

COURAGEOUS CHILDREN

DAILY LESSONS TO BUILD RESILIENCE



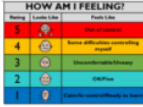



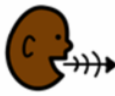
*A Trauma-Informed, Social-Emotional Curriculum
to Promote Childhood Resiliency*

Courageous Children

Lesson 2: Compliments

Week 1, Day 2:

Dear Parents and Guardians,

| WEEK 1 | | | | |
|---|---|---|---|---|
| Monday | Tuesday | Wednesday | Thursday | Friday |
| 5-Point Scale and Tools  | Compliments  | Shield of Courage  | Taking Breaks  | Talk/"I feel..."  |

Today's focus skill is **compliments**. Although the purpose of this skill is to be able to use social skills, it is also a skill to help with perception by being able to look for and notice the positive in others. Especially during stressful situations, it can be hard to notice positive qualities in others. Take time today to:

- Share with your child one compliment regarding how he/she has coped and handled the recent changes.
- Provide a general compliment related to unconditional qualities/strengths (kind, thoughtful, etc.). Ask him/her how it feels having received the compliment.
- Ask your child to identify strengths of each family member. Sometimes, we tend to focus on the things that bother us about others so this is a time to celebrate each other. Because focusing on strengths can be hard, your child might need some help to identify strengths and positive qualities about others.
- Notice when your child gives someone a compliment and provide reinforcement ("thank you for saying that, it makes me feel _____", "It was nice how you complimented _____").

Please feel free to reach out to us throughout this time away from school. We hope you and your family stay safe and healthy during this time off from school.

Sincerely,

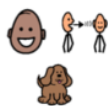




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Courageous Children

Lesson 18: Muddy or Clear Thoughts?

Week 4, Day 3:

Dear Parents and Guardians,

| WEEK 4 | | | | |
|---|---|---|--|--|
| Monday | Tuesday | Wednesday | Thursday | Friday |
| <p>Just Right</p>  | <p>Finger Tracing/Gratitude</p>  | <p>Muddy or Clear Thoughts?</p>  | <p>Personal Space</p>  | <p>Adult Job</p>  |

Hello again, families! We are now mid-way through our fourth week of skills and likely longer since your children have been home from school and in their new routine. It might be starting to feel like it's "never going to end", that it is "always going to be really hard", or that "everyone is handling this better" than you are. It is easy to fall into a negative feedback loop during difficult times. The good news is that today's focus skills is identifying **muddy versus clear thinking**. Muddy thoughts are often extreme (picture wearing glasses with mud on them – you can't see well and might not interpret what is going on around you accurately), while clear thoughts tend to be more realistic.

- **Muddy thinking:** using extreme or negative thoughts/words that make us feel sad or angry (ex., I'm ALWAYS last, YOU NEVER let me play, EVERYONE does that). These words typically aren't accurate.
- **Clear thinking:** words/thoughts that make us feel happy and calm and help us to work with others (ex., sometimes I'm first, sometimes I'm last; sometimes people like time alone; sometimes they want to play; sometimes things don't go my way). These words/phrases are typically more realistic.

Our body starts to believe our thoughts whether they are muddy or clear. These thoughts become the truth even when they may not be correct for the situation. The good news is that we can re-train our brains to see things in a more clear way, it just takes practice! Working to change muddy thoughts into clear thoughts can help everyone at home feel more positive and ready to handle challenges.

Suggestions for using this skill:

- Turn this skill into a game by having your child guess whether statements are **muddy** or **clear**. Children could even come up with ideas and have parents and siblings guess. Make it fun!
- Encourage your child to use **clear thinking** words when interacting with others and when responding to situations. Try to help them turn muddy thinking to clear thinking by providing examples (ex. *sometimes you do go last, but other times you are first; sometimes your sister does want to play with you and other times she wants to be alone*).
- Notice when you use **muddy thinking** and share that with your child (*even adults have muddy thinking sometimes, what could I say instead?*).

During this time, it is easy to get stuck with lots of muddy thoughts. Please remember (and help your child remember), that everyone has muddy thoughts sometimes, especially when things are new, difficult, or different. Everyone can work on changing muddy thoughts to clear thoughts; the first step is recognizing then we get stuck with muddy thoughts in the first place! Please reach out if you need anything from any member of your child's school team. We hope you all have a great day.

Sincerely,

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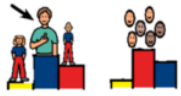




Note: Muddy thoughts terminology was adapted from the game *Clear Thinking* by Franklin Learning Systems, Inc. (2000)

Courageous Children

Lesson 29: Handling Mistakes





Week 6, Day 4:

Dear Parents and Guardians,

| WEEK 6 | | | | |
|--|--|---|--|--|
| Monday | Tuesday | Wednesday | Thursday | Friday |
| <p>Cooperative Words</p>  | <p>I-message</p>  | <p>Goal Setting</p>  | <p>Handling Mistakes</p>  | <p>Accomplishments</p>  |

Happy Thursday, everyone! We have almost made it through our entire six week program. To be sure, this time has not been perfect. We have all experienced difficult times, become frustrated, and wish that we would have handled situations differently. Today's focus skill is **handling mistakes**. Making mistakes is normal. It happens to everyone. We can learn from mistakes. Steps can be followed to fix/handle mistakes (messing up or making a bad choice). It is common to feel embarrassed, sad, mad, or worried when making mistakes. But, it's important to remember that who we are as a person does not change because we make a mistake. Mistakes are so common and normal that our steps to handle mistakes are called doing the NORM. The steps include:

I CAN LEARN FROM MISTAKES I WILL DO THE **NORM**

| | | | |
|---|----------|------------|---|
|  | N | otice | Notice the mistake or a time when I messed up. Everyone makes mistakes. |
|  | O | wn it | I did it. That was me. I am courageous when I admit to mistakes. |
|  | R | estoration | Adults will help me make a plan. I am getting stronger and now have a good plan for next time. |
|  | M | ove on | I can get back on track. I can still have good day. |

Suggestions for using this skill:

- Normalize mistakes by letting your child know when you make mistakes (forgetting something, spelling something wrong, etc.). Offer an apology or share your plan to fix the mistake.
- Support your child when making mistakes. When a drink is spilled (because it will happen □), acknowledge that it wasn't done on purpose, work with your child to clean it up, help them use language to handle the situation (I'm sorry, I feel bad, etc.), and make plan to decrease the chance of it happening (ask for something to be passed instead of leaning over the table, place the drink in a different spot, etc.).
- Practice the steps of NORM through modeling the steps, use role plays for "what if" situations, and use the skills when mistakes do happen.
- One of the most important parts of NORM is the *restoration*, or making a plan to try and handle the situation differently next time. Try to use a supportive approach and see if your child can identify any alternative behaviors on his/her own first before offering suggestions (for example, *the next time you get angry at your sister, what could you do instead?*). They might need help coming up with appropriate (or realistic) alternatives to use and you may want to suggest coping skills such as taking a break or a deep breath.
- Focus on what was learned from the situation. *Reading that book was difficult and because you were willing to make mistakes with reading the words, you now know so many more words!*
- Go to Gonoodle.com: <https://family.gonoodle.com/activities/shake-it-off> for a positive message about moving on from a mistake.

We all make mistakes every day. Use today's focus skills as a way of acknowledging and normalizing mistakes as part of the human experience. We tend to be harder and less tolerant of the people we are closest to, and this might be a good opportunity to work on showing compassion and grace for one another as we continue to work through this difficult and unusual time. Part of being courageous is learning to acknowledge and fix mistakes. This is also a life-long skill that will carry over into all areas of a person's life (school, sports, home, work, and more). Remember that we are all working on these skills together and they take time and practice. We will not get it right every time, but knowing and practice NORM is a step in the right direction. Please reach out if you need anything from any member of your child's school team. We hope you all have a great day.

Sincerely,

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