better able to think clearly and avoid hurting others people's bodies or feelings.

**Ask your child: Why is it important to calm down angry feelings?**

**Read Together**

Everyone gets angry sometimes. Feeling angry is natural, just like all feelings are natural. You can use the Ways to Calm Down to help you manage your anger so you don't do something hurtful. After you stop and name your feelings, try one or more of the following Ways to Calm Down.

- Belly breathing
- Using positive self-talk
- Counting



**Practice Together: It Adds Up to Anger!**

Everyone feels anger in different places in their bodies. For this activity, decide what physical signs add up to anger for each of you.

1. Think about the last time you felt really angry.
2. Read the "Physical Signs of Anger" list.
3. Decide which signs match how you felt the angry feeling in your body.
4. Write the signs you chose in the spaces below. Add your own physical sign if it's not on the list.
5. Now practice using the Ways to Calm Down.

C H I L D	+
	+
	+
= ANGRY	

A D U L T	+
	+
	+
= ANGRY	

(CHILD'S NAME)	(DATE)	(ADULT'S SIGNATURE)



**What Is My Child Learning?**

Your child is learning to use steps to solve problems. Saying the problem without blame is the first step.

**Why Is It Important?**

By following the Problem-Solving Steps, children are more likely to come up with prosocial solutions to problems.

**Ask your child: What is the first Problem-Solving Step?**

**Read Together**

Everyone has problems—at home, school, or work—that need solving. Using the Problem-Solving Steps helps you come up with a lot of safe and respectful solutions to choose from.

But wait! Before you can come up with solutions, you’ve got to say the problem respectfully. That means saying the problem without blame. Saying the problem in a way that blames the other person can cause hurt and angry feelings, and no one wants to feel hurt or angry. When people are hurt or angry, it’s even harder to solve the problem.



**Practice Together: Step Together**

Saying the problem without blame is not easy. The first step is to be able to recognize blaming words. Do this activity together to practice finding blaming words.

1. Stand face-to-face, then each take two steps back.
2. Adult: Read a problem statement from below.
3. Child: Listen for an example or examples of blaming words.
4. Child: Say the blaming words out loud, then take one step toward your adult.
5. Continue reading problems and finding blaming words until you step together again.
6. Give each other a high five! Switch roles and play again!

**Problem Statements**

1. He is always hogging the remote control, so I never get to watch what I want.
2. You never hurry up when we need to get somewhere quickly!
3. This dress is ruined because of her making me spill milk all over it.
4. You made me forget to bring the book by distracting me with all your chatter.
5. You never let me eat what I want for breakfast.

(CHILD'S NAME)	(DATE)	(ADULT'S SIGNATURE)



**What Is My Child Learning?**

Your child is learning to use steps for solving problems.

**Why Is It Important?**

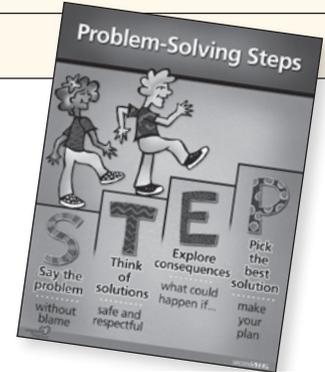
Using Problem-Solving Steps helps children solve difficult problems, like taking responsibility for hurtful actions.

**Ask your child: What are the Problem-Solving Steps?**

**Read Together**

When you have a problem, using the Problem-Solving Steps can help you remember what to do!

- S: Say the problem.
- T: Think of solutions.
- E: Explore consequences.
- P: Pick the best solution.



**Practice Together: Step Up**

Practice using the Problem-Solving Steps to solve a problem!

1. Read the problem below.
2. Stand together in front of something you can step up onto, such as a stair step, stool, box, or crate.
3. Apply each of the Problem-Solving Steps to the problem.
4. Every time you finish a step, step up onto your object and then back down again.
5. Play the game again with a common problem in your home.



**The Problem**

A mother and son do not agree on which TV show to watch next.

(CHILD'S NAME)	(DATE)	(ADULT'S SIGNATURE)
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