

Parent Letter 3

Dear Family,

We're wrapping up our social-emotional learning (SEL) activities from the **American Heart Association**. We have covered a lot! Have you noticed any changes in how your child handles communication or conflicts? A renewed interest in fairness? A willingness to stand up for what's right? I bet you will.

We'll continue revisiting these lessons throughout the rest of the school year:

- ✓ Our activities teaching **clear communication** provide us with concrete steps for how to strike up a conversation and express ourselves clearly.
- ✓ Our study on **resolving conflict** equips us with the vocabulary to talk about how conflicts affect us.
- ✓ Learning about **cooperation** helps us work together more effectively as a class and on group projects.
- ✓ Practicing **active listening** helps us not just listen but truly understand what others are saying.
- ✓ We know that standing up for ourselves means we need to be **assertive**, and we have the skills to do that.
- ✓ Our exploration of **fairness** teaches us to examine situations carefully to determine what's truly fair. It's not always easy!

All of these new skills will go a long way in helping our class work well together and helping your child be confident and successful, both at school and in life. Ask your child about these skills and encourage him or her to keep practicing them.

I look forward to continuing to work with you as we teach important life skills that address the whole child.

Sincerely,

Your child's teacher



Grin and share it

What did the eraser say to the pencil?

I see your point!

Does fair mean equal?

“That’s not fair!” How many times have you heard that at your house? In our social-emotional learning activities, we tackled the question of whether being fair always means being equal. Try a variation of this activity at home, too.

Every night this week, play a round of “Fair or No Fair?” with your kids. Give them one of the scenarios below and a few minutes to think about it. Then have them each make a case for why what’s described is fair or not. You’ll have lots of great discussions that you can refer back to the next the cry of “No fair!” arises. (Hint: once you’ve covered these scenarios, challenge your children to come up with own scenarios and continue the discussions.)



- Mom just got a parking ticket. However she saw the parking enforcement officer walk past three other cars with expired meters, and they didn’t get tickets.
- Your older brother gets paid more for doing chores.
- Your parents insisted that your oldest brother wait until he was 18 to get his driver’s licence. But now your middle brother is 16 and he’s getting his licence right away.
- Your Scout leader insists everyone wear their uniforms to meetings. But the Scout leader doesn’t wear her uniform.
- Your little sister had a bad cold and didn’t do her chores. Your dad tells her that she can skip them this week.

Practice with evaluating what’s fair will be beneficial to your child in lots of different situations and equips your child to stand up for others when a situation merits it.

Eye-opening statistics

- 28% of U.S. students in grades 6–12 experienced bullying.
- Approximately 30% of young people admit to bullying others.
- 70.6% of young people say they have seen bullying in their schools.
- 70.4% of school staff have seen bullying.

Did you know?

Infants as young as 12 months old can show a basic understanding of fairness.

Source: Scientific American,
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