

Parent Guide



Teaching skills that last a lifetime.



TRINITY
LUTHERAN CHURCH & SCHOOL



**The 8 Cs – A Plan for Developing Competent 21st Century Graduates
Trinity Lutheran Church and School, Springfield, IL**

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2017-2018 Calendar for the 8 Cs

Each month we will focus on one of the 8 Cs, however these are not separate topics. The logo (on the cover) is a circle which represents that all of these skills work together. Each month and each year should build on previous experiences.

Parents will receive hand-outs throughout the school year to add to the notebook with ideas you can try at home to help your child continue to grow in the 8 Cs.

September 2017 **Compassion** – How to develop a heart for others.

October 2017 **Composure** – How to find peace in Christ.

November 2017 **Citizenship** – How to serve others with integrity.

December 2017 **Clear Thinking** – How to ask good questions & make wise choices.

January 2018 **Curiosity** – How to use your questioning & decision making skills as you explore the world.

February 2018 **Creativity** – How to make something new by combining things you already know in different ways.

March 2018 **Communication** – How to get your message across through speaking, writing, body language, social media, etc.

April 2018 **Collaboration** – Practice using all your skills as you work & play with others.

May 2018 **Keep practicing your new skills over the summer & for the rest of your life!**

1	INTRODUCTION
2	COMPASSION
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5	CLEAR THINKING
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Parent Guide to the 8 Cs

Welcome!

You are about to begin an amazing journey with your child and Trinity School! We have been working for over two years to bring you this exciting new program called “The 8 Cs.”

We live in a time where our children will grow up to have jobs that don’t even exist right now. How do we prepare our children for this unknown future? The education model that served us well for over 100 years to prepare students for the Industrial Age is no longer relevant.

What skills do our students need to be successful now?

(in part from *Creative Schools* by Ken Robinson)

- The ability to ask the right questions and explore how the world works.
- The ability to think of new ideas and make them reality.
- The ability to analyze information and ideas and make wise decisions.
- The ability to express thoughts and feelings clearly and confidently in many forms.
- The ability to work constructively with others.
- The ability to empathize with others and act accordingly.
- The ability to be find peace inside through their relationship with God.
- The ability to be a participating Christian member of society.

It’s a long road ahead and this year we are taking the first step. We are excited that you and your child are taking this journey with us down the road of life-long learning!

In this Introduction Section you will find:

How Do YOU Define Success? What Trinity parents say are their greatest hopes and dreams for their children.

Introduction to the 8 Cs

Summary of how the 8 Cs program was developed

Comparison of 4 Basic Purposes of Education and Trinity’s 4 Core Values



Comparison of 20th Century Classroom vs. 21st Century Classroom

Recommended reading and videos




How Do YOU Define Success?

We asked dozens of parents to describe what they hope their children will achieve as successful adults. Most parents have four aspirations they want for their children.



Be strong in your faith walk.

On a daily basis the faculty and staff at Trinity share the love of Christ with our students. Through a Bible-based curriculum our students grow in  **compassion** for others and  **composure** within their own hearts and minds.


Be financially independent.

Trinity students are challenged to meet high academic expectations and to develop a strong work ethic through activities both in and out of the classroom that develop  **curiosity**,  **creativity**, and  **clear thinking**. Our students are prepared to be lifelong learners in an ever-changing world.

Be part of a happy family structure.

We are all part of families at home, at work, at church, and in our various social activities. Trinity Church and School provides a wide variety of Bible studies, workshops, and materials that strengthen our ability to  **communicate** and  **collaborate** in God-pleasing ways with everyone around us.

Contribute to the community where you live.

As  **citizens** of earth and heaven Trinity students are learning how to become ambassadors for Christ in their school and church, their community, their nation, and the world.

Trinity School is pleased to be your partner in this journey with your family.

Introduction to the 8 Cs

Compassion – showing kindness to others

Composure – showing self-control and patience

Citizenship – caring for our belongings, our school, our community and our nation

Clear Thinking – evaluating information and making wise decisions

Curiosity – asking questions and exploring the world

Creativity – thinking of new ideas and learning how to make them happen

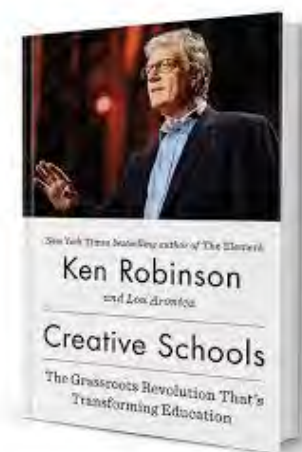
Communication – expressing thoughts and feelings clearly and confidently in many ways

Collaboration – working and playing well with others

From *Creative Schools*, p. 141.

These eight competencies don't come online at distinct stages of students' time in school. They should evolve from the beginning of education and be practiced and refined throughout their lives with increasing confidence and sophistication.

Students who leave school feeling confident in these eight areas will be well equipped to engage in the economic, cultural, social, and personal, challenges that they will inevitably face in their lives.



Mission Enablers (ME) Summary

February 2015-July 2017

Interviews:

In 2015 the Board of Christian Day School hired a consultant, Don Currie of Mission Enablers, to interview the school staff and several other members of the congregation about their views on what a Trinity graduate should look like at the age of 30.

- What characteristics and lifestyle do we want for our graduates?
- How do we develop those attributes in children?
- How do we help parents have the skills to continue developing those attributes after their child leaves Trinity and moves on into high school, college/vocational school/military, and adulthood?

Surveys:

After the interviews a list of desirable characteristics was developed. A survey of 20 Christ-like characteristics was created to determine which characteristics resonated with the most people. The survey was then distributed to school parents, support staff, congregation members, and a group of advocates for children from the community at large.

Additional Research:

In 2016 the ME team continued to meet to discuss the results of the survey. The ME team also read *Creative Schools* by Ken Robinson and several other books on the subject of innovation in education. Similarities were found between Robinson's "four purposes of education" and our "four core values" at Trinity. Further similarities were found between Robinson's 8 Competencies and our research into developing a graduate of Trinity who would be a contributing member of society at the age of 30. The ME team liked the simplicity of using Robinson's 8 Cs as a basis for building our program and asked Mr. Rodgers to take it to the faculty.

Implementation:

In early 2017 you began to see posters around the school and hear the 8 C-words used in communications from the school.

Now, in the 2017-2018 school year, we begin to create a culture at Trinity where we are intentional about developing future citizens who are an asset to their communities. We will also begin collecting information about our graduates and how they have become contributing Christian citizens of the communities where they live.

In 2018-19 we will begin to create a system of measuring a child's growth in developing the qualities of a contributing Christian citizen.

Future:

Once we have the information on our graduates and a way to measure student progress, how do we share with Springfield that Trinity is a leader in developing graduates who exhibit the desirable qualities of a contributing Christian citizen?

4 Basic Purposes of Education

(from Ken Robinson's *Creative Schools*)

Economic Education should enable students to become economically responsible and independent.

Cultural Education should enable students to understand and appreciate their own cultures and to respect the diversity of others.

Social Education should enable young people to become active and compassionate citizens.

Personal Education should enable young people to engage with the world within them as well as the world around them. (See **composure** under Christ-centered.)

Trinity's 4 Core Values

(from 2017-18 Parent/Student handbook)

Trinity School prepares students to be successful in their future education and vocation. Our rigorous curriculum is based on education standards of the State of Illinois. Students are challenged to meet high expectations and to develop a strong work ethic. We have activities both in and out of the classroom that develop **curiosity, creativity, and clear thinking** which prepare our students for excellence in a changing world.

Trinity School is Christ centered. On a daily basis the faculty and staff at Trinity share the love of Christ with each of our students, their families, friends, and the community. Our students learn how to show **compassion** to others and how to find **composure** in a stress-filled world through the peace found only in Jesus.

Trinity School encourages students to grow into active and compassionate citizens. Lutherans place an extremely high value on a Christ centered, Bible-based curriculum which prepares students for **citizenship** on earth as well as in heaven. Trinity provides opportunities for our students to develop a willingness to use all the skills they have learned to help others and to share the blessings they have received.

Trinity School focuses on our families. As Christ-centered educators, we understand the need for a strong support system in the life of a developing child. We provide a wide variety of events, including Bible studies, workshops, and social activities, and also materials to use at home that strengthen each family through opportunities for **communication and collaboration**. Parents, grandparents, and guardians are all encouraged to be involved in school activities.

20th Century Classroom vs. the 21st Century Classroom



USA 1960's typical classroom – teacher-centered, fragmented curriculum, students working in isolation, memorizing facts.



A classroom at the School of Environmental Studies, aka the Zoo School, in Minneapolis. A perfect example of real-life, relevant, project-based 21st century education.

Time-based	Outcome-based
Focus: memorization of discrete facts	Focus: what students Know, Can Do and Are Like after all the details are forgotten.
Lessons focus on the lower level of Bloom's Taxonomy – knowledge, comprehension and application.	Learning is designed on upper levels of Blooms': synthesis, analysis and evaluation (and include lower levels as curriculum is designed down from the top.)
Textbook-driven	Research-driven
Passive learning	Active Learning
Learners work in isolation – classroom within 4 walls	Learners work collaboratively with classmates and others around the world – the Global Classroom
Teacher-centered: teacher is center of attention and provider of information	Student-centered: teacher is facilitator/coach
Little to no student freedom	Great deal of student freedom
"Discipline problems – educators do not trust students and vice versa. No student motivation.	No "discipline problems" – students & teachers have mutually respectful relationship as co-learners; students highly motivated.
Fragmented curriculum	Integrated and Interdisciplinary curriculum
Grades averaged	Grades based on what was learned
Low expectations	High expectations – "If it isn't good it isn't done." We expect, & ensure, that all students succeed in learning at high levels. Some may go higher, we get out of their way to let them.
Teacher is judge. No one else sees student work.	Self, Peer and Other assessments. Public audience, authentic assessments.
Curriculum/School is irrelevant and meaningless to the students.	Curriculum is connected to students' interests, experiences, talents and the real world.
Print is the primary vehicle of learning and assessment.	Performances, projects and multiple forms of media are used for learning and assessment
Diversity in students is ignored.	Curriculum and instruction address student diversity
Literacy is the 3 R's – reading, writing and math	Multiple literacies of the 21 st century – aligned to living and working in a globalized new millennium.
Factory model, based upon needs of employers for the Industrial Age of 19th c.. Scientific management.	Global model, based upon the needs of a globalized, high-tech society.
Driven by the NCLB* and standardized testing mania.	Standardized testing has its place. Education is not driven by the NCLB and standardized testing mania.

*No Child Left Behind Act

SOURCE: <http://www.21stCenturySchools.com/>

Highly Recommended Reading

Robinson, Ken – Creative Schools

Additional Recommended Reading

Horn & Staker – blended, Using Disruptive Innovation to Improve Schools

Kleon, Austin – Steal Like An Artist

McManus, Erwin R. – The Artisan Soul

Nachmanovitch, Stephen – Free Play, Improvisation in Life and Art

O'Donnell Wicklund Pigozzi and Peterson (Author), Bruce Mau (Author) – The Third Teacher

Price, David – Open: How We'll Work, Live and Learn in the Future

Ritchhart, Ron – Creating Cultures of Thinking

Robinson, Ken – Out of Our Minds: Learning to be Creative

Sheninger, Eric C. – Uncommon Learning, Creating Schools That Work for Kids

Trough, Paul – How Children Succeed: Grit, Curiosity, and the Hidden Power of Character

Wagner, Tony – Most Likely to Succeed: Preparing Our Kids for the Innovation Era

Recommended Videos

1. Changing Education Paradigms 11:40

RSAanimate speech by Ken Robinson

Script - <http://lybio.net/ken-robinson-changing-paradigms/people>

<https://www.youtube.com/watch?v=zDZFcDGpL4U>

2. How to Change Education 24:02

RSA speech by Ken Robinson

(Royal Society for the encouragement of the Arts, Manufactures, and Commerce)

<https://www.youtube.com/watch?v=BEsZOnyQzxQ>

3. Do Schools Kill Creativity? 20:03

2007 Ted Talk by Ken Robinson

<https://www.youtube.com/watch?v=iG9CE55wbtY>

4. How to Escape Education's Death Valley 19:11

2013 Ted Talk by Ken Robinson

<https://www.youtube.com/watch?v=wX78iKhInsc>

5. Bring on the Learning Revolution! 20:57

2010 Ted Talk by Ken Robinson

https://www.youtube.com/watch?v=r9LeIXa3U_I

September 2017

Dear Trinity Parents,

We welcome all new and returning parents to the 2017-18 school year. By now, all of you should have received your *Parent Guide to the 8 Cs*. Throughout the school year we will be sending you updates for your notebook and ideas for activities to try at home.

You may have noticed that the logo for the 8 Cs on the front of your *Parent Guide* is a circle of 8 colors. The shape of the circle and the colors were chosen for specific reasons. Colors evoke certain feelings and moods in people. The eight colors were chosen based on research in color theory on how people react to certain colors. The circle was chosen because it is continuous, meaning that all eight attributes work together all the time. They overlap each other and depend on each other to be successful.

Throughout the school year we will be concentrating on one of the eight attributes each month. The calendar is on the back of your *Parent Guide to the 8 Cs*. Even though the focus each month will be on just one of the 8 Cs, it is important to remember that each of the 8 Cs relates to all the others.

Try to find a few minutes to skim through the introduction section of your *Parent Guide to the 8 Cs*. The last page of the introduction lists some resources that the committee studied while developing this project. If you only have a few minutes we highly recommend watching the first video on the list. If you have more time we also highly recommend reading the book *Creative Schools* by Ken Robinson.

Chapters 2-9 of the notebook correlate with the calendar on the back cover. The first page of each chapter highlights other words/phrases people commonly use to describe the attribute we are working on. The second page is Scripture verses that help us learn what God has to say about it. Feel free to write on these pages, adding more Bible verses or additional resources that you find online.

In chapters 10-12 of the notebook you will find helpful charts on what your child should be able to do at certain stages of development and a glossary of 21st century education buzzwords.

We encourage you to use the words, the colors, and the Bible verses at home so the children are getting the same message at school and at home. For example: During September our theme is **Compassion**. You might use pink paper plates once a week at dinner and talk about ways that your family was kind to other people that week. Share **your** ideas with other parents on the school Facebook page.

Beginning on September 1 we will be using a technique at school called "noticing and naming." This simply means watching for positive behavior and saying to your child, "I noticed that you cleared off the table without being asked. You are a responsible member of our family." Or "I noticed that you sat quietly while the adults were talking. You are doing a great job of learning to be patient."

At school we will be giving the children "tickets" when we notice positive behaviors. For the first 10 tickets the students earn they will receive a token to recognize their progress. The tokens are called meeple. They are little game board pieces that look like the "people" in the 8 Cs logo.

Each month you will receive items, such as handouts, with ideas to help you continue the learning at home. With this letter you are receiving a master that you can use to make "tickets" for home use and a handout about raising a **compassionate** child. Please file it in the **Compassion** section of your notebook. Many more resources are available online.

We are excited to start this journey with you!

Pam Sausaman
Principal

Sue Gwillim
Board of Christian Day School Chair

Jan Zepp
Admissions Director

October 2017

Dear Trinity Parents,

Hello again! It's hard to believe that it's October already! We hope that all of you have had a chance to read the September parent letter, print out the **Compassion** handout and add it to the Parent Guide notebook you received at your home visit.

In our September letter we explained the different sections of the notebook and the meaning behind the logo on the front of your *Parent Guide*. This month we are introducing the official title for this program: **Elements of Success**. Every discipline has basic fundamentals that must be learned before one can be considered skilled at his craft. For example, science has the periodic table of **elements**. Language arts has **elements** of writing and **elements** of journalism. The fine arts have **elements** of music, drama, and dance. In the same way, the 8 Cs are the basic **elements** needed to become the successful adults.

With your September letter you also received a template for the "Notice It and Name It" tickets. We hope that you are finding these useful for reinforcing at home the concepts we are working on at school. This simply means watching for positive behavior and saying to your child, "I noticed that you cleared off the table without being asked. You are a **responsible member of our family**." Or "I noticed that you sat quietly while the adults were talking. You are doing a great job of learning to be **patient**."

Now it's time to talk about our emphasis for October – **Composure**. You might want to use light blue paper plates once a week at dinner and talk about ways that your family was able to be **calm** and **peaceful** that week. We encourage you to continue to use the words, the colors, and the Bible verses from your notebook at home so the children are getting the same message at school and at home. Share **your** ideas with other parents on the school Facebook page.

Throughout the school year we will continue to send you updates for your notebook and ideas for activities to try at home. (The calendar for the year is on the back cover of the notebook.) With this letter you are receiving the new cover for your notebook and a handout with ideas for helping kids (and adults, too!) deal with the stress in our lives. Please file it in the **Composure** section of your notebook. Many more resources are available online.

Enclosed is the new cover for your *Parent Guide*. If you have any questions about the *Elements of Success* program, please contact Mrs. Sausaman, Mrs. Gwillim, or Mrs. Zepp.

We are glad you are part of our Trinity family!

Blessings!

Pam Sausaman
Principal

Sue Gwillim
Board of Christian Day School Chair

Jan Zepp
Admissions Director

November 2017

Dear Trinity Parents,

Hello again! November is here and our thoughts turn to Veteran's Day and Thanksgiving. This is a great time to give thanks for our blessings as citizens of America, our local communities, our church/school family, and our own individual families.

Just a quick reminder – each month you will receive

- a parent letter introducing the element we are focusing on that month
- a handout to add to the notebook you received at your home visit, and
- any other documents that are helpful to the current topic or updates to previous topics.

Here's what you have received so far:

- September – parent letter, **Compassion** handout, "Notice It and Name It" tickets
- October – parent letter, **Composure** handout, updated cover for your notebook

In September we explained the different sections of the notebook and the meaning behind the logo on the front of your *Parent Guide*. In October we introduced the official title of the program: **Elements of Success**. This month we will be focusing on the responsibilities that come with being a member of any group. With this November letter you are receiving a handout to file in the **Citizenship** section of your notebook.

Now it's time to talk about our emphasis for November – **Citizenship**. *Learning to be a good citizen* goes much deeper than taking a class where you learn **about** history or citizenship. Please refer to Chapter 4 of your notebook. On the first page you will see many different ways that we show we are **Christian citizens** by how we live our lives.

During November you might want to use **navy** paper plates once a week at dinner and talk about ways that your family was able to be **honest** and **respectful to others** that week. We encourage you to continue to use the words, the colors, and the Bible verses from your notebook at home so the children are getting the same message at school and at home. Share **your** great ideas with other parents on the school Facebook page.

Throughout the school year we will continue to send you updates for your notebook and ideas for activities to try at home. The calendar for the year is on the back cover of the notebook. Many more resources are available online.

If you have any questions about the *Elements of Success* program, please contact Mrs. Sausaman, Mrs. Gwillim, or Mrs. Zepp.

We are glad you are part of our Trinity family!

Blessings!

Pam Sausaman
Principal

Sue Gwillim
Board of Christian Day School Chair

Jan Zepp
Admissions Director

December 2017

Dear Trinity Parents,

Hello again! It's December and our focus this month is **Clear Thinking**. In addition to all the decisions we make on a daily basis, this month we add all the extras of holiday planning like what gifts to buy, making travel arrangements, and finding the time to make those special family recipes. The kids are busy planning their wish lists and it is hard for all of us to **stay focused** and **think clearly** during December.

Here's what you have received from the Elements program so far:

- **August** – your parent notebook at your home visit.
- **September** – a letter explaining the program logo and sections of the Parent Guide, a handout for the **Compassion** section of your notebook, and "Notice It and Name It" tickets to reward positive behavior at home.
- **October** – a letter introducing the official title of the program: **Elements of Success**, a handout for the **Composure** section of the notebook, and an updated cover for your notebook.
- **November** – a letter briefly explaining Christian **Citizenship**, and a handout for the **Citizenship** section of your notebook.

This month we will be focusing on what it means to **evaluate information** and make **wise decisions**. With this December letter you are receiving a handout to file in the **Clear Thinking** section of your notebook.

Clear Thinking is an important skill for both children and adults. In our world we are constantly bombarded with information and advertising. We need to know how to make use of the data, how to incorporate it correctly into our lives, and most importantly, how to determine truth from fallacy. *Do not be shaped by this world; instead be changed within by a new way of thinking. Then you will be able to decide what God wants for you; you will know what is good and pleasing to him and what is perfect. Romans 12:2*

During December you might want to use **dark green** paper plates once a week at dinner and talk about ways that your family was able to **evaluate a situation** and **make decisions** that were **Compassionate, Confident, and Responsible** during the past week. We encourage you to continue to use the words, the colors, and the Bible verses from your notebook at home so the children are getting the same message at school and at home. Share **your** great ideas with other parents on the school Facebook page.

Throughout the school year we will continue to send you updates for your notebook and ideas for activities to try at home. The calendar for the year is on the back cover of the notebook. Many more resources are available online.

If you have any questions about the *Elements of Success* program, please contact Mrs. Sausaman, Mrs. Gwillim, or Mrs. Zepp.

We are glad you are part of our Trinity family!

Blessings!

Pam Sausaman
Principal

Sue Gwillim
Board of Christian Day School Chair

Jan Zepp
Admissions Director

January 2018

Dear Trinity Parents,

Hello again! It's January and our focus this month is **Curiosity**. A new year feels like the time to try new things. It's a great time for kids and adults to try a new class or a new project that you have always been **curious** about. Encourage your kids to seek out new discoveries.

Here's what you have received from the Elements program so far:

- **August** – your parent notebook at your home visit.
- **September** – a letter explaining the program logo and sections of the Parent Guide, a handout for the **Compassion** section of your notebook, and “*Notice It and Name It*” tickets to reward positive behavior at home.
- **October** – a letter introducing the official title of the program: **Elements of Success**, a handout for the **Composure** section of the notebook, and an updated cover for your notebook.
- **November** – a letter and a handout for the **Citizenship** section of your notebook.
- **December** – a letter and a handout with ideas on developing **Clear Thinking Skills** in children.

This month we are focusing on what it means to **be curious, ask the right questions, and explore the world**. With this January letter you will also receive a handout to file in the **Curiosity** section of your notebook.

Curiosity is an important skill for both children and adults. **Curiosity** is defined as a strong desire to know or learn something. Young children are extremely **curious** by nature. As they get older many children cover up that **innate desire to learn new things** because they believe their friends will think that whatever they are interested in isn't “cool.” Our job as adults is to nurture and guide their **curiosity** at any age. We must practice the **art of questioning** and help them learn to use digital tools in God-pleasing ways. *The discerning heart seeks knowledge. Proverbs 15:14.*

During January you might want to use **light green** paper plates once a week at dinner and talk about things that your family was **curious** about that week. **What questions did you ask** to find out more about that subject? Did your family **learn something new that helps you** to be more **compassionate, confident, responsible, or make better decisions**? We encourage you to continue to use the words, the colors, and the Bible verses from your Elements notebook at home so the children are getting the same message at school and at home. Share **your** great ideas with other parents on the school Facebook page.

Throughout the school year we will continue to send you updates for your notebook and ideas for activities to try at home. The calendar for the year is on the back cover of the notebook. Many more resources are available online. Here is one article that shows why **building curiosity** is one of the most important things you can do to help your child be successful: <https://www.edutopia.org/blog/why-curiosity-enhances-learning-marianne-stenger>

If you have any questions about the *Elements of Success* program, please contact Mrs. Sausaman, Mrs. Gwillim, or Mrs. Zepp. We are glad you are part of our Trinity family!

Blessings!

Pam Sausaman
Principal

Sue Gwillim
Board of Christian Day School Chair

Jan Zepp
Admissions Director

February 2018

Dear Trinity Parents,

Hello again! It's February and our focus this month is **Creativity**. Our Bible verse for this month is Colossians 1:16, "All things have been **created** through him and for him." In addition, Genesis 1:27 states, "So God **created** human beings in his image." This means that all human being have been born with the desire to create.

Creativity is an important skill for both children and adults. **Creativity** is defined as thinking of **new ideas**, and learning how to make them happen. To quote Ken Robinson in his book, *Creative Schools*, "**Creativity** is possible in all areas of human life – in science, the arts, mathematics, technology, cuisine, teaching, politics, business, you name it. **Creativity** is about fresh **thinking**. **Creativity** also involves making **critical judgments** by refining, testing, and focusing on what you are doing. **Creative** work in any field involves a growing mastery of skills and concepts."

Young children are extremely **creative** by nature. As they get older many children lose the desire to **create** new things as they strive to get the "right answer." Our job as adults is to nurture and guide their **creativity** at any age by helping them create new recipes or new basketball plays or new science experiments, etc.

Here's what you have received from the Elements program so far:

- **August** – your parent notebook at your home visit.
- **September** – a letter explaining the program logo and sections of the Parent Guide, a handout for the **Compassion** section of your notebook, and "*Notice It and Name It*" tickets to reward positive behavior at home.
- **October** – a letter introducing the official title of the program: **Elements of Success**, a handout for the **Composure** section of the notebook, and an updated cover for your notebook.
- **November** – a letter and a handout for the **Citizenship** section of your notebook.
- **December** – a letter and a handout with ideas on developing **Clear Thinking Skills** in children.
- **January** – a letter and a handout with tips to inspire student **Curiosity**.

During February you might want to use **purple** paper plates once a week at dinner and talk about **new ideas** that your family thought of during the week. What can you do to make one of those ideas actually happen? How will those ideas help your family, school, or community? We encourage you to continue to use the words, colors, and Bible verses from your Elements of Success notebook at home so the children are getting the same message at school and at home. Share **your** great ideas with other parents on the school Facebook page.

Throughout the school year we will continue to send you updates for your notebook and ideas for activities to try at home. The calendar for the year is on the back cover of the notebook. Many more resources are available online. **Encouraging creativity** is one of the most important things you can do to help your child be successful.

If you have any questions about the *Elements of Success* program, please contact Mrs. Sausaman, Mrs. Gwillim, or Mrs. Zepp. We are glad you are part of our Trinity family!

Blessings!

Pam Sausaman
Principal

Sue Gwillim
Board of Christian Day School Chair

Jan Zepp
Admissions Director

March 2018

Dear Trinity Parents,

Hello again! It's March and our focus this month is **Communication**. Our Bible verse for this month is Proverbs 15:7, "**Wise people use their words** to spread **knowledge**." In addition, Ephesians 4:15 states, "Instead, **speaking the truth in love**, we will grow to become in every respect the mature body of him who is the head, that is, Christ."

Communication is an important skill for both children and adults. **Communication** is defined as **expressing thoughts and feelings clearly and confidently** in many ways, not just spoken and written words. Societies also **communicate** through numbers and their meanings. Humans should also be able to **express themselves** in visual arts, music, theater, and dance. We also **communicate** with those around in by the way we dress, our manners, and **the respect we show to others**.

The ability to **communicate** in ways that those you are trying to reach will understand is one of the most important things you can do to help your child be successful.

Here's what you have received from the Elements program so far:

- **August** – your parent notebook at your home visit.
- **September** – a letter explaining the program logo and sections of the Parent Guide, a handout for the **Compassion** section of your notebook, and "*Notice It and Name It*" tickets to reward positive behavior at home.
- **October** – a letter introducing the official title of the program: **Elements of Success**, a handout for the **Composure** section of the notebook, and an updated cover for your notebook.
- **November** – a letter and a handout for the **Citizenship** section of your notebook.
- **December** – a letter and a handout with ideas on developing **Clear Thinking Skills** in children.
- **January** – a letter and a handout with tips to inspire student **Curiosity**.
- **February** – a letter and a handout with tips to encourage **Creativity**.

During March you might want to use **orange** paper plates once a week at dinner and talk about how your family **communicates** with each other on a daily basis at home. Do you **speak the truth in love** and **use words to build each other up**?

We encourage you to continue to use the words, colors, and Bible verses from your Elements of Success notebook at home so the children are getting the same message at school and at home. Share **your** great ideas with other parents on the school Facebook page.

Throughout the school year we will continue to send you updates for your notebook and ideas for activities to try at home. The calendar for the year is on the back cover of the notebook. Many more resources are available online.

If you have any questions about the *Elements of Success* program, please contact Mrs. Sausaman, Mrs. Gwillim, or Mrs. Zepp. We are glad you are part of our Trinity family!

Blessings!

Pam Sausaman
Principal

Sue Gwillim
Board of Christian Day School Chair

Jan Zepp
Admissions Director

April 2018

Dear Trinity Parents,

Hello again! It's April and our focus this month is **Collaboration**. Our Bible verse for this month is Ephesians 4:16, "**Each part does its own work to make the whole body grow and be strong with love.**" In addition, Romans 15:5 states, "May the patience and encouragement that come from God allow you to **live in harmony with each other** the way Christ Jesus wants."

Collaboration is an important skill for both children and adults. **Collaboration** is defined as **working and playing well with others**. People are social beings so it is important to be able to work and play well with others. Ken Robinson says, "Through group work, people learn to cooperate with others in solving problems and meeting common goals, to draw on each other's strengths and mitigate weaknesses, and to share and develop ideas. They can learn to negotiate, to resolve conflicts, and to support agreed solutions."

The ability to **collaborate** by teaching your child to cooperate, share ideas, and respect others' ideas is one of the most important things you can do to help your child be successful.

Here's what you have received from the Elements program so far:

- **August** – your parent notebook at your home visit.
- **September** – a letter explaining the program logo and sections of the Parent Guide, a handout for the **Compassion** section of your notebook, and "*Notice It and Name It*" tickets to reward positive behavior at home.
- **October** – a letter introducing the official title of the program: **Elements of Success**, a handout for the **Composure** section of the notebook, and an updated cover for your notebook.
- **November** – a letter and a handout for the **Citizenship** section of your notebook.
- **December** – a letter and a handout with ideas on developing **Clear Thinking Skills** in children.
- **January** – a letter and a handout with tips to inspire student **Curiosity**.
- **February** – a letter and a handout with tips to encourage **Creativity**.
- **March** – a letter and a handout about teaching children to **Communicate** politely.

During April you might want to use **yellow** paper plates once a week at dinner and talk about how your family **collaborates** with each other on a daily basis at home. Do you **share the work at home** and **respect each other's' ideas**?

We encourage you to continue to use the words, colors, and Bible verses from your Elements of Success notebook at home so the children are getting the same message at school and at home. Share **your** great ideas with other parents on the school Facebook page.

This is the last update you will receive for your notebook. Many more resources are available online.

If you have any questions about the *Elements of Success* program, please contact Mrs. Sausaman, Mrs. Gwillim, or Mrs. Zepp. We are glad you are part of our Trinity family!

Blessings!

Pam Sausaman
Principal

Sue Gwillim
Board of Christian Day School Chair

Jan Zepp
Admissions Director



Compassion is showing kindness to others.

We show we are servants of God by our pure lives, our understanding, patience, and kindness. 2 Corinthians 6:6

Major behavioral problems like bullying, prejudices, and violence stem from the inability of a child to empathize with others.

Schools should have a culture of compassion all the way from teachers being able to understand the plight of their students to students being sensitive to the needs of the people around them.



Synonyms for Compassion:

- Caring
- Empathy
- Encouragement
- Gentleness
- Kindness
- Understanding



Compassion

We show we are servants of God by our pure lives, our **understanding, patience, and kindness**, by the Holy Spirit, by true **love**. 2 Corinthians 6:6

God has chosen you and made you his holy people. He loves you. So you should always clothe yourselves with **mercy, kindness, humility, gentleness, and patience**. Colossians 3:12

... and to your service for God, add **kindness** for your brothers and sisters in Christ; and to this kindness, add **love**. 2 Peter 1:7

But the wisdom that comes from God is first of all pure, then **peaceful, gentle**, and easy to please. This wisdom is always ready to help those who are troubled and to do good for others. It is always **fair** and **honest**. James 3:17

Don't ever forget **kindness** and **truth**. Wear them like a necklace. Write them on your heart as if on a tablet. Proverbs 3:3

Carry each other's burdens, and in this way you will fulfill the law of Christ. Galations 6:2

Raising a **Caring** and **Compassionate** Child

When it comes to kindness, you are your child's primary teacher. Here's how to bring out his warmth.

<http://www.scholastic.com/parents/resources/article/social-emotional-skills/raising-caring-and-compassionate-child>

Like many things, **kindness** is a quality that children learn over time and through practice. Thankfully, there are many things you can do to encourage your child to be a **kinder, gentler** person. Research has found that the desire to help and comfort comes just as naturally to humans as being self-centered or hurtful. "It's almost as though we're born predisposed to be upset by other people's pain," says Alfie Kohn, author of *The Brighter Side of Human Nature: Altruism and Empathy in Everyday Life*.

How **Empathy** Grows

Empathy — the ability to understand another person's feelings — develops over time. A 2 year old may try to comfort a crying playmate by offering her own pacifier or blankie. While she is not able to understand why her friend is crying, she remembers times when she felt sad and knows what comforts her. At 3, children are more aware of others, but they still have trouble relating to how others actually feel. They may delight, for example, in knocking down someone else's block tower and not understand why the child who built it is so upset.

By age 4, children can better understand when they've hurt someone and can sometimes offer an apology without being told. They are also quite **empathic** about another child's injuries. Stacey York, a child development instructor, recounts how a 4 year old came to class covered with bandages after falling off a two-wheeled bike while riding in the street. "First, there was amazement — 'You can ride a two-wheeled bike and you were riding in the street?' — and then **empathy** for how banged up she was."

By the time children are 5 or 6, they often can share more easily and take turns. And they are able to discuss what it means to be **kind** and can brainstorm ideas for how they might help people.

Strategies for Encouraging **Kindness**

The following suggestions will help you to teach your child about being **goodhearted** and **compassionate**. But in the words of author/psychologist Dr. Julius Segal, nothing "will work in the absence of an indestructible link of **caring** between parent and child." When you kiss your daughter's boo-boos or read cozy bedtime stories to your son, you are giving your children the base that enables them to reach out to others. "If a child has never felt understood by her parents or unconditionally loved, her own needs may continue to ring so loudly in her ears that she is deaf to the cries of other people in distress," Kohn says.

- **Believe that your children are capable of being kind.** "If you treat your kid as if he's always up to no good, soon he will be up to no good," Kohn cautions. "But if you assume that he does want to help and is concerned about other people's needs, he will tend to live up to those expectations."
- **Model positive action.** What you do and say is critical; let your child catch you in the act of **kindness**, such as driving an elderly neighbor to the store or offering a comforting word to a friend. Most parents start this role-modeling from day one. "They talk while feeding their baby, saying, 'a little bit of food for baby, a little bit of food for me,'" says York. This lays the foundation for a lifetime of give-and-take and openness with people."
- **Treat children with respect.** This can be as simple as alerting your child that playtime is almost over. "I always wince when I see parents suddenly decide it's time to leave the playground and snatch their children away abruptly because it's time to go home," Kohn says. "That's a disrespectful way to treat a human being of any size." You might also point out successful conflict resolution through real-world experiences. At home, for example, you could say to your child, "Mommy and Daddy don't always agree, but we listen to each other and treat each other with **respect** instead of putting each other down."

- **Coach your child to pay attention to people's facial expressions.** This is the first step in learning how to understand another's perspective. "We are more likely to reach out to other people in need when we are able to imagine how the world looks from someone else's point of view," Kohn says.
- **Let your children know often that how they treat others matters to you greatly.** For example, a child might think it's funny to see someone get splashed if a car drives by and hits a puddle. You can point out, "That lady is not laughing at what happened. Look at her face. She looks sad. Her clothes are dirty and wet now."
- **Don't let rudeness pass.** You might say, "Wow, that cashier must have had a really bad day to talk in such a mean voice to us at the supermarket. What do you think?" This teaches your child that when someone is nasty to you, you don't have to be mean in response.
- **Acknowledge kindness.** Be sure to show your child that you notice when someone does something nice. For example, if someone slows down to let you exit a parking lot at a busy intersection, say, "It was really nice of that driver to let me out." Likewise if your own child treats someone nicely, be sure to acknowledge and praise her effort.
- **Understand that your child's perception of differences in others comes into play.** Young children notice differences in people, just as they notice them in animals and colors of crayons, so assume the best. If your child says something socially inappropriate, it's important to explore the comment calmly. First ask, "Why do you say that?" Then you can correct the misunderstanding by more fully explaining the situation.
- **Be sensitive to messages that your child picks up from the media.** Children are just as likely to imitate **kind** actions they see in movies and read about in books as they are to act out other types of scenarios. Be aware of the programs and movies your child watches and be available to talk about what they see. Also, encourage reading books that focus on **caring** and **compassion**.
- **Explain that calling someone names or excluding him from play can be as hurtful as hitting.** If you hear your child calling someone a "poo-poo head" in the sandbox, go right into problem-solving mode with both children. Point out how the child who was called a name is upset: "Can you see the tears on his face?" Recognize that the real problem may be that the name-caller wants the giant sand bucket. Ask, "If you want something, what's another way you can get it without hurting somebody else?" It's also important to make sure the child who has been called the name isn't feeling victimized, and encourage your child to apologize.
- **Avoid setting up competition within your family.** If you say, "Let's see who can clean up the fastest," you risk setting your kids up as rivals. "When children are pitted against one another in an effort to win at anything," Kohn says, "they learn that other people are potential obstacles to their success." Instead you could encourage them to work together to get the job done and praise them for their group effort.
- **Show children how to help people in need.** You can encourage your child to donate a toy he has outgrown to the annual toy drive, while you buy a set of blocks to give away. He can also help you make cookies for a shelter and come with you when you visit someone in the hospital or nursing home.
- **Be patient with your little ones,** because **kindness** and **compassion** are learned and life presents challenging situations even to adults. Being a loving parent and a great role model will go a long way toward raising a wonderful, (**caring**) human being.



Composure is showing self-control and patience.

**I leave you peace; my peace I give you. I do not give it to you as the world does.
So don't let your hearts be troubled or afraid. John 14:27**

Many children and adults experience depression, anxiety, and severe stress. Children need to develop not only compassion for others but also compassion for themselves.

Schools tend to focus more on the outside world, but children also have an inner world built on their ability to control, understand, and connect their feelings with what is going on around them. Socio-emotional development should be as important as cognitive development. This is why schools should have programs that encourage kids to digress, step back, assess, and express how they feel.



Synonyms for Composure:

Self-control
Patience
Calm
Confidence
Serene
Mindful
Balanced
Poised



Composure

"I leave you peace; my peace I give you. I do not give it to you as the world does. So don't let your hearts be troubled or afraid." John 14:27

So we should not be like other people who are sleeping, but we should be alert and have **self-control**. 1 Thessalonians 5:6

Learn the truth and never reject it. Get **wisdom, self-control, and understanding**. Proverbs 23:23

The wise say very little, and those with understanding **stay calm**. Proverbs 17:27

Someone with a quick temper does foolish things, but someone with **understanding** remains **calm**. Proverbs 14:17

My people will live in **peaceful places** and in **safe homes** and in **calm places** of rest. Isaiah 32:18

May the Lord watch over you and give you **peace**. Numbers 6:26

But the Spirit produces the fruit of **love, joy, peace, patience, kindness, goodness, faithfulness**. Galatians 5:22

Live in **peace** with each other. Do not be proud, but make friends with those who seem unimportant. Do not think how smart you are. Romans 12:16

Do your best to **live in peace** with everyone. Romans 12:18

So let us try to do what makes **peace** and helps one another. Romans 14:19

You only need to **remain calm**; the LORD will fight for you. Exodus 14:14

This is what the Sovereign Lord, the Holy One of Israel, says: "In repentance and rest is your salvation, **in quietness and trust is your strength**, but you would have none of it." Isaiah 30:15

Raising a child who is **Patient and Calm**

“You need to **calm down**.” This is something adults say a lot when a child starts to get agitated—answering rudely, refusing to work, making insulting comments, or whining. A parent or teacher might tell a child to “go sit in the beanbag chair and **calm down**” or simply “**relax**.”

The problem is, many students don’t know *how* to **calm down**. This is especially true for children who display chronic agitation or defiance.

A lot of the time this kind of aggression isn’t deliberate – it’s often your child’s way of asserting himself if she can’t find the right words to say how he’s feeling or what he wants. And anger is fine: we’re all entitled to feel it if things don’t go our way. But anger is a feeling, while aggression is a behavior – and your child has to learn that he can’t use aggression to solve her problems.

When a child behaves inappropriately it is often due to underdeveloped **self-calming skills**, but what is the best way to teach **self-calming**? You need to guide him in learning how to manage his emotions, control his impulses and express his anger with words. Follow these tips...

1. Teach children to identify emotions.

Students who exhibit anger in the classroom are often described as “going from 0-to-60 in a split second.” In reality, however, the student’s emotions probably grew more gradually from calm to frustrated to angry, but the teacher (and the child) didn’t notice the build-up.

- Teaching a student to identify this escalation is essential if she’s to learn how to catch herself on the way up. A helpful tool to use is an “**emotional thermometer**.” When the child is **calm**, share the graphic with her, explaining how emotions often grow in intensity from **calm** to frustrated to angry. Give the child a copy of the thermometer and ask her to pay attention to where she is on it at different times of the day over the course of a few weeks, checking in with her as needed to discuss what she is noticing.
- Another way to teach a student to identify emotions is to do a “body check.” When you notice signs of frustration first beginning, label it for the child and explain how you know: “Your shoulders are hunched and your fists are clenched, so I can see you’re frustrated right now.” Over time, the child will learn to identify when she’s frustrated without your cues.
- After your child has **calmed down** from a tantrum, gently talk him through it. Ask him what was bothering him and why. “Did you think I wasn’t listening to you?” In order to do this your child needs an emotion vocabulary – and you can provide that by asking questions such as, “Were you angry?”, “Did you feel sad?”, “Were you frightened?”

2. Teach the student **self-calming strategies**.

Once a student can identify when he's frustrated or angry, he can then make use of a **calming strategy**. However, finding the right strategy for a specific student is like finding the perfect pair of shoes—you may have to try a few out before finding the right fit.

Also, students who are just learning to identify their feelings of frustration may need frequent reminders to utilize a particular strategy. Here are a few **calming strategies** that are the most useful with elementary school students:

- **Teach him to empathize:** Young children often pay little mind to the effect their behavior might have on everyone else. If your child hits, bites or kicks, get down to his level and **calmly** ask him how he would feel if someone did that to him. Prompt him to give it some thought by saying things like, "If your sister kicked you like that it would hurt you and make you cry."
- **5 deep breaths:** (Diaphragmatic breathing or "belly breathing"): True **relaxation** breathing is a strategy that takes practice. To begin, have your little one take deep breaths so that their stomach is pushed out upon inhale and relaxes during exhale.
- **Unplug him:** Children who see aggressive or violent behavior played out on the TV screen or in computer games tend to be more aggressive when they play. Experts advise "If your child is consistently aggressive, limit his exposure to it in the media. If he does see it on TV, explain that hitting isn't a nice way to act and doesn't solve problems. Reinforce the message by choosing storybooks and TV shows that promote kindness."
- **Color/draw:** This can serve as both a distraction as well as a way to express one's self. With very young children you may just want to set them up with some paper and crayons. For children a little older, they can draw a picture of what made them upset, or a picture of a time when they were feeling **calm and happy**.
- **Listen to Music:** Music can be used in many different ways. If your children are more active and need to get out some energy, maybe they can have a 3 minute dance party. Other ways to use this strategy include listening to a favorite song or playing **calming instrumental music**.
- **Drink water or have a snack:** Being hungry or thirsty can certainly contribute to our emotional state (no matter how old you are!) Parents are advised to closely monitor the use of food as a way to soothe uncomfortable feelings as this should not become a primary tool for coping with stress.
- **Count to 10:** or 50, or 100. Counting in itself can be **calming** because it focuses the mind on something else (which means that the mind isn't focused on the stress).
- **Change the scene:** During the throes of a tantrum (or even a less intense state of agitation), kids can become stuck. They can become stuck in negative thinking and stuck in inappropriate behaviors.
- **Take a break:** We all need a break sometimes, and children are no different. If it's a particular task that became too frustrating (for example, a puzzle), encourage your child to walk away from it and return at a later time. If your child has been on-the-go all day, you can expect that his/her **patience** will run out faster than usual.

3. Practice with the student at school and at home

Like any skill, practice is key. Each day, at a time when the student is **calm**, ask her to role play what she looks/acts like when she is frustrated or anxious. Then ask her to practice her **self-calming strategies**. To make the practice most effective, have the student do the role-play in the area of the classroom/home she's most likely to go when she's actually upset, such as the reading area or beanbag chair. Then when she goes there in a moment of frustration, she'll be more able to use the correct strategy in that space.

- **Practice what to say:** Offer him verbal alternatives to his rage: "Maybe you could have said this. Why don't you try that next time?" If trouble is brewing, remind him by saying, "Use your words, Tom" – and be sure to praise him when he does, perhaps via a Reward Chart with a happy face for every day he doesn't hit or by saying something like, "I'm so happy you **stayed calm** when Alex was playing with your toys.
- **Manage your own anger:** If you go off like a rocket at the slightest thing, it's likely your child will too. Children learn to manage their anger by watching the way you manage your own. It's a sobering thought, but anger habits are learned. The irony is that an aggressive child can often be a major trigger for parents to explode, but try not to let your own anger build up. Deal with it as soon as possible, using a **calm voice** to express how you feel rather than yelling. It'll have way more impact. And just as you expect your child to apologize for bad behavior, get into the habit of apologizing to him if you lose your temper inappropriately. If your child's aggressive behavior is disrupting your home and putting family members or others at risk, and he reacts explosively to even the mildest discipline techniques, speak to your doctor. She may be able to refer you to a child psychologist or counselor who can teach you new ways of interacting with your child that will help you manage his anger more effectively. Last, but certainly not least, consider your own **calm-down strategies**. Your children learn so much from you simply by observing. Take some time for personal reflection, do you yell and bang on the steering wheel when you get stuck in traffic? Are you quick to raise your voice, or do you remain more even-tempered, despite experiencing agitation? As with all skills you teach your child, don't forget to model the behavior you wish to see in your little ones.

Conclusion:

Some students will learn these skills quickly, and others will need continued support over time. **Self-calming** training takes only a few minutes a day but it's important that you focus on it daily with a child until you see the child beginning to take hold of the techniques. Not only can it prevent challenging behavior moments in the future, but **composure is an essential skill for success at school, at home, and in social settings**.

Additional Tips for Sports, Music, and other skills that require intense practice.

The first step to improve your **composure** is to identify the mental breakdowns that cause you to lose emotional control in sports. For example, an athlete or musician with very high expectations for his performance is likely to become easily frustrated and lose control emotionally when he believes that those expectations are not being met.

Below is a list of the top mental errors that can reduce your composure.

- 1. Perfectionism** — When you don't perform perfectly you lose **composure** because you become frustrated and then focus too much on your errors instead of the tasks needed to perform well.
- 2. Social approval or worrying too much about what others think** — Worrying too much or mind reading into how you think others may judge you distracts you from your performance. You lose **composure** because you are too concerned with how others may perceive your performance.
- 3. Irrational Beliefs** — Irrational beliefs cause you to stay stuck in old, ineffective patterns of behavior.
- 4. Fear of Failure** – Fear is based on your intense need to win and causes you to worry too much about losing or failing. This can lead to you play tentatively instead of **composed** and free.
- 5. Dwelling on Errors** — When you get too caught up in mistakes and dwell on them, it becomes easier to get frustrated and lose emotional control, which will not help you stay **composed** after errors.

To gain maximum **composure** in competition you must accept that you are going to make mistakes and experience setback in competitions. Remember that you are human and you can't be perfect. Learn to be more accepting of mistakes and work on the ability to move forward and focus on the next thing. When you do make a mistake have a strategy that helps you regain **composure**.

We teach the 3 R's for **composure** to help maintain **composure** after making a mistake or error. **The 3 R's for composure stand for: Recognize–Regroup–Refocus.** The first step is to Recognize that you are dwelling on the mistake, which limits your ability focus on the next play. The next task is to Regroup by interrupting the chain of thought. This requires you to battle your own emotions and dispute your irrational thinking. For example you may say, "I'm a hitter, stay **patient** and wait for my pitch." The last step and most crucial is to Refocus on the next thing. Ask yourself what you need to focus on right now to do your best on the next play? The answer will help you refocus on the task-relevant cues.

The above information was compiled from the following articles:

Teaching Self-Calming Skills - <https://www.responsiveclassroom.org/teaching-self-calming-skills/>

Calming Your Kids - <https://www.supernanny.co.uk/Advice/-/Parenting-Skills/-/Discipline-and-Reward/Calming-your-kids-how-do-you-tame-a-wild-child.aspx>

10 simple calm-down strategies for young children - <http://nspt4kids.com/parenting/10-simple-calm-down-strategies-for-young-children/>

The Key to Composure in Sports - <http://www.sportpsychologytoday.com/youth-sports-psychology/the-key-to-composure-in-sports/>



***Citizenship is caring for our belongings, our school,
our community and our nation.***

God is fair; he will not forget your work and the love you have shown him as you have helped his people and continue to help them. Hebrews 6:10

Children should be aware of the current events of the world around them. They should be able to understand and have an opinion on their rights, on the responsibility of government, and on the laws that protect them.

Schools should not just talk about this in Social Studies, but rather develop a sense of citizenship (not necessarily conformity) and love of country through student participation in the day to day management, organization, and cleanliness of smaller communities such as the classroom, other programs and activities, and the school as a whole. This includes fiscal responsibility in a classroom economy.

A Good Citizen:

- **Respects others and their property.**
- **Is helpful and considerate, willing to put others first.**
- **Listens to the views of others and thinks about what they have to say.**
- **Helps people who are not in a position to help themselves.**
- **Respects the environment and does not damage it in any way.**
- **Words hard.**
- **Is well-mannered and pleasant.**
- **Is always willing to learn.**

Synonyms for Citizenship:

Compassion	Patriotism
Courage to stand up for others and for your beliefs	Perseverance (not giving up)
Development of Life Skills	Respect for others
Good judgement	Punctuality
Honesty/fairness	Responsibility
Integrity	Self-discipline
Leadership	Self-respect (this is not the same as self-esteem)
Loyalty	Stewardship of God's blessings



God . . . will not forget your work and the love you have shown him as **you have helped his people and continue to help them**. We want each of you to show this same diligence to the very end, so that what you hope for may be fully realized. Hebrews 6:10-11

The LORD God took the man and put him in the Garden of Eden to **work it and take care of it**. The LORD God said, "It is not good for the man to be alone. I will make a helper suitable for him. Genesis 2:15, 18

Learn to do good. Seek justice. Punish those who hurt others. Help the orphans. Stand up for the rights of widows. Isaiah 1:17

Everything should be done in a **fitting and orderly** way. I Corinthians 14:40

Now you who are not Jewish are not foreigners or strangers any longer, but are **citizens** together with God's holy people. You belong to God's family. Ephesians 2:19

Guard what has been entrusted to your care. I Timothy 6:20

Do everything without grumbling or arguing, so that you may become blameless and pure, "children of God without fault in a warped and crooked generation." Then **you will shine among them like stars in the sky as you hold firmly to the word of life**. Philippians 2:14-16

20 activities that foster citizenship in children

1. Hold a discussion on what **citizenship** means -- including **rights** and **responsibilities** of **citizens**.
2. Define a **good citizen** and have the students share personal stories about when they exhibited **citizenship**. For example:
 - I was friendly to a new child from a different school, a different country.
 - I helped clean up the park.
 - My mom and I passed out voter pamphlets.
 - I collected used toys and clothes for needy children.
 - I walked away from a fight.
 - I said "no" when a friend asked me to steal money from another child.
 - I wear my bike helmet and follow other bike safety rules.
 - I wait for the signal to cross the street and I stay in the cross walk.
3. Ask students to describe what would happen if there were no rules or laws at home, in school, in traffic or against stealing, attacking, etc.
4. Involve them in making rules at home and in the classroom. Discuss why rules are important and have them define the consequences if they are broken.
5. Ask the students to interview a veteran, immigrant, or person who lived through the Great Depression. Together make a list of questions they could ask such as:
 - How do you feel about the United States of America?
 - Tell me about your life?
 - What was a difficult time for you?
 - What does being a U.S. citizen mean to you?Have the children write about or draw what they discovered, report their findings and post the results on a bulletin board.
6. Have the children write a poem, story, play or song about **citizenship**. Have them perform their creation for others.
7. Ask the students to search for **local citizens** who generously contribute to the good of the community. Thank or honor them in some way.
8. Have them read, analyze and debate newspaper articles on various topics concerning civic life.
9. Have the children create a video on "American Life" or another related topic.
10. Invite speakers to share their knowledge of United States history or portray historical characters.
11. Read or have the students read stories about extraordinary Americans and then act out the stories.
12. Teach an understanding of the country's founding documents: Declaration of Independence, U. S. Constitution, and the Bill of Rights.
13. With an adult's assistance have the students take photographs in their community for a book entitled "Our Freedoms," "Our **Citizens**" or another related topic.

14. Attend city council meetings, school board meetings or court sessions. Visit historical museums, monuments, and/or national parks.
15. Teach the children patriotic songs to sing at a parent program, school or community event.
16. After researching the significance of American symbols and/or the Pledge of Allegiance, have the children make a bulletin board explaining what they learned.
17. Have the students create a presentation to teach younger students about the American Flag, its history, symbolism, care and proper display.
18. Discuss taxes and why our local, state and national governments need income for police, firemen, prisons, roads, etc.
19. Support a school-wide student council composed of representatives from each classroom.
20. Encourage students to participate in community service projects such as recycling, picking up litter, and volunteering for other worthwhile projects.

More resources:

(We do not endorse these websites. They are just suggestions to get you started on your own research.)

Helping Your Child Become a Responsible Citizen

With activities for elementary, middle and high school-aged children.

(We tried to order these booklets, but they are no longer in print.)

<https://www2.ed.gov/parents/academic/help/citizen/citizen.pdf>

Teaching Good Citizenship's Five Themes

With activities for grades K-6

http://www.educationworld.com/a_curr/curr008.shtml

Helping Students Become Engaged Citizens

Project ideas to help your students realize the impact they can have on their community and beyond.

<https://www.edutopia.org/article/helping-students-become-engaged-citizens>

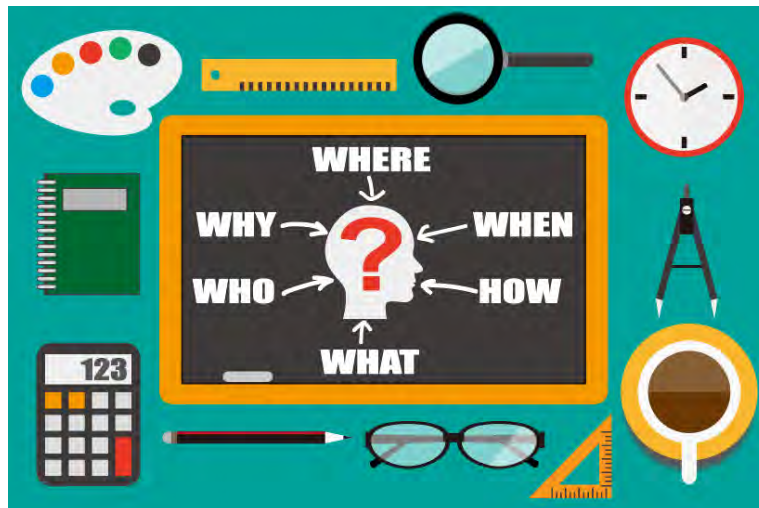


Clear thinking is evaluating information and making wise decisions.

Do not be shaped by this world; instead be changed within by a new way of thinking. Then you will be able to decide what God wants for you; you will know what is good and pleasing to him and what is perfect. Romans 12:2

Today's students are bombarded with so much information online and even offline. They need to strengthen their critical thinking to know how to make use of the data, how to incorporate it correctly into life, and how to determine truth from fallacy.

Clear thinking should be at the heart of every discipline in school and a cultivated habit outside it, too.



Synonyms for Clear Thinking:

- Analysis of ideas and information in order to formulate judgements
- Discerning the truth (knowing the difference between right and wrong)
- Learning to ask the right questions
- Objective (able to balance the pros and cons)
- Pro-active rather than reactive
- Perceptive (able to read between the lines)
- Synthesis of ideas and information (put it all together, see the big picture)



Clear Thinking

Do not be shaped by this world; instead be changed within by a new way of **thinking. Then you will be able to decide what God wants for you; you will know what is good and pleasing to him and what is perfect. Rom 12:2**

Those who are careful about what they say protect their lives, but whoever speaks without **thinking** will be ruined. Proverbs 13:3

Let the peace that Christ gives control your **thinking**, because you were all called together in one body to have peace. Always be thankful. Colossians 3:15

The person with **understanding** is always looking for **wisdom**, but the mind of a fool wanders everywhere. Proverbs 17:14

Only the LORD gives **wisdom**; he gives **knowledge** and **understanding**. Proverbs 2:6

But **wisdom** will help you be good and do what is right. Proverbs 2:20

Those who make fun of **wisdom** don't like to be corrected; they will not ask the wise for advice. Proverbs 15:12

This is my prayer for you: that your love will grow more and more; that you will have **knowledge** and **understanding** with your love; that you will see the difference between good and bad and will choose the good. Philippians 1:9-10

It takes **wisdom** to have a good family, and it takes **understanding** to make it strong. Proverbs 24:3

Since you were a child you have known the Holy Scriptures which are able to make you **wise**. And that **wisdom** leads to salvation through faith in Christ Jesus. 2 Timothy 3:15

But if any of you needs **wisdom**, you should ask God for it. He is generous to everyone and will give you **wisdom** without criticizing you. James 1:5

Ideas for Raising Students Who Know How to Think Clearly

Nine easy discussion starters for parents:

- 1. Name and Notice Thinking**
Use the language of **thinking** to name and notice the **thinking** your child is using and thus make it more visible. *I like how you have used what you already know to make connections. That's a perspective I hadn't thought about.*
- 2. Develop a Growth Mindset**
Develop a **growth mindset** in your child by focusing your praise on process, **learning**, and effort (*You really worked hard on this and have learned a lot. You've really developed as a musician.*), as opposed to ability (*You're so clever. You're good at math.*)
- 3. Challenge but Don't Rescue**
When your child encounters difficulties, don't jump in to solve the problem and rescue him/her. Instead, **ask questions** that will help him/her to **think** through the problem, **identify**, and **choose a course of action**.
- 4. What Questions Did You Ask Today?**
Our questions drive us as learners. Instead of asking your child, "Did you learn anything today?," you could say, "Did you ask a good question today?" This will encourage your child to **be more invested in the types of questions** they ask at school.
- 5. Focus on the Learning Over the Work**
Learning is the goal of an assignment. Take a moment to ask your child what the purpose of each homework assignment is, what do they think the teacher wants them to **learn** and get better at as a result. Then **monitor the learning, not the work**.
- 6. Support Your Child in Arguing Effectively and Persuasively**
Research has shown that teenagers who **argued constructively** with their parents by **building a case and providing evidence** for their position were more enabled to speak up, voice an opinion, and use evidence in other facets of life.
- 7. Provide Time to Pursue Passions**
Students need time and space to pursue their passions and interests. Pay attention to your child's **learning and passions outside of school** and make time for them.
- 8. Make Your Own Thinking Visible**
You are a model for your child of what it means to be **a thinker and a learner**. Model your own **interests, passions, curiosity, reflection, learning, and thinking** for your child.
- 9. What Makes You Say That?**
By simply asking, "What makes you say that?," in a curious and non-judgmental tone after someone has given a response, we are able to get a window into **the thinking behind that person's initial response**.

<http://www.pz.harvard.edu/resources/9-apps-for-parents>

Excerpts from “Strategies for Students With Scattered Minds”

By Dr. Donna Wilson and Marcus Conyers, September 12, 2016

Parents and teachers can help students strengthen their brain's executive function with "workouts" in which they practice **pausing, prioritizing, improving their working memory, and mapping their options.**

The brain’s executive function network directs one’s **thinking** and **cognitive abilities** toward setting goals and planning to achieve them, establishing priorities, getting and staying organized, and focusing attention on the task at hand. Now imagine trying to perform those abilities if your brain’s executive functioning system wasn't working effectively.

"Just a moment, let me think." Students who exhibit poor impulse control often benefit from strategizing about ways to overcome habits like blurting out an answer without **thinking** it through or behaving in ways that distract other students. For example, you might suggest that an impulsive student repeat the question either out loud or silently before answering. Incorporating regular opportunities for movement into lessons can also help students reduce impulsive behaviors and stay focused on learning at school or at home.

Start with the end in mind. **Breaking down learning tasks** into a series of instructions is another useful strategy that models for students a step-by-step approach to direct their attention toward a small, discrete action that will move them closer to accomplishing their clear intent. Each little success along the way -- clicking another item off the to-do list -- can help keep students focused on big goals.

Learn to remember. Researchers working with students with attention deficits found that [training to improve working memory](#) (PDF) helped them avoid distractions and improve school outcomes. A variety of strategies have been developed to bulk up working memory.

Consider more options. Students with ADD may grab on to the first idea or answer that comes to mind. You can teach students to **map their options** with a graphic organizer that places the problem or question in the middle and encourages them to surround it with two or more solutions -- and the more the merrier. Option mapping reinforces that there is often more than one way to solve a problem or think about a concept. That in itself is a useful example of executive function at work!

5 Critical Skills to Empower Students in the Digital Age

1. Learn how to ask the right questions.
2. Know how to get the answers.
3. Learn about work created by other students.
4. Know how to work with people around the world.
5. Self-reflect upon their work.

<https://ww2.kqed.org/mindshift/2015/08/17/five-critical-skills-to-empower-students-in-the-digital-age/>



Curiosity is asking questions and exploring the world.

The discerning heart seeks knowledge. Proverbs 15:14

Curiosity is defined as a strong desire to know or learn something. Young children are eager to explore just about everything. They will look for ways to learn for themselves, from each other, and from any source they can.

Our job as adults is to nurture and guide their curiosity. We must learn the art of asking the right questions that will spur them on to greater discoveries.

The future belongs to the curious. The ones who are not afraid to try it, explore it, poke at it, question it and turn it inside out.



Synonyms for Curiosity:

Questioning
Intrinsic Motivation
Inquiring
Interest
Inquisitive
Researching
Wondering
Searching
Seeking
Wanting to know



Curiosity

The discerning heart **seeks knowledge. Proverbs 15:14**

God does **wonders** that cannot be understood; he does so many miracles they cannot be counted. Job 5:9

They **search** for places where rivers begin and bring things hidden out into the light. Job 28:11

The Bereans were **eager to hear** what Paul and Silas said and **studied** the Scriptures every day to **find out** if these things were true. Acts 17:11

But **seek** God's kingdom, and all your other needs will be met as well. Luke 12:31

You who are uneducated, **seek wisdom**. You who are foolish, **get understanding**. Proverbs 8:5

Practical Tips to Inspire Student Curiosity

<http://blog.connectionsacademy.com/5-strategies-to-inspire-curiosity-in-students>

“I think, at a child’s birth, if a mother could ask a fairy godmother to endow it with the most useful gift, that gift should be curiosity.” —Eleanor Roosevelt

Think about the last time a book, movie, or conversation sparked your curiosity. When something ignites your curiosity, regions of your brain associated with reward, memory, and motivation actually “fire up” with activity. In other words, curiosity can be a great motivator that makes the brain sincerely want to learn. Researchers from the University of California, Davis, suggests a link between motivation and curiosity as discovered in 2014 when they set out to understand how curiosity affects learning.

This research reminds parents, learning coaches, and teachers how crucial it is to engage our students’ curiosity every day. Consider these five strategies you can use to inspire curiosity in school and beyond:

1. **Be curious yourself. Model an open, inquisitive attitude to new and familiar activities, ideas, people, and cultures.** Curiosity is contagious. Try a new sport, start a new hobby, or take an online course in an unfamiliar subject. Seek out people with different backgrounds and viewpoints, and then actively listen to what they have to say. As you take on these new challenges, share your experience with your student—the excitement, the rewards, and the challenges. In the process, you’ll inspire your student to tackle new subjects and persevere through the initial discomfort that often comes with learning something unfamiliar.
2. **Ask questions and question answers.** You’ve heard the saying, “It’s the journey, not the destination.” When it comes to curiosity, it’s the question, not the answer, that engages students. The destination has value and will reward a student’s hard work. The journey, however, makes that end result more exciting and satisfying. Curiosity starts the journey and motivates a learner to keep going, no matter how rocky the path. In his book *Why Don’t Students Like School?*, cognitive scientist Daniel Willingham argues that focusing on answers first actually dampens a student’s natural curiosity. To draw students in, you need to ask open-ended questions that encourage them to seek out their own answers—questions that cannot be answered with a yes or a no or a shrug of the shoulders. Open-ended questions can begin with phrases like:
 - What would happen if ...
 - What would it be like to ...
 - Why did ...
 - How do we know that ...
 - What did you think when ...

Consider the format FQR: Fact, Question, Response. When presenting a new fact, expand with a question. For example, “Beethoven kept composing as his hearing was getting worse. I wonder how he felt about that?” A student’s response might be, “I’d be scared and angry.” With you as a model, students will learn to frame their own questions and even go on to question the answers. In the words of the late George Carlin, “Don’t just teach your children to read. Teach them to question what they read.”

Practice and encourage active listening. Of course, great questions are pointless if no one is listening. When you actively listen to your student, you’re also demonstrating how he or she can live curiously and communicate effectively. By example, show your student how to listen with full attention, how to play back or paraphrase the speaker’s comments, and how to ask questions that generate more information and maybe even more questions.

- 4. Look for the hook; relate “uninteresting” or difficult subjects directly to your student’s interests and daily life.** One of the advantages of personalized online learning is the ability to tailor lessons to your student’s interests, strengths, and challenges. If your student loves sports, then explore a favorite game through its venue locations (geography), statistics (math), or background on a favorite player (memoir or biography). Team names themselves can have amazing backstories. The Lansing Lugnuts and the Burlington Bumblebees, for example ... no, I’ll let your curiosity lead you.

Find books related to your student’s interests. Students who love horses might be curious about how the invention of the automobile diminished the need for horses as everyday transportation. A science lover may relate to the history of inventions or to Clara Barton’s impact on modern medicine. With the right hook to your student’s interests, you can completely transform almost any subject into a fascinating source of information.

- 5. Present new information in chunks.** Now that you’ve piqued your student’s curiosity, don’t risk killing it with information overload. Research shows that for every ten minutes of lesson time, students need at least two minutes to process what they’ve learned. A physical and mental break helps the body and the brain refresh themselves. So use the 10/2, or “chunk and chew,” strategy. By presenting new information in 10-minute chunks and limiting it to 2–3 main points, you’ll keep your student’s attention and make the information easier to absorb.



Creativity is thinking of new ideas and learning how to make them happen.

All things have been created through him and for him. Colossians 1:16

In his book *Creative Schools*, Ken Robinson states, “Powers of imagination and creativity are among the few things that set us apart from the rest of life on earth. But they make all the difference.” He further states, “Creativity is about fresh thinking. It’s a dynamic process that often involves making new connections, crossing disciplines, and using metaphors and analogies. It involves refining, testing, and focusing on what you’re doing. It’s about original thinking on the part of the individual and about judging critically whether the work in process is taking the right shape and is worthwhile. Creativity is not the opposite of discipline and control.” (The most watched TEDTalk is Ken Robinson’s “*Do Schools Kill Creativity?*”)

In his book *Steal Like An Artist*, Austin Kleon says, “Creativity is subtraction. In this age of information abundance and overload . . . figure out what to leave out. Nothing is more paralyzing than the idea of limitless possibilities.” Dr. Seuss was once challenge to write a book using only 50 different words and he came up with *Green Eggs and Ham*!!

Watch an excellent video about creativity! A crash course in creativity: Tina Seelig at TEDxStanford – 18 min. : <https://www.youtube.com/watch?v=gyM6rx69iqg>

Innovation Engine

“Creativity can be unlocked via a process and is fostered by internal and external factors.” Tina Seelig



Synonyms for Creativity:

Alternate solutions
Uniqueness
Vision
Innovation
Inspiration
Originality
Imagination
Culture



Creativity

All things have been **created** through him and for him. Colossians 1:16

So God **created** human beings in his image. In the image of God he **created** them. He **created** them male and female. Genesis 1:27

But be glad and rejoice forever in what I will **create**. Isaiah 65:18

For you **created** my inmost being; you knit me together in my mother's womb. Psalm 139:13

The LORD **created** the heavens. He is the God who **formed the earth and made it**. He did not want it to be empty, but he wanted life on the earth. Isaiah 45:18

When God **created** human beings, he **made** them in his own likeness. Genesis 5:1 NCV

Raising Creative Kids

10 Tips for Creating a Fertile Environment for Kids' Creativity and Growth

(excerpt from: *Lifelong Kindergarten: Cultivating Creativity through Projects, Passion, Peers, and Play* by Mitchel Resnick)

1. IMAGINE : SHOW EXAMPLES TO SPARK IDEAS

A blank page, a blank canvas, and a blank screen can be intimidating. A collection of examples can help spark the imagination. When we run Scratch workshops, we always start by showing sample projects—to give a sense of what's possible (inspirational projects) and to provide ideas on how to get started (starter projects). We show a diverse range of projects, in hopes of connecting with the interests and passions of workshop participants. Of course, there's a risk that children will simply mimic or copy the examples that they see. That's OK as a start, but only as a start. Encourage them to change or modify the examples. Suggest that they insert their own voice or add their own personal touch. What might they do differently? How can they add their own style, connect to their own interests? How can they make it their own?

2. IMAGINE : ENCOURAGE MESSING AROUND

Most people assume that imagination takes place in the head, but the hands are just as important. To help children generate ideas for projects, we often encourage them to start messing around with materials. As children play with LEGO bricks or tinker with craft materials, new ideas emerge. What started as an aimless activity becomes the beginning of an extended project. We'll sometimes organize mini hands-on activities to get children started. For example, we'll ask children to put a few LEGO bricks together, then pass the structure to a friend to add a few more, then continue back and forth. After a few iterations, children often have new ideas for things they want to build.

3. CREATE : PROVIDE A WIDE VARIETY OF MATERIALS

Children are deeply influenced by the toys, tools, and materials in the world around them. To engage children in creative activities, make sure they have access to a broad diversity of materials for drawing, building, and crafting. New technologies, like robotics kits and 3-D printers, can expand the range of what children create, but don't overlook traditional materials. A Computer Clubhouse coordinator was embarrassed to admit to me that her members were making their own dolls with "nylons, newspapers, and bird seed," without any advanced technology, but I thought their projects were great. Different materials are good for different things. LEGO bricks and popsicle sticks are good for making skeletons, felt and fabric are good for making skins, and Scratch is good for making things that move and interact. Pens and markers are good for drawing, and glue guns and duct tape are good for holding things together. The greater the diversity of materials, the greater the opportunity for creative projects.

4. CREATE : EMBRACE ALL TYPES OF MAKING

Different children are interested in different types of making. Some enjoy making houses and castles with LEGO bricks. Some enjoy making games and animations with Scratch. Others enjoy making jewelry or soapbox race cars or desserts—or miniature golf courses. Writing a poem or a short story is a type of making, too. Children can learn about the creative design process through all of these activities. Help children find the type of making that resonates for them. Even better: Encourage children to engage in multiple types of making. That way, they'll get an even deeper understanding of the creative design process.

5. PLAY : EMPHASIZE PROCESS, NOT PRODUCT

Throughout this book, I've emphasized the importance of making things. Indeed, many of the best learning experiences happen when people are actively engaged in making things. But that doesn't mean we should put all our attention on the things that are made. Even more important is the process through which things are made. As children work on projects, highlight the process, not just the final product. Ask children about their strategies and their sources of inspiration. Encourage experimentation by honoring failed experiments as much as successful ones. Allocate times for children to share the intermediate stages of their projects and discuss what they plan to do next and why.

6. PLAY : EXTEND TIME FOR PROJECTS

It takes time for children to work on creative projects, especially if they're constantly tinkering, experimenting, and exploring new ideas (as we hope they will). Trying to squeeze projects into the constraints of a standard 50-minute school period—or even a few 50-minute periods over the course of a week—undermines the whole idea of working on projects. It discourages risk taking and experimentation, and it puts a priority on efficiently getting to the “right” answer within the allotted time. For an incremental change, schedule double periods for projects. For a more dramatic change, set aside particular days or weeks (or even months) when students work on nothing but projects in school. In the meantime, support after-school programs and community centers where children have larger blocks of time to work on projects.

7. SHARE : PLAY THE ROLE OF MATCHMAKER

Many children want to share ideas and collaborate on projects, but they're not sure how. You can play the role of matchmaker, helping children find others to work with, whether in the physical world or the online world. At Computer Clubhouses, the staff and mentors spend a lot of their time connecting Clubhouse members with one another. Sometimes, they bring together members with similar interests—for example, a shared interest in Japanese manga or a shared interest in 3-D modeling. Other times, they bring together members with complementary interests—for example, connecting members with interests in art and robotics so that they can work together on interactive sculptures. In the Scratch online community, we have organized month-long Collab Camps to help Scratchers find others to work with—and also to learn strategies for collaborating effectively.

8. SHARE : GET INVOLVED AS A COLLABORATOR

Parents and mentors sometimes get too involved in children's creative projects, telling children what to do or grabbing the keyboard to show them how to fix a problem. Other parents and mentors don't get involved at all. There is a sweet spot in between, where adults and children form true collaborations on projects. When both sides are committed to working together, everyone has a lot to gain. A great example is Ricarose Roque's Family Creative Learning initiative, in which parents and children work together on projects at local community centers over five sessions. By the end of the experience, parents and children have new respect for one another's abilities, and relationships are strengthened.

9. REFLECT : ASK (AUTHENTIC) QUESTIONS

It's great for children to immerse themselves in projects, but it's also important for them to step back to reflect on what's happening. You can encourage children to reflect by asking them questions about their projects. I often start by asking: “How did you come up with the idea for this project?” It's an authentic question: I really want to know! The question prompts them to reflect on what motivated and inspired them. Another of my favorite questions: “What's been most surprising to you?” This question pushes them away from just describing the project and toward reflecting on their experience. If something goes wrong with a project, I'll often ask: “What did you want it to do?” In describing what they were trying to do, they often recognize where they went wrong, without any further input from me.

10. REFLECT : SHARE YOUR OWN REFLECTIONS

Most parents and teachers are reluctant to talk with children about their own thinking processes. Perhaps they don't want to expose that they're sometimes confused or unsure in their thinking. But talking with children about your own thinking process is the best gift you could give them. It's important for children to know that thinking is hard work for everyone—for adults as well as children. And it's useful for children to hear your strategies for working on projects and thinking through problems. By hearing your reflections, children will be more open to reflecting on their own thinking, and they'll have a better model of how to do it. Imagine the children in your life as creative thinking apprentices; you're helping them learn to become creative thinkers by demonstrating and discussing how you do it.



Communication is expressing thoughts and feelings clearly and confidently in many ways.

**Wise people use their words to spread knowledge,
but there is no knowledge in the thoughts of fools. Proverbs 15:7**

People should be able to communicate their thoughts and express their feelings well through words. Societies also communicate through numbers and their meanings. Humans should also be able to express themselves not just in written and verbal form but also in other media including photography, visual arts, music, theater, and dance.



Synonyms for / Attributes of Communication:

Ability to articulate
Awareness of audiences (who you are trying to reach)
Discretion in what you share and who you share it with
Logical
Persuasive
Sensitivity
Thoughtful

Ways to Communicate:

- Verbal
- Non-verbal
- Visual Arts
- Performing Arts



Communication

Wise people use their words to spread knowledge, but there is no knowledge in the thoughts of fools. Prov 15:7

Foolish people cannot understand wisdom. They have nothing to **say** in a **discussion**. Proverbs 24:3

A gentle **answer** will calm a person's anger, but an unkind **answer** will cause more anger. Proverbs 15:1

Hear; for I will **speak** of excellent things; and the opening of my lips shall be right things. Proverbs 8:6

But **speaking** the truth in love, may grow up into him in all things, which is the head, even Christ. Ephesians 4:15

When you **talk**, do not say harmful things, but **say** what people need—**words** that will help others become stronger. Then what you **say** will do good to those who **listen** to you. And do not make the Holy Spirit sad. The Spirit is God's proof that you belong to him. God gave you the Spirit to show that God will make you free when the final day comes. Do not be bitter or angry or mad. **Never shout angrily or say things to hurt others**. Never do anything evil. Be kind and loving to each other, and forgive each other just as God forgave you in Christ. Ephesians 4:29-32

Let all bitterness, and wrath, and anger, and clamour, and evil **speaking**, be put away from you, with all malice: Ephesians 4:31

Speak not evil one of another, brethren. He that **speaketh** evil of his brother, and judgeth his brother, **speaketh** evil of the law, and judgeth the law: but if thou judge the law, thou art not a doer of the law, but a judge. James 4:11

So you must **stop telling lies**. **Tell each other the truth**, because we all belong to each other in the same body. Ephesians 4:25

Six Communication Skills Every Child Should Know – by Elena Neitlich

Teaching children how to communicate politely and effectively is one of a parent's most important tasks.

Failing to teach proper communication skills could socially limit a child for a lifetime. Teaching children how to communicate politely and effectively is one of a parent's most important tasks. Assuming that children will learn proper communication skills without parental guidance is a big mistake. Parents should begin teaching their children basic communication skills at birth and continue to hone their child's skills as the child matures. **Communicating well with others is a basic tenet of society.**

Daily conversations with children are an excellent way for parents to model basic communication skills. Deliberate conversations with children, using polite conversational skills, help lay a foundation for good communication later in life. The parent's ultimate goal is to raise a person who converses courteously, who listens to what others say, and who is able to clearly express his or her own thoughts, ideas and opinions. On page 195 of her book, *Emily Post's Etiquette*, Peggy Post lists six basics of communication that parents should teach to their kids.

First, make eye contact. It is important that children be taught to establish eye contact with the person with whom they are speaking. Looking directly at the other person in the conversation shows interest and gives respect. Children need to be taught that looking away is a sign of disinterest and is not good manners.

Second, speak clearly and correctly. Using good pronunciation, not rushing speech and using good grammar are all aspects of communication that parents should model for children. Parents should pay attention to how their children are speaking and gently correct without embarrassing. There is no need to correct mistakes in front of others, doing so may cause children to feel self-conscious, inhibiting their speech in public.

Third, take turns and don't interrupt. Children must be trained not to jump into a conversation just because they feel like talking. It is important that parents curb this behavior and teach children self-control. When a child interrupts, the parent should stop their conversation, firmly tell the interrupting child to wait their turn, and then pick-up the conversation where they left off.

Fourth, pay attention and respond appropriately. Modeling good listening skills to children is the best way to teach good listening. When conversing with children, parents should listen attentively and repeat key phrases back to the child so that the child feels heard. Ask appropriate questions of the child and allow the child to respond. Show interest in what the child has to say. The best conversationalists are those who listen well.

Fifth, enter conversations politely. There is a correct way to join a conversation that uses good manners. If parents consistently demonstrate how to politely enter a conversation, overtime, children will learn the practice. Parents should show children how to approach the group quietly, smile to those in conversation, listen to what people are saying, and wait until they are spoken to before speaking. It is also important for parents to teach children how to behave politely when someone joins an active conversation. Those in the group should smile and nod to recognize the person joining them, when the speaker finishes, the group can greet the newcomer and make introductions.

Finally, end conversations pleasantly. Walking away from a conversation with good manners is a crucial skill to possess and one that parents should work hard at teaching to their children. Parents should encourage children to leave a conversation saying some pleasantries such as, "I promised my cousin that I would throw the ball with him and so I need to go now, but it was really nice talking to you." Other important skills that parents should focus on when teaching children basic communicational skills are controlling volume, not using "potty talk" and keeping private matters private.

Parents should also help children to understand nonverbal communication and cues. Rude facial expressions like eye rolling and grimaces as well as yawning at a speaker, hair twisting, turning one's back to the speaker, finger nail picking and checking one's watch, are all bad manners. Children need to learn that their nonverbal actions and behaviors can make people feel badly. Learning to read other people's nonverbal cues is an important lesson too, and with time, children will begin to understand when to end conversations, finish a story or change a subject.

Being an adept communicator is a necessary skill in today's world. Children need guidance from their parents to learn how to communicate effectively and politely. Good listening skills, self-control, use of good grammar, and sensitivity are all skills that are learned. If parents start modeling conversation skills early, they will help their children develop refined and sophisticated communication behaviors that will benefit them greatly in adulthood.



Collaboration is working and playing well with others.

Live in peace with each other. Do not be proud, but make friends with those who seem unimportant. Do not think how smart you are. Romans 12:16

People are social beings, so an important skill is the ability to work/play well with others. Ken Robinson says, “Through group work, people learn to cooperate with others in solving problems and meeting common goals, to draw on each other’s strengths and mitigate weaknesses, and to share and develop ideas. They can learn to negotiate, to resolve conflicts, and to support agreed solutions.”



Synonyms for Collaboration

- Combining ideas
- Cooperation
- Listening to/respecting others’ ideas or opinions
- Pulling together
- Sharing ideas and sharing the work
- Team up



Collaboration

Live in peace with each other. Do not be proud, but make friends with those who seem unimportant. Do not think how smart you are. Romans 12:16

May the patience and encouragement that come from God allow you to **live in harmony** with each other the way Christ Jesus wants. Romans 15:5

The craftsman **encourages** the goldsmith, and the workman who smooths the metal with a hammer encourages the one who shapes the metal. He says, "This metal work is good." Isaiah 41:7

Do everything without complaining or arguing. Philippians 2:14

He must be a good family leader, having children who **cooperate** with full respect. 1 Timothy 3:4

[Friends and Family Give Strength] Two people are better than one, because they get more done by **working together.** Ecclesiastes 4:9

One man will build the Temple of the LORD, and the other will receive honor. **One man will sit** on his throne and rule, and the other will be a priest on his throne. And these two men will **work together in peace.** Zechariah 6:13

We are God's workers, **working together**; you are like God's farm, God's house. 1 Corinthians 3:9

The whole body depends on Christ, and all the parts of the body are joined and held together. **Each part does its own work to make the whole body grow and be strong with love.** Ephesians 4:16

Teaching kids to collaborate

By Kristen Granger, MS and Mary Anne Duggan, PhD | August 2015

Early elementary classrooms are full of opportunities for children to learn collaboration as they work and play together.

In one corner of the room, two children look for pieces to complete a puzzle. At the horseshoe-shaped table, students huddle around a teacher and work on an art project together. In another area, students learn about geometric shapes as they construct a tower.

Early elementary classrooms are full of opportunities for children to work and play together. Teachers often organize children into small groups to provide an intimate academic and peer experience.

During free time, children create their own groups and participate in activities that build skills like problem-solving, communication, cooperation, active listening, creative thinking and leadership.

Cathy Skinner, who teaches a multi-age fourth- and fifth-grade class at Redfield Elementary School in Scottsdale, knows that good collaborators are made, not born. “Collaborative skills need to be explicitly taught to children,” says Skinner.

The best way to teach collaborative skills is to use them, Skinner says. “Model how to accept a compliment. Model how to respond positively to a put-down. Then talk about it.”

Parents can also:

- Encourage children to interact with siblings or friends by putting on a play or playing board games in teams. Be available to make suggestions as children practice negotiation skills.
- Acknowledge and support children when they work well together.
- Promote communication and active listening. If children are having difficulty working together, take time to talk about different perspectives. Encourage them to discuss their feelings and listen to one another.
- Talk about “stepping into someone else’s shoes” to teach empathy.
- Talk with children the value of having a positive attitude, encouraging other group members and including friends in groups.

When collaborative skills are honed at home, children can apply them to all areas of life.

“Children today are headed into a future where we don’t know what to expect, but collaboration will be a key to their success,” says Skinner. “They will need to know how to be leaders, organizers, idea generators, helpers and encouragers.”

Why is Chapter 10 so important?

This Parent Guide is a living document that will grow and change as the school faculty/staff and the parents continue to work together to develop the 8 Cs program at Trinity. Chapter 10 is first draft of the types of growth we are looking for in Trinity students in three areas:

- **Spiritual Growth** -- Enriching children as they grow in their faith walk;
- **Character Development** -- Enabling children to become moral, civic, well-mannered, well-behaved, non-bullying, successful adults; and
- **Age-appropriate Life Skills** -- Teaching the skills needed to deal effectively with the challenges in everyday life, whether at school, at work or in our personal lives.

As we continue to refine and build upon the 8 Cs program, we believe this framework will guide our students to a better future – something that parents are looking for when choosing a school for their children.





Spiritual Development

Sources: *The Stages of Spiritual Growth* by Judy Bryson
Understanding Your Child's Spiritual Development by Paul Heidebrecht

Spiritual development – like physical, emotional, and intellectual development – is a gradual process with definite stages. Throughout their lives children are constantly being influenced by the examples of others and the experiences they have personally. One of our major responsibilities as parents is to provide them with strong Christian role models with whom they can build meaningful and solid relationships. We must also provide multiple experiences where they can discover, practice, and exercise their faith.

infancy

- Talk, read, play, sing and pray with children.
- Begin family faith traditions and holiday rituals.
- Attend worship services.

ages 1-3

- Continue the activities begun in infancy, but with increasing involvement of children.
- Encourage your child to pray.
- Encourage your child to begin participating in worship services.

ages 3-7

- Continue the previous activities with even more involvement of the children.
- Add exciting narration to the reading of Bible stories. Encourage active use of imagination on the part of the children. Encourage children to ask questions about the Bible readings and imagine what biblical characters might say. Then involve the children in creative telling and dramatizing of Bible stories.
- Ask the children to relate their own real life situations – good, bad, and routine – to the Bible stories they are learning. For example, if they are in trouble, ask them which commandments they have broken. Or when they have done something positive, ask them who in the Bible was an example of a particular behavior such as trust or patience.
- Provide worship readiness opportunities to help children understand what it means to worship and why the congregation participates in the various aspects of the worship service.

ages 7-12

- Give children opportunities to lead the Bible reading, discussion and prayer.
- Provide informal times when children can do something while discussing issues that are sensitive or important to them.
- Plan service projects that could include the family, such as helping to feed the homeless, food or toy drives, church clean-up days.

ages 13-18

- Support and encourage children and youth to take part in worship services.
- Look for opportunities for intergenerational learning experiences.
- Encourage youth to share faith experiences with their family and church family.
- Encourage youth to be involved in service and mission opportunities.
- Provide opportunities for youth to lead or teach younger children in different contexts such as Sunday School and Vacation Bible School.



Ages 3-5

Compassion

- Begins to show empathy, understanding and awareness of others' feelings.
- Cooperates, shares, plays harmoniously, and comforts others in distress.

Composure (internal / thinking)

- Learns to identify, regulate, and control his/her behavior in healthy ways; uses adult support positively in stressful situations.
- Begins to sense danger accurately, seeks help from trusted adults; learns to resist peer pressure to participate in unacceptable or risky behavior.
- Begins to resolve conflict without using physical aggression or hurtful language.
- Stands up for a growing sense of what is fair and right.
- Understands the difference between truth and lies; is truthful to the extent of his/her understanding.
- Follows through on simple tasks to take care of himself/herself and to help others.
- Learns about his/her cultural identity and shows acceptance of those who are racially, physically, culturally or ethnically different.
- Finds the world interesting and enjoyable and feels that he/she has a positive place in it.

Citizenship (external / community)

- Maintains reasonable behavior as taught by parents, caregivers, teachers.
- Has opportunities to perform simple but meaningful and caring actions for others.
- Shows concern for people who are excluded from play and other activities or not treated fairly because they are different.
- Shows acceptance of those who are racially, physically, culturally or ethnically different.

Clear Thinking

- Begins to plan for the immediate future, choosing from among several options and trying to solve problems.

Curiosity

- Responds to new experiences with curiosity and energy, resulting in the pleasure of mastering new learning and skills.
- Fully participates in a variety of activities that offer opportunities for learning.
- Enjoys a variety of pre-reading activities: adults reading to her or him daily, looking at and handling books, playing with a variety of media, and showing interest in pictures, numbers and letters.
- Anticipates new opportunities, experiences and milestones.

Creativity

- Has daily opportunities to play in ways that allow self expression, physical activity, and interaction with others.

Communication

- Learns by watching parents and/or primary caregivers express themselves positively and respectfully, engaging young children in conversations that invite their input.

Collaboration

- Has opportunities provided by parents and caregivers to interact with other children.
- Cooperates, shares, plays well with others, and comforts others in distress.



Ages 5-9

Compassion

- Growing in empathy, understanding, and helping others.
- Seeks to build friendships and is learning about self-control.

Composure (internal / thinking)

- Realizes her/his increasing independence (while parents and community adults ensure the child's safety).
- Regulates her/his own emotions and behaviors and in understanding the importance of healthy habits and choices (with parental help).
- Seeks to build friendships and is learning about self-control.
- Learns to recognize risky or dangerous situations and is able to seek help from trusted adults.
- Continues learning to resolve conflicts without hitting, throwing a tantrum, or using hurtful language.
- Welcomes new experiences and imagines what he/she might do or be in the future.
- Is curious about the world and finding her/his place in it.

Citizenship (external / community)

- Serves in the community with adult support and approval.
- Is concerned about rules and being fair to everyone.
- Develops her/his own sense of right and wrong behavior.
- Recognizes and tells the truth.
- Accepts and takes responsibility for her/his actions at school and at home.
- Continues to learn about her/his own cultural identity and is encouraged to interact positively with children of different racial, ethnic, and cultural backgrounds.

Continued on back of page

Clear Thinking

- Thinks through and plans school and play activities (with help of parents).

Curiosity

- Remains curious and demonstrates an interest in doing well at school.
- Is enthusiastic about learning and enjoys going to school.
- Anticipates new opportunities, experiences and milestones.

Creativity

- Has daily opportunities to play in ways that allow self expression, physical activity, and interaction with others.

Communication

- Communicates openly and respectfully with parents; child receives praise for her or his efforts and accomplishments.

Collaboration

- Spends time with friends who set good examples (with parental guidance when needed).
- Cooperates, shares, works and plays well with others.



Ages 8-12

Compassion

- Knows that it is important to help other people.
- Cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself.

Composure (internal / thinking)

- Feels safe at home, at school, and in his/her neighborhood.
- Recognizes the importance of good health habits and an understanding of healthy sexuality as taught by parents.
- Cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself.
- Stays away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.
- Seeks to resolve conflict nonviolently.
- Thinks occasionally about what life means and whether there is a purpose for her/his life.
- Feels optimistic about her/his personal future.

Citizenship (external / community)

- Has opportunities to help others in the community.
- Realizes that it is important to speak up for equal rights for all people.
- Recognizes it is important to stand up for one's beliefs.
- Knows it is important to tell the truth.
- Learns it is important to accept personal responsibility for behavior.
- Knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity

Continued on back of page

Clear Thinking

- Thinks about decisions and is usually happy with results of her or his decisions.

Curiosity

- Is motivated and strives to do well in school.
- Is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.
- Anticipates new opportunities, experiences and milestones.

Creativity

- Participates in music, art, drama, or creative writing two or more times per week.
- Has opportunities at least twice a week to play and work in ways that allow time to think of new ideas

Communication

- Communicates openly and respectfully with parents; child receives praise for her or his efforts and accomplishments.
- Behave in a responsible manner on social media, recognizing that any information and comments made online can negatively impact future education opportunities - not to mention hurt others in the process.

Collaboration

- Has close friends who model positive, responsible behavior.
- Cooperates, shares, works and plays well with others.



Character Development

Ages 12-18

Compassion

- Places high value on helping other people.
- Has empathy, sensitivity, and friendship skills.

Composure (internal / thinking)

- Feels safe at home, school, and in the neighborhood.
- Believes it is important not to be sexually active or to use alcohol or other drugs.
- Has empathy, sensitivity, and friendship skills.
- Resists negative peer pressure and dangerous situations.
- Seeks to resolve conflict nonviolently.
- Believes “my life has a purpose.”
- Is optimistic about her/his personal future.

Citizenship (external / community)

- Serves in the community one hour or more per week.
- Places high value on promoting equality and reducing hunger and poverty.
- Acts on convictions and stands up for her or his beliefs.
- Tells the truth “even when it is not easy.”
- Accepts and takes personal responsibility.
- Has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.

Clear Thinking

- Knows how to plan ahead and make choices.

Continued on back of page

Curiosity

- Is motivated to do well in school.
- Is actively engaged in learning.
- Anticipates new opportunities, experiences and milestones.

Creativity

- Spends three or more hours per week in lessons or practice in music, theater, or other arts.
- Has daily opportunities to play and work in ways that allow time to think of new ideas and learn how to make them happen.

Communication

- Communicates positively with and is willing to seek advice and counsel from parents.
- Behave in a responsible manner on social media, recognizing that any information and comments made online can negatively impact future education and career opportunities - not to mention hurt others in the process.

Collaboration

- Has best friends who model responsible behavior.
- Respects the perspectives of others, works to solve problems creatively and resolves conflicts appropriately.



Ages 2-3 years

Interactions with others

- Follow directions
- Learn to be a good listener
- Take turns
- Begin learning manners
- Begin to show respect for elders

Time management

- Have a daily schedule
- Begin to learn days of the week and months of the year

Organizing and decluttering

- Sort like items for proper storage
- Pick up toys
- Keep clothing on hooks
- Put own pajamas away
- Help tidy living room
- Care for belongings

Repair and maintenance

- Wash yard toys when needed
- Help rake the yard (with child-size rake)
- Sweep patio (with child-size broom)
- Pull weeds
- Water plants
- Help wipe up spills

Household basics

- Make own bed (use comforter)
- Tidy up bedroom
- Put dirty clothes in hamper
- Empty small wastebaskets
- Dust
- Help carry and put away groceries
- Sweep floors and wipe baseboards
- Wipe up own spills
- Help fold towels (washcloths)
- Help feed pets with supervision

Healthy habits

- Dress self (with help)
- Snap, zipper and button
- Undress self
- Wash face and hands
- Comb or brush own hair (with help)
- Brush teeth (with help)

Decision-making skills

- Be able to play safely and alone for a set period time (1/2 to 1 hour) in own room. *(Under supervision. Children need to know that they can be alone and still have fun.)*

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For more information on Life Skills for ages 2-3, visit:

<http://www.busykidshappymom.org/life-skills/>

<https://www.familyeducation.com/life/individuality/i-did-it-all-myself-age-age-guide-teaching-your-child-life-skills-0>



Ages 4-7 years

Any of the skills on the Ages 2-3 list, plus:

Interactions with others

- Follow directions
- Learn to be a good listener
- Take turns
- Exhibit manners
- Shake hands and greet others
- Make eye contact during conversation
- Show respect for elders

Time management

- Wake in the morning using alarm clock
- Adhere to a daily schedule
- Perform tasks with urgency when a timer is set
- Learn days of the week and months of the year

Money management

- Know coin values
- Keep a coin purse in a safe place
- Understand that money is earned by working
- Consistently save and tithe part of allowance

Organizing and decluttering

- Sort like items for proper storage
- Pick up toys
- Keep clothing on hooks or hangers
- Help tidy living room

Repair and Maintenance

- Wash yard toys when needed
- Help rake yard (with child size rake)

- sweep patio (with child size broom)
- Pull weeds
- Water plants
- Help wipe up spills

Household basics

- Make bed
- Empty wastebaskets
- Dust
- Help in kitchen: stirring, ripping lettuce
- Assist with loading dishwasher, drying dishes, setting table
- Help carry and put away groceries
- Sweep floors and wipe baseboards
- Hang towels after bath
- Sort dirty clothes by color and clean clothes by family member
- Help fold towels
- Retrieve the mail or newspaper
- Help feed pets

Healthy habits

- Dress self
- Brush teeth and wash hands
- Understand the value of exercise and good nutrition

Decision-making skills

- Have basic understanding of choices and consequences
- Able to choose between two or three selections

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For more information on Life Skills for ages 4-7, visit:

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<https://www.familyeducation.com/life/individuality/i-did-it-all-myself-age-age-guide-teaching-your-child-life-skills-0>



Ages 8-12 years

Any of the skills on the Ages 4-7 list, plus:

Interactions with others

- Serve others and ask, "How can I help?"
- Know how to make a good first impression
- Ask a service person for help
- Resolve conflict
- Take a phone message
- Able to compromise
- Carry on a conversation with an adult and ask clear questions
- Understand appropriate behavior according to occasion

Time management

- Read an analog clock
- Rearrange tasks to stay on time
- Show concern for turning assignments in on time
- Keep a school planner of assignments
- Work through a checklist of daily tasks

Money management

- Able to perform a transaction with a cashier or bank teller
- Save toward a long-term purchase
- Track spending and saving
- Identify a charitable cause to donate to
- Earn payment for extra chores

Organizing and decluttering

- Keep school papers in order
- Gather supplies needed for a task
- Sort belongings and keep room tidy
- Know materials required for the day's schedule

Repair and maintenance

- Wash windows — inside and out
- Help wash car
- Help with yard work / shovel snow
- Know how to use basic tools
- Maintain a bicycle — air in tires, oil squeaks
- Change light bulbs

Household basics

- Follow a simple recipe
- Wash, dry and put away dishes
- Make school lunches
- Use washer and dryer
- Hang and fold laundry
- Strip and change bed linens
- Vacuum, sweep and mop
- Clean bathroom completely
- Take out trash

Healthy habits

- Floss teeth
- Trim nails or file sharp edges
- Choose nutritious snacks and understand the components of a balanced meal
- Know basic first aid

Decision-making skills

- Gathers facts needed to make informed decisions
- Prioritize tasks
- Determine the most efficient course of action for completing a task
- Respond to peer pressure appropriately

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For more information on Life Skills for ages 2-3, visit:

<http://www.busykidshappymom.org/life-skills/>

<https://www.familyeducation.com/life/individuality/i-did-it-all-myself-age-age-guide-teaching-your-child-life-skills-0>



Ages 13-15 years

Any of the skills on the 8-12 list,

plus Interactions with others

- Schedule or cancel an appointment
- Tip service people
- Understand how body language communicates to others
- Use public transportation with a group
- Demonstrate empathy toward others
- Talk to teachers about assignments or academic struggles
- Seek permission for time spent away from home and keep parents notified if plans change
- Participate in service activities without the family, with supervision
- Show respect for the opposite sex

Time management

- Manage homework
- Be consistently on time for class and school activities
- Be accountable to parents for extracurricular activities
- Go to bed at an appropriate time
- Use a calendar to keep track of important dates

Money management

- Create and keep a budget
- Count correct change in a money transaction
- Understand the difference between a debit and a credit card
- Take responsibility for cellphone

Organizing and decluttering

- Can break down complicated projects into simpler tasks
- Organize room biannually to toss things that are no longer needed
- Study for the written driving test independently

Repair and maintenance

- Mow and trim the lawn
- Detail a car
- Help paint and caulk

Household basics

- Prepare a meal
- Make grocery lists
- Shop for groceries
- Do all laundry tasks
- Do clothes mending
- Clean out refrigerator
- Clean stove and oven

Healthy habits

- Understand the dangers of drugs and alcohol
- Eat at least five fruit and vegetable servings a day
- Eat three meals a day
- Know what meal portions are appropriate

Decision-making skills

- Read and decipher fine print, with a parent's help
- Develop a pros and cons list when making a decision
- Understand why some laws have been enacted
- Talk with others about which politicians would be best for office

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For more information on Life Skills for ages 13-15, visit:

<http://www.busykidshappymom.org/life-skills/>

<https://www.familyeducation.com/life/individuality/i-did-it-all-myself-age-age-guide-teaching-your-child-life-skills-0>



Ages 16-18 years

Any of the skills on the Ages 13-15 list, plus:

Interactions with others

- Know how and when to negotiate and compromise
- Hold others accountable
- Use public transportation alone
- Fill out an application and interview for a job
- Initiate contact with colleges and/or employers
- Keep parents notified of whereabouts and time expected home
- Understand what facts to keep personal to avoid identity theft and what can be made public
- Fill out medical/dental forms

Time management

- Use a day planner or app to keep track of multiple obligations
- Manage extracurricular activities
- Identify activities that are time wasters
- Be consistently on time for work and commitments

Money management

- Set up a bank account
- Understand basics of compound interest
- Know the risks of credit cards — and the importance of creditworthiness
- Understand basic premise of investing
- Understand basics of insurance
- Know what to do if a purse or wallet is stolen
- Understand how to read a pay stub with Social Security and income tax withdrawals
- Understand student loan offers and terms of repayment

Organizing and decluttering

- Keep vehicle free of trash, especially if sharing it with the family

Repair and maintenance

- Check car tire pressure, air filter, oil and fluid levels
- Know when to take car to garage for maintenance or repair
- Use jumper cables
- Change a tire

Household basics

- Understand plumbing basics
- Know electricity basics

Healthy habits

- Know importance of preventive dental and medical care
- Know safe use of over-the-counter and prescription drugs
- Maintain a consistent exercise routine

Decision-making skills

- Read and decipher fine print
- Talk with a career counselor
- Vote (18 only)
- Understand a rental contract for housing (18 only)

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For more information on Life Skills for ages 16-18, visit:

<http://www.busykidshappymom.org/life-skills/>

<https://www.familyeducation.com/life/individuality/i-did-it-all-myself-age-age-guide-teaching-your-child-life-skills-0>



Ages 3-5 years

The Role of the Parent

- Parent(s) and/or primary caregiver(s) provide the child with high levels of consistent and predictable love, physical care, and positive attention in ways that are responsive to the child's individuality.
- Parent(s) and child communicate openly, respectfully, and frequently, with child receiving praise for her or his efforts and accomplishments.
- Parent(s) talk about the importance of education and are actively involved in the child's school success.
- Parents and community adults ensure the child's safety while keeping in mind her or his increasing independence.
- The family maintains supervision of the child, has reasonable guidelines for behavior, and always knows where the child is.
- Parent(s) and other adults model positive, responsible behavior and encourage the child to follow these examples.
- Parent(s) monitor the child's friends and encourage spending time with those who set good examples.
- Parent(s) and other influential adults encourage the child to do her or his best in all tasks and celebrate their successes.
- Child participates weekly in music, dance, or other form of artistic expression outside of school.
- Child participates weekly in at least one sport, club, or organization within the school or community.
- Child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.
- Child spends time at home playing and doing positive activities with the family.
- With appropriate parental support, child completes assigned homework.

The Role of the School

- Child receives support from adults other than her or his parent(s), with the child sometimes experiencing relationships with a nonparent adult.
- Child experiences warm, welcoming relationships with teachers, caregivers, and peers at school.
- Parent(s) talk about the importance of education and are actively involved in the child's school success.
- Child contributes to family decisions and has opportunities to participate in positive community events.
- Parents and community adults ensure the child's safety while keeping in mind her or his increasing independence.

- Schools have clear, consistent rules and consequences and use a positive approach to discipline.
- Parent(s) and other adults model positive, responsible behavior and encourage the child to follow these examples.
- Parent(s) monitor the child's friends and encourage spending time with those who set good examples.
- Parent(s), teachers, and other influential adults encourage the child to do her or his best in all tasks and celebrate their successes.
- Child participates weekly in music, dance, or other form of artistic expression outside of school.
- Child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.
- With appropriate parental support, child completes assigned homework.

The Role of the Community

- Child receives support from adults other than her or his parent(s), with the child sometimes experiencing relationships with a nonparent adult.
- Parent(s) and child experience friendly neighbors who affirm and support the child's growth and sense of belonging.
- Children are welcomed and included throughout community life.
- Child contributes to family decisions and has opportunities to participate in positive community events.
- Parents and community adults ensure the child's safety while keeping in mind her or his increasing independence.
- Child participates weekly in at least one sport, club, or organization within the school or community.



Ages 5-9 years

The Role of the Parent

- Family continues to be a consistent provider of love and support for the child's unique physical and emotional needs.
- Parent(s) and child communicate openly, respectfully, and frequently, with child receiving praise for her or his efforts and accomplishments.
- Parent(s) talk about the importance of education and are actively involved in the child's school success.
- Parents and community adults ensure the child's safety while keeping in mind her or his increasing independence.
- The family maintains supervision of the child, has reasonable guidelines for behavior, and always knows where the child is.
- Parent(s) and other adults model positive, responsible behavior and encourage the child to follow these examples.
- Parent(s) monitor the child's friends and encourage spending time with those who set good examples.
- Parent(s) and other influential adults encourage the child to do her or his best in all tasks and celebrate their successes.
- Child participates weekly in music, dance, or other form of artistic expression outside of school.
- Child participates weekly in at least one sport, club, or organization within the school or community.
- Child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.
- Child spends time at home playing and doing positive activities with the family.
- With appropriate parental support, child completes assigned homework.

The Role of the School

- Child receives support from adults other than her or his parent(s), with the child sometimes experiencing relationships with a nonparent adult.
- Child experiences warm, welcoming relationships with teachers, caregivers, and peers at school.
- Parent(s) talk about the importance of education and are actively involved in the child's school success.
- Child contributes to family decisions and has opportunities to participate in positive community events.
- Parents and community adults ensure the child's safety while keeping in mind her or his increasing independence.

- Schools have clear, consistent rules and consequences and use a positive approach to discipline.
- Parent(s) and other adults model positive, responsible behavior and encourage the child to follow these examples.
- Parent(s) monitor the child's friends and encourage spending time with those who set good examples.
- Parent(s), teachers, and other influential adults encourage the child to do her or his best in all tasks and celebrate their successes.
- Child participates weekly in music, dance, or other form of artistic expression outside of school.
- Child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.
- With appropriate parental support, child completes assigned homework.

The Role of the Community

- Child receives support from adults other than her or his parent(s), with the child sometimes experiencing relationships with a nonparent adult.
- Parent(s) and child experience friendly neighbors who affirm and support the child's growth and sense of belonging.
- Children are welcomed and included throughout community life.
- Child contributes to family decisions and has opportunities to participate in positive community events.
- Parents and community adults ensure the child's safety while keeping in mind her or his increasing independence.
- Child participates weekly in at least one sport, club, or organization within the school or community.



Family - School - Community

Ages 8-12 years

The Role of the Parent

- Family life provides high levels of love and support.
- Parent(s) are actively involved in helping the child succeed in school.
- Child feels safe at home, at school, and in his or her neighborhood.
- Family has clear and consistent rules and consequences and monitors the child's whereabouts.
- Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.
- Child's closest friends model positive, responsible behavior.
- Parent(s) and teachers expect the child to do her or his best at school and in other activities.
- Child participates in music, art, drama, or creative writing two or more times per week.
- Child participates two or more times per week in cocurricular school activities or structured community programs for children.
- Child attends religious programs or services one or more times per week.
- Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.
- Child usually hands in homework on time.

The Role of the School

- Child receives support from adults other than her or his parent(s).
- Child experiences caring neighbors.
- Relationships with teachers and peers provide a caring, encouraging environment.
- Parent(s) are actively involved in helping the child succeed in school.
- Child is included in decisions at home and in the community.
- Child feels safe at home, at school, and in his or her neighborhood.
- School provides clear rules and consequences.
- Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.
- Child's closest friends model positive, responsible behavior.

- Parent(s) and teachers expect the child to do her or his best at school and in other activities.
- Child participates in music, art, drama, or creative writing two or more times per week.
- Child attends religious programs or services one or more times per week.
- Child usually hands in homework on time.

The Role of the Community

- Child receives support from adults other than her or his parent(s).
- Child experiences caring neighbors.
- Child feels valued and appreciated by adults in the community.
- Child is included in decisions at home and in the community.
- Child feels safe at home, at school, and in his or her neighborhood.
- Child participates two or more times per week in cocurricular school activities or structured community programs for children.



Family - School - Community

Ages 12-18 years

The Role of the Parent

- Family life provides high levels of love and support.
- Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
- Parent(s) are actively involved in helping young person succeed in school.
- Young person feels safe at home, school, and in the neighborhood.
- Family has clear rules and consequences and monitors the young person's whereabouts.
- Parent(s) and other adults model positive, responsible behavior.
- Young person's best friends model responsible behavior.
- Both parent(s) and teachers encourage the young person to do well.
- Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
- Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
- Young person spends one or more hours per week in activities in a religious institution.
- Young person is out with friends "with nothing special to do" two or fewer nights per week.
- Young person reports doing at least one hour of homework every school day.

The Role of the School

- Young person receives support from three or more nonparent adults.
- School provides a caring, encouraging environment.
- Parent(s) are actively involved in helping young person succeed in school.
- Young people are given useful roles in the community.
- Young person feels safe at home, school, and in the neighborhood.
- School provides clear rules and consequences.
- Parent(s) and other adults model positive, responsible behavior.
- Young person's best friends model responsible behavior.
- Both parent(s) and teachers encourage the young person to do well.

- Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. at school and/or in the community.
- Young person spends one or more hours per week in activities in a religious institution.
- Young person reports doing at least one hour of homework every school day.

The Role of the Community

- Young person receives support from three or more nonparent adults.
- Young person experiences caring neighbors.
- Young person perceives that adults in the community value youth.
- Young people are given useful roles in the community.
- Young person feels safe at home, school, and in the neighborhood.
- Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
- Young person reports doing at least one hour of homework every school day.

GLOSSARY

Sources: *ISTE Standards, June 2016*

edglossary.org

Additional sources are listed with the definition.

21st Century Learning/Skills – There is no short, easy definition for this phrase. A good summary can be found at <http://edglossary.org/21st-century-skills>.

Blended learning – A combination of traditional teaching methods, such as face-to-face lecture, with Web-based content and instruction.

Computational thinking (CT) – being able to think and solve problems in the way that a computer is design to solve problems is a vital skill in today’s digital age. CT is a problem-solving process that includes but also exceeds coding. CT combines logic and deep knowledge of the fundamentals of how computers “think.” It is an important, contemporary literacy for all students, not just those who are likely to become software engineers. Some of the fundamentals of CT include:

- Breaking problems down into smaller parts in order to analyze their solutions
- Recognizing patterns and making connections
- Automating solutions through a series of ordered steps (aka using algorithms)
- Using abstractions to represent data, such as models or simulations
- Organizing and analyzing data logically
- Generalizing problem-solving process in order to transfer them to other problems

The CT approach to problem solving includes persistence, tolerance for ambiguity, confidence in dealing with complexity and open-ended problems, communication and collaboration in solving problems with others.

Cross-curricular teaching/learning – Interdisciplinary/cross-curricular teaching involves a conscious effort to apply knowledge, principles, and/or values to more than one academic discipline simultaneously. The disciplines may be related through a central theme, issue, problem, process, topic, or experience (Jacobs, 1989).

Curation – “to take charge of or organize, to pull together, sift through, select for presentation, to heal and to preserve” and has generally referred to work with physical artifacts in libraries or museums (Mihaildis & Cohen, 2013, n.p.). In the digital age, however, curation can no longer remain a specialized skill set due to the vast amounts of information available to any individual with internet access. Everyone needs the ability to curate their own collections of information:

- Finding and sorting through content
- Recognizing patterns and distinctions within sources
- Organizing content into focused groupings

Deeper learning – The foundation of deeper learning is mastery of core academic content, whether in traditional subjects such as mathematics or in interdisciplinary fields which merge several key fields of study. Students are expected to be active participants in their education. Ideally, they are immersed in a challenging curriculum that requires them to seek out and acquire new knowledge, apply what they have learned, and build upon that to create new knowledge. (hewlitt.org)

Design thinking – a methodology for innovation that combines creative and analytical approaches and requires collaboration across disciplines. (stanforddaily.com)

Differentiated instruction – Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. (readingrockets.org)

Digital citizenship – the importance of being safe, legal and ethical online.

Disruptive innovation – New ways of doing things that disrupt or overturn the traditional business methods and practices. For example: steam engine in the age of sail, cars in the age of horse-drawn carriages, transistor radios, mobile phones, 3D printing. (businessdictionary.com)

Executive functioning – a term used to describe learning disabilities. The **executive functions** are a set of processes that all have to do with managing oneself and one's resources in order to achieve a goal. It is an umbrella term for the neurologically-based skills involving mental control and self-regulation. (ldonline.org)

Flipped learning – Teachers deliver lecture materials outside the classroom, sometimes as videos that students watch or listen to as homework, while repurposing in class time for active learning strategies.

Grit - perseverance

Growth mindset – A *mindset*, according to Dweck, is a self-perception that people hold about themselves. Believing that you are either “intelligent” or “unintelligent” is a simple example of a mindset. “In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence and talents instead of developing them. They also believe that talent alone creates success—without effort.”

Alternatively, “In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point.

This view creates a love of learning and a resilience that is essential for great accomplishment,” writes Dweck. (Carol Dweck, *The New Psychology of Success*)

Inquiry-based learning (IBL) – involves questioning and investigating new information while constructing knowledge. It is built on the belief that seeking information and knowledge through questioning will lead to understanding and mastery of skills. IBL requires a deeper level of thinking and true inquiry means students are not simply seeking information but they are questioning that information and investigating new ways to construct and apply their knowledge. What students learn is how to find, make sense and analyze mass data and information that they come across in order to build on their knowledge base. Furthermore, inquiry is not simply about seeking the right answer, because sometimes there isn't one, but rather working toward resolutions to various problems and issues. Inquiry means a want or need to know - a seeking - it is a type of learning that teaches students to understand, question and analyze rather than simply memorize or regurgitate information. (education-2020.wikispaces.com)

Interdisciplinary teaching/learning – Interdisciplinary/cross-curricular teaching involves a conscious effort to apply knowledge, principles, and/or values to more than one academic discipline simultaneously. The disciplines may be related through a central theme, issue, problem, process, topic, or experience (Jacobs, 1989).

Makerspaces/Maker movement – giving students of all ages the means to “tinker,” to figure out how things work in a hands-on and exploratory way, to “make” their own prototypes and processes. This is the 21st century version of home ec and shop class – learning life skills by doing, using design processes while acquiring deep knowledge of how things work by making things and developing curiosity through exploration and play. To learn more visit makerspaceforeducation.com.

Mindfulness – Mindfulness, according to Webster, is the state of being aware of what is going on around you. In education circles it is sometimes called contemplative pedagogy. This is a method with roots in the ancient Buddhist philosophy of practicing gratitude and self-awareness through meditation.

MOOC – massive open online classroom

Non-cognitive skills – refers to a set of attitudes, behaviors, and strategies such as motivation, perseverance, and self-control that are thought to support success in school and at work.

Personalized learning – allowing students to achieve regardless of ability and to build dispositional skills, such as executive functioning, perseverance, self-awareness, and tolerance for ambiguity. Many believe these skills are necessary to thrive in current and future society.

Project-based learning (PBL) - refers to any programmatic or instructional approach that utilizes multifaceted projects as a central organizing strategy for educating students.

Social and emotional skills – often called dispositions, mindsets or even “soft skills.” (Trinity’s program covers these skills under “Composure.”) The related attributes include grit/perseverance, growth mindsets, entrepreneurialism, and executive functioning, and self-control.

Soft skills – personal attributes that enable someone to interact effectively and harmoniously with other people.

STEM/STEAM – “Science, Technology, Engineering, Math” has been replaced by “Science, Technology, Engineering, Arts, Math” because educators have realized that in order to succeed in the sciences and math students also need to cultivate the skills that great artists use in combining seemingly unrelated things they already know into new ideas.

Workforce readiness – Many children entering grade school now will work in jobs that do not exist today.

