

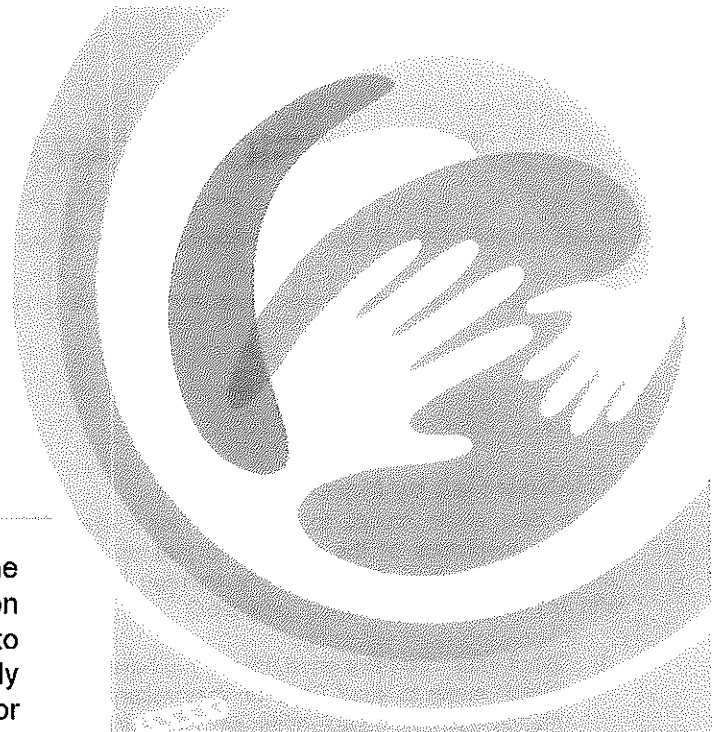
BUILDING RELATIONSHIP SKILLS IN YOUR CHILD

A child's future ability to succeed in school, college, and the workplace, and to achieve long-term happiness will depend on their ability to build positive relationships. Students who learn to communicate clearly, cooperate with others, and constructively negotiate conflict are well on their way to future success. For example, in school we teach students how to be productive members of a group and give them opportunities to work in groups. One such activity is project-based learning. Students are actually thinking about taking their learning and applying it to a real-world problem, and then as a group working to solve that problem. Students are learning content, standards, and they are learning relationship skills. How do we work together? How do we decide who does what role? How do we figure out when we are successful? What if we make a mistake? What if we do not agree with someone? How do we navigate that?

Parents and families are critical partners in helping their children develop relationship skills. This resource offers guidance, tools, and activities for parents and families to help their children in developing Social Emotional Learning (SEL) at home.

OPPORTUNITIES TO DISCUSS BUILDING RELATIONSHIP SKILLS

- **Talk to your child about the importance of trust in relationships.** Example: "You should always trust your friends and expect the same in return. If your friend lied to you, what do you think you should do? Have you ever lied to a friend? How did you make it better?"
- **Practice active listening with your child.** Example: "You made really good eye contact with me and you seemed to be very interested in what I had to say. People like it when you pay attention as they speak, and that is why you need to listen actively when others talk. Why do you think listening is important?"
- **Provide your child with tools that can help overcome bullying.** Example: "What would you do if your friend started calling a classmate hurtful names? You can say something like, 'Our classmate was hurt by what you said. How would you feel if he did that to you? Maybe you should say that you are sorry.'"



FAMILY MOVIE NIGHT

The Goonies (1985, rated PG)

Character Traits: Friendship, Compassion, Inner Conviction

This is a story about a group of friends who embark on an adventure searching for a hidden treasure. Along the way, they discover a "creature" who is not being cared for very well because he looks different. The kids choose to operate out of a position of love and to not judge him by his appearance.

Monster's University (2013, rated G)

Character Traits: Teamwork, Friendship

The lesson behind this movie is that all the characters must learn to work together in order to win the competition.

Charlotte's Web (2006, rated G)

Character Traits: Kindness, Love, Self-Worth

This is a story about an unlikely friendship between a pig and a spider. When the pig's life becomes endangered, the spider has a brilliant plan to try to save his life. There are many wonderful quotes from this movie that display self-worth.

The Blind Side (2009, rated PG-13)

Character Traits: Compassion, Grit, Teamwork, Empathy

Since this is a biography, it opens the door for real-life discussions, especially if you have older kids. A homeless and traumatized boy becomes an All American football player and first round NFL draft pick with the help of a caring woman and her family.



DISCUSSION STARTERS

TEACHING RELATIONSHIP SKILLS THROUGH LITERATURE

ELEMENTARY

Rainbow Fish by Marcus Fisher

A big blue whale moves to Rainbow Fish's reef. The fish become suspicious of the whale and jealous of their food supply. Will Rainbow Fish have the courage to make peace with this new, and much larger, neighbor?

1. What does "To have good friends you have to be a good friend" mean to you? Children may respond with: good friends listen, help each other, say nice things, etc.
2. If you were Rainbow Fish, how would you feel about meeting the Big, Blue Whale?
3. Why were Rainbow Fish and the other fish afraid of the whale?
4. Rainbow Fish never gave up. How would the story end if Rainbow Fish had given up and didn't talk to the whale?
5. Rainbow Fish never gave up. How would the story end if Rainbow Fish had given up and didn't talk to the whale?

Once Upon A Cool Motorcycle Dude by Kevin O'Malley and Carol Heyer

Once upon a time there was a boy and a girl who had to tell a fairy tale to the class, but they couldn't agree on the story.

1. Do you think these children enjoyed writing the story together?
2. Have you ever had to work with someone you didn't want to? What happened?
3. Describe feelings by choosing a character in the story and complete this sentence: In the story *Once Upon a Cool Motorcycle Dude*, the _____ is feeling _____ because _____. (Example: "The princess is feeling scared because nobody is there to protect her.")

Tallulah's Solo by Marilyn Singer

Tallulah is certain she will have a solo in her dance school's upcoming performance of *The Frog Prince*. After all, she is now an excellent ballerina. She's also proud that her little brother, Beckett, has started taking ballet too, even though he spends most of his time goofing off. Then Tallulah gets an unexpected surprise...and not the good kind. What is a ballerina to do when everything does not go as planned?

1. Why did Tallulah think she deserved a big part in the recital?
2. What does it mean to be jealous of someone?
3. How did Tallulah feel about her brother when he was goofing around?
4. How did Tallulah feel when her brother was chosen for a bigger part than she was?
5. What did Tallulah do to encourage her brother?

INTERMEDIATE

The Lemonade War by Jacqueline Davis

Evan Treski is good at talking to people, even grownups. His younger sister, Jessie, on the other hand is math-smart, but not very good at understanding people. She knows that feelings are her weakest subject. So when their lemonade war begins, there is no telling who will win or if their fight will ever end. This book discusses rivalries and sibling relationships.

1. When you are upset, what do you do to help calm yourself down and get your mind off of things?
2. Jessie has a hard time understanding how others feel. What is empathy?
3. What was the advice that Evan gives his sister in regards to other people.
4. How empathetic are you? Who are you more empathetic with?
5. Is it fair for Evan to keep the profits they made?

The Orphan of Ellis Island by Elvira Woodruff

On a class trip to Ellis Island, orphan Dominic Cantori is mysteriously transported back to 1908 Italy, where he learns about his heritage and learns what it feels like to be loved by his own family.

1. What do you think that Dominic is really looking for?
2. Moving to a new country, city, or even a new school is not easy. How can you help when someone new comes to your school?
3. The tour guide says Ellis Island has been called "The Island of Hope," but also the "Island of Tears." What do these phrases mean?
4. How can the same place be given such opposing descriptions?

A Bad Case of Stripes by David Shannon

Camilla Cream loves lima beans, but she never eats them. Why? Because the other kids in her school don't like them. Camilla is very, very worried about what other people think of her. In fact, she's so worried that she's about to break out in a bad case of stripes!

1. How would you feel if you woke up covered in stripes?
2. What do you think the students will say when they see Camilla?
3. How do you think Camilla felt when laughed at her? Has there even been a time when you've laughed at others? Why? Do you wish you had not?
4. How do you think the little old woman knew the cure for a bad case of stripes?
5. Camilla realizes that it is ok to be different. What would it be like if everyone was the same and liked the same things?

WHEN PARENTS . . .

KIDS LEARN TO . . .

Show affection and attention

Feel loved and connected

Listen and understand

Feel accepted and understood

Stay calm

Handle stressful situations

Show patience

Develop patience "wait"

Stop and re-think

Be creative problem solvers

Show positive outlook

Be hopeful and optimistic

View mistakes as okay

Try new things

Keep trying

Achieve goals

See strengths

Feel confident

Take responsibility

Be responsible

Are involved

Get involved

Label and express feelings

Identify and express feelings

9-5-2-1-0, Let's Go!

9-5-2-1-0, Let's Go! is an easy nutrition and health message to teach children. Below is an outline for each recommendation. Set goals with your children and participate with them - lead by example.



9 Hours of Sleep Per Night



5 Servings of Fruits and Vegetables Per Day



2 Hours or Less of Screen Time Per Day



1 Hour of Physical Activity Per Day



0 Sugary Beverages and No Tobacco/Drugs

How Gritty Are You?

Here are a number of statements that may or may not apply to you. There are no right or wrong answers, so just answer honestly, considering how you compare to most people. At the end, you'll get a score that reflects how passionate and persevering you see yourself to be.

1. I have overcome setbacks to conquer an important challenge.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

2. New ideas and projects sometimes distract me from previous ones.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

3. My interests change from year to year.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

4. Setbacks do not discourage me.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

5. I have been obsessed with a certain idea or project for a short time but later lost interest.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

6. I am a hard worker.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

7. I often set a goal but later choose to pursue a different one.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

8. I have difficulty maintaining my focus on projects that take more than a few months to complete.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

9. I finish whatever I begin.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

10. I have achieved a goal that took years of work.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

11. I become interested in new pursuits every few months.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

12. I am diligent.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

GRIT SCALE TEST SCORING GUIDE

Step 1: For questions 1, 4, 6, 9, 10, and 12, assign the following points:

- 5 = Very much like me
- 4 = Mostly like me
- 3 = Somewhat like me
- 2 = Not much like me
- 1 = Not like me at all

Step 2: For questions 2, 3, 5, 7, 8, and 11, assign the following points:

- 1 = Very much like me
- 2 = Mostly like me
- 3 = Somewhat like me
- 4 = Not much like me
- 5 = Not like me at all

Step 3: Add up all the points and divide by 12.

Grit Score: _____ The higher your grit scale score is, the more gritty you are. (1=not gritty; 5=very gritty)