

# LESSON 2.1:

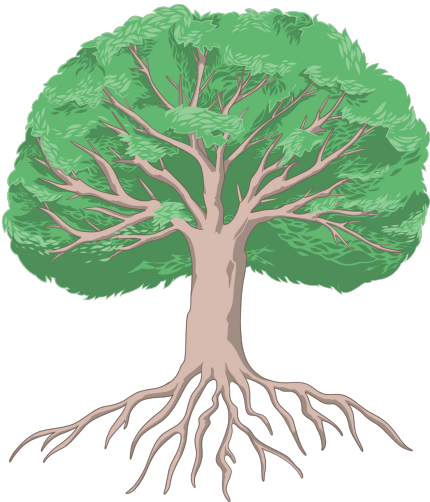
## HOME CONNECTION EXTENSION GUIDANCE

# SOURCES OF STRENGTH

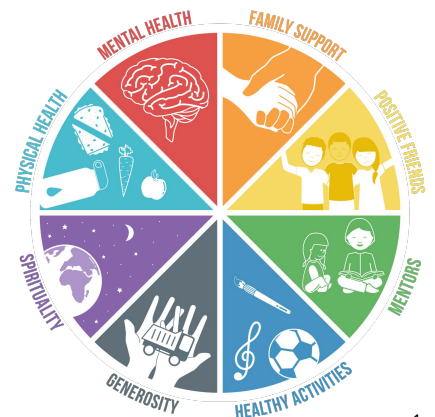
Hello parents and caregivers,

Our current Sources of Strength lessons are introducing students to different ways our brains and bodies communicate with us to be healthy and safe. The other side of this page highlights three different parts of the brain and the functions they have in our well-being. This information is presented with an image of a tree, called the BrainTree, which serves as a metaphor for the brain.

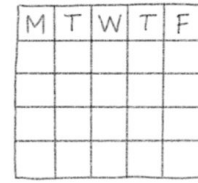
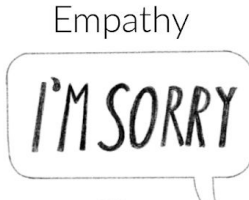
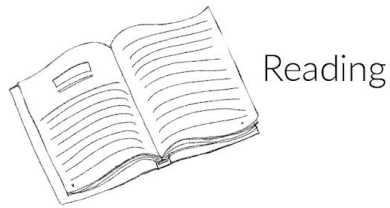
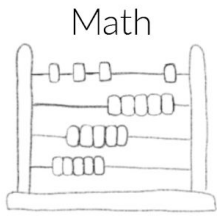
Our brain grows much like a tree does starting with the roots, then developing a trunk, and finally developing healthy and robust branches and leaves. Kindergarteners are just beginning to develop their branches and leaves, or the frontal lobe region of the brain. The following points highlight the functions of these three parts of the brain, their importance, and how they best work together for success and school. As you and your student color in the images on the other side of this paper, you are encouraged to have a discussion about what they have learned about their brains.



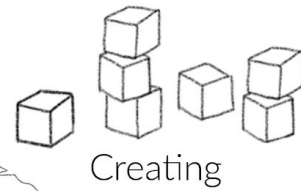
- The brainstem, or the roots of the BrainTree, is of critical importance. It keeps us alive by signaling our heart to beat, keeps us breathing and reminds us if we are hungry or thirsty. When basic needs such as food, water, and sleep are met we each do better at school or work.
  - Consider: What signals does your body give you to let you know what you need?
- The limbic system, or the trunk of our BrainTree, is where our emotions live. We all have emotions and we all experience big emotions at times. When we regulate our emotions and bring them to a manageable size, we each do better at school or work. We can regulate our emotions in many ways including talking to others, going on a walk, taking a few deep breaths, getting a drink of water, taking some time to ourselves, running and playing, and many other ways as well.
  - Consider: When you feel big emotions, what helps you? Refer to the Sources of Strength Wheel for ideas!
- The frontal lobe, or the branches and leaves of our BrainTree, is the part of our brain used for thinking, doing math, reading, problem solving, and predicting what might happen. When the needs of our brainstem (roots) and limbic system (trunk) are met such as food, water, sleep and our emotions are not too big or overwhelming, we can grow and develop our skills for school or work.
  - Consider: What helps you feel like you are ready to use your problem solving skills?



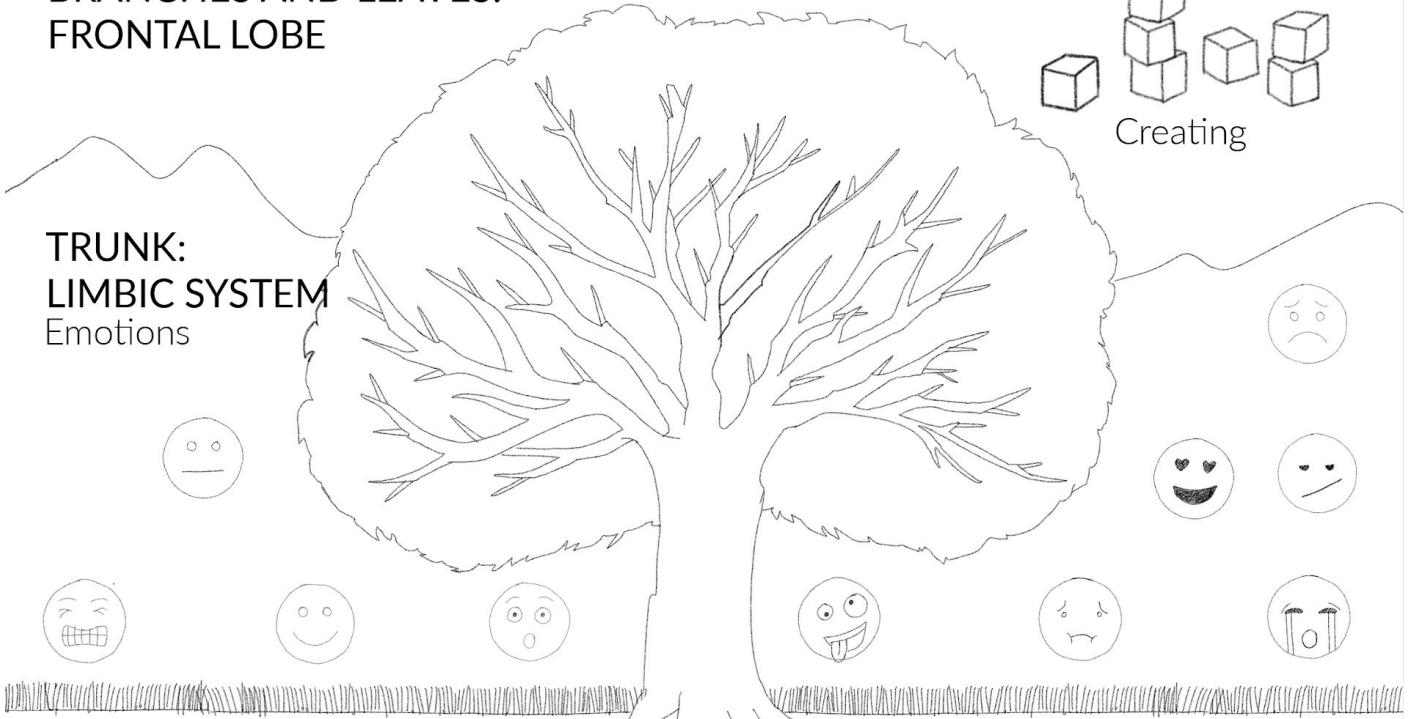
# KINDERGARTEN LESSON 2.1 HOME CONNECTION



BRANCHES AND LEAVES:  
FRONTAL LOBE



TRUNK:  
LIMBIC SYSTEM  
Emotions



ROOTS:  
BRAINSTEM





# SOURCES OF STRENGTH

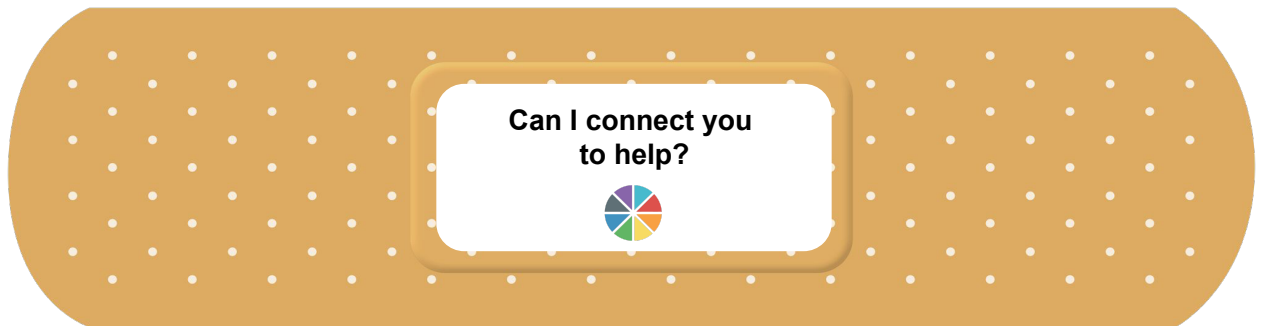
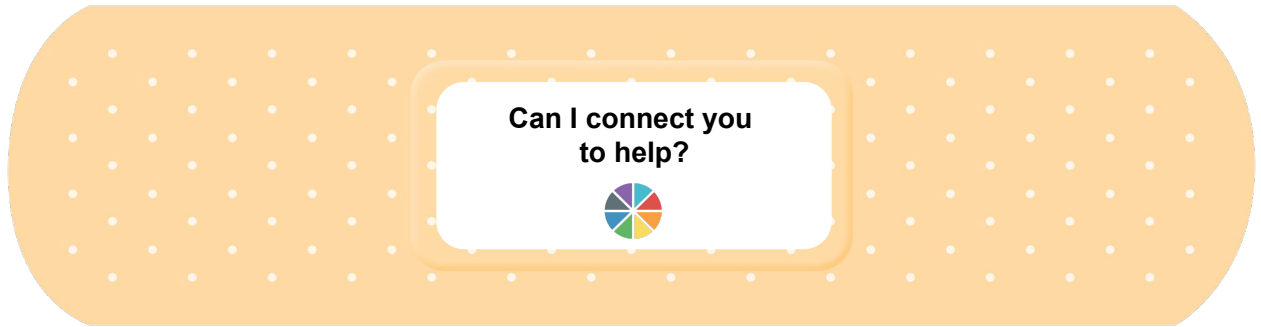
**LESSON 2.7:** These skin tone bandages can be printed and laminated for use in the classroom to help support students who have difficulty voicing their need for help. Be sure to explain the use of the bandages and make them accessible to the students.





# SOURCES OF STRENGTH

**LESSON 2.7:** These skin tone bandages can be printed and laminated for use in the classroom to help support students as they practice being a connector to help. Be sure to explain the use of the bandages and make them accessible to the students.



# LESSON 3.3:

## HOME CONNECTION EXTENSION GUIDANCE

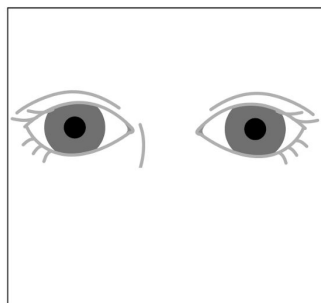
**SOURCES**  
OF STRENGTH

Hello Parents and Caregivers,

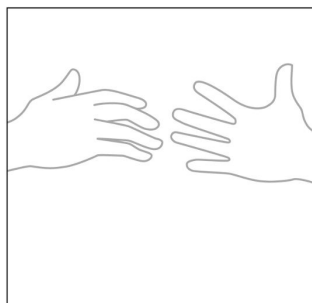
Your student is learning healthy ways to work through conflict with others. One of the specific skills we are learning and practicing is active listening. Active listening is listening to understand others, not listening to respond. When we are in conflict with others an important skill is to try and understand others' perspectives. This builds empathy and can lead to a resolution that is healthier for all involved. Helpful Apologies can be one tool people experiencing conflict might use to move towards a healthy resolution. Active listening and a Helpful Apology can support a classroom community where it is OK to make mistakes and we can work to repair harm that happens in order to strengthen our community, even if we disagree.

In Kindergarten, students are learning how to offer a two-step Helpful Apology:

- **Step 1: See the hurt-** This step involves noticing/seeing that the other person has been hurt by our actions or words. This step helps build empathy by trying to better understand the experience and perspective of the person we've harmed.
- **Step 2: Help the hurt-** This step is an attempt to heal the harm that has happened. This step is an attempt to repair the relationship.



See the hurt



Help the hurt

At times both, or all, people involved in a conflict could offer a Helpful Apology to work toward repairing the relationship. You are encouraged to reference the information and images above as you help your student practice these skills. In addition, when you offer Helpful Apologies to others, it serves as a helpful model for your student to do the same when the opportunity presents itself.

# LESSON 3.7: IN CLASS EXTENSION ACTIVITY

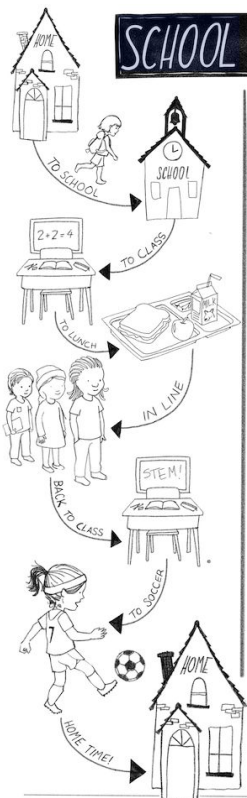
## SOURCES OF STRENGTH

As the school year draws to a close, both students and adults may experience moments of dysregulation as transitions approach and routines change. Some may experience worry, sadness, or uncertainty about the upcoming changes moving into summer, while others may find themselves with overwhelming levels of excitement and happiness. The accompanying worksheet is designed to help both students and adults proactively recognize their Strengths and strategies that can help support them during this transition.

During the last two weeks of school, we suggest inviting students to use the accompanying worksheet to help discuss the people, activities, Strengths, and strategies that might be helpful to them as they move/transition from the school year to summer vacation.

Invite students to think about what a transition is by using the words “changes in our day/week/year.”

Hand out the Summer Transition worksheet. “Let’s all look at the left side of the page.” Reference the left side showing different transitions, or changes, in a school day.



“When we look at this side we can see lots of arrows pointing from one activity to a different one. These are examples of changes we go through everyday at school. At the top you see some numbers. We have a special time that we work on numbers and math, correct?” Allow time for students to respond. “When we finish math time we then change to \_\_\_\_\_.” State what comes after math in your daily schedule.

“Sometimes when we go through a change in our day we can feel different emotions, and sometimes those emotions can grow bigger. Other examples on the paper are lining up to walk to another part of the school or to leave at the end of the day. These are changes as well. We also have recess or Physical Education time and

then we change to something else like reading. There are lots of changes we each go through everyday. What are some other changes we go through at school each day?” Get a few Popcorn Shares (going to music or art, field trips, etc.). “Those are great examples.”

“We all have a change coming up that only happens once a year: school is ending soon and summer vacation is coming. This can feel like a big change for some of us and not as big for others of us. It can bring up lots of different emotions. Some of us might feel nervous or worried about the change, some of us might feel excited, while others might feel uncertain, which means we don’t know how we feel. These are all normal emotions and feelings people experience when going through changes, and sometimes these emotions can grow big or feel mixed up. Good thing we learned a lot this year about the Strengths in our lives that help us and how we can use the Regulation Railroad to bring our emotions back down to size.”



Reference the worksheet. “On the other side of our worksheet we have a picture of a toolbox. Toolboxes are where people keep the tools they need to build new things, or fix things that aren’t working quite right. In most toolboxes you can find tools like a hammer and nails. In our toolbox today, we will find some things that help us as we get

# LESSON 3.7: IN-CLASS EXTENSION ACTIVITY

ready for making that change into summer vacations.” Invite students to take out coloring utensils.

“Below the toolbox, you will see drawings of some people. The biggest person could be an adult that you live with, it could be an adult who is a neighbor, or even a friend's parent. Adults that we trust can be helpful people to go to when we have big emotions. Who are some of the Mentors or Trusted



Adults that could help you as we go through the change to summer vacation?” Get a few Popcorn Shares.

“I invite you to color in the people on the page and think about who those helpful people are in your life. Those that could help us may be a part of our Family Support like a parent or a sibling. Maybe some of you will see your aunts or uncles or grandparents over the summer and they can be helpful. It could also be your Positive Friends that help you. They might listen when you need it or invite you to play with them. Go ahead and color in any of the people on the sheet, or you can draw or write the names of others who come to mind that might be helpful this summer. These are all people that could help through this change.”

## Instructor Note

For a short version of this activity, end here and revisit in a day or two to cover the activities that help and the health slices of the Wheel. If you choose to complete the whole worksheet at one time, consider revisiting the worksheet as you continue nearing the last day of school. This could also be a helpful tool for individual conversations, especially with students experiencing worry or uncertainty about what summer has to hold.

“Next let's look at some activities that might help each of us to make this change into summer vacation.

What activities do you see on the sheet that you enjoy and could be helpful through this change? Turn and Pair Share what activities could help you.”

“Let's all take a moment to color in any activities we think could help us. You can also use the open space to draw or write any other ideas you have.” Consider playing some music as you walk around engaging students in what activities they might do over the summer. Don't forget to fill out your own as well.

“Lastly, we have the health slices on the Sources of Strength Wheel. Look for the drawing of the person sleeping. Getting enough sleep is important for our Physical and Mental Health. It can be hard to want to go to sleep in the summer, but when we get enough sleep at night, our bodies will be ready to do those fun Healthy Activities the next day.

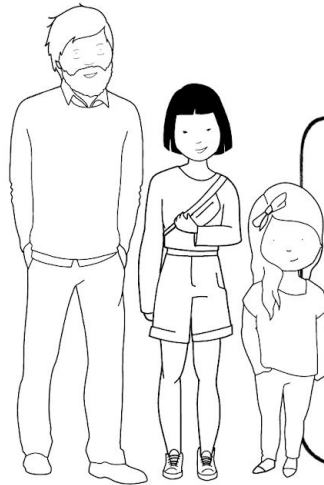
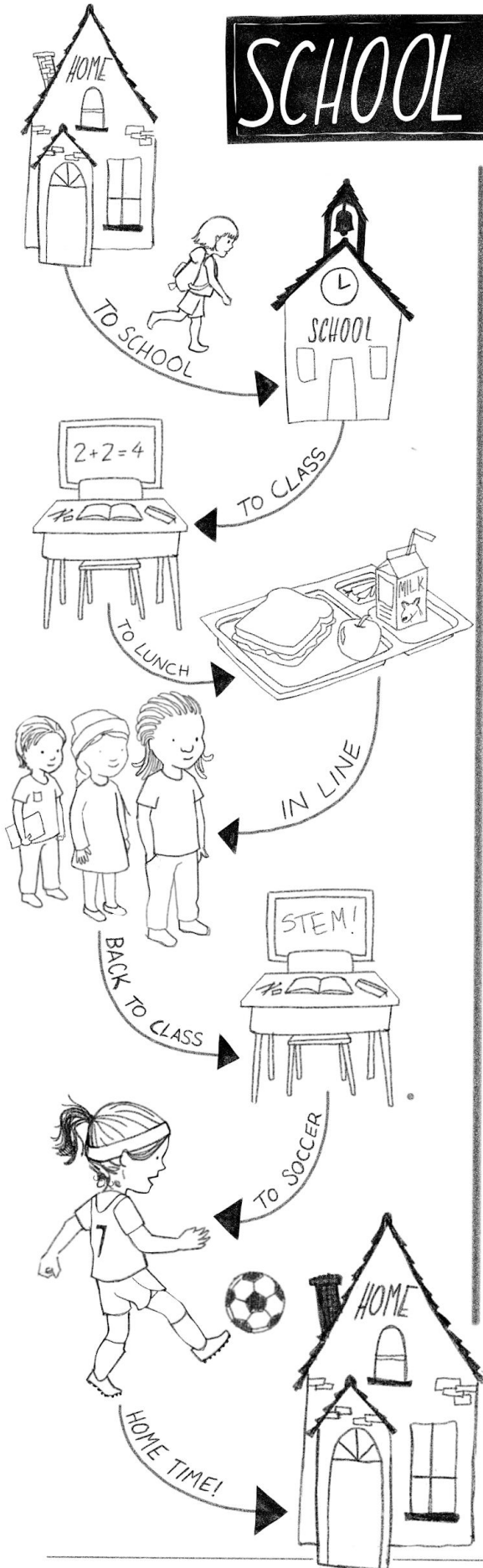
“Now let's look for the glass of water, the swings, and the food on our paper. These things also help us have strong physical and mental health, and they can help each of us move through these changes in healthy ways.

“The train on the page is for the Regulation Railroad. We can each use the Regulation Railroad when we feel our emotions growing bigger and bigger. There are many strategies that can help us if we notice big emotions as we move into the summer.” Remind student of the Regulation Railroad steps. “For example, we could slow down by taking some deep breaths, think about the things we are thankful for, draw a picture, listen to music, dance, go outside, pet our dog or cat, and so many other things.

“I invite you all to color in the pictures that will help your Physical and Mental Health this summer. You can add your own as well by drawing or writing in the open space.” Give students time to color in the worksheet.

“Finally, as we think about the Regulation Railroad, and what helps us with big emotions, let's take a moment and circle the things that could help us regulate.”

# SCHOOL YEAR → SUMMER



ONE PERSON

ONE ACTIVITY

ONE HEALTH-TYPE

