

## WOODALL GNETS NEWSLETTER

The Woodall GNETS Program \* 1822 Shepherd Drive, Columbus, Georgia 31906 \* 706-748-3166 Office  
A community of lifelong learners, responsible citizens and champions of success!

### Message from Mrs. L. Thornton - Director

Let us continue our journey together in molding our children to become worthwhile citizens in the society.

As in the words of Dr. Martin Luther King Jr. *“The function of education is to teach one to think intensively and to think critically. Intelligence plus character—that is the goal of true education.”*

Education plays an important role in enabling our children to go out and face the real world. They can in their own way leave a positive effect on those they encounter as they integrate into society.

We look forward to your continued cooperation.

If you have any questions or concerns in regards to the Woodall GNETS Program, please do not hesitate to contact me via phone or email (706)748-3166 Office and E-Mail: [Thornton.Lachrista.S@muscogee.k12.ga.us](mailto:Thornton.Lachrista.S@muscogee.k12.ga.us)

*“Change will not come if we wait for some other person or some other time. We are the ones we’ve been waiting for. We are the change that we seek.”*

*Former President Barack Obama*

### Woodall GNETS Mission Statement

To create a climate of cooperation and socio-emotional competence through explicit modeling of behaviors and expectations for students and staff.

You have brains in your head  
You have feet in your shoes  
**YOU CAN STEER YOURSELF**  
in **ANY** direction you choose

If things start happening,  
Don't worry, Don't stew,  
Just go Right along and  
You'll start happening, too  
-Dr. Seuss



Today is your day!  
Your mountain is waiting. So...  
get on your way. Dr. Seuss

## Notes from the Desk of —

### Dr. Vytoris Sanford—Instructional

Reduce children’s test anxiety with these tips –  
and a re-think of what testing means

*Author: Louis Volante*



#### What is test anxiety?

Test anxiety is generally regarded as a “nervous feeling” that is excessive and interferes with student performance. Symptoms of test anxiety may fall into four broad categories: physical, emotional, behavioral and cognitive.

#### What parents and teachers can do?

##### 1. *Offer positive messaging-*

One of the simplest and most effective ways parents can combat test anxiety is through positive messaging.

##### 2. *Keep communication open-*

Parents also need to maintain open lines of communication with their child’s teachers — particularly since students do not necessarily exhibit test anxiety in all subjects.

##### 3. *Lower the stakes-*

Too often parents expectations increase the perceived “stakes” of the tests for students, assigning additional consequences or judging a child’s merit and ability on the outcome of a single test. Instead, it is important for parents to understand and also convey to their child that tests are one indicator of their performance in a subject. No test is a perfect reflection of what a student knows or is able to do.

##### 4. *Emphasize test skills, not drilling*

Teachers can also help students combat test concerns by offering test-preparation skill development and reviews before important assessments.

# BLACK HISTORY MONTH

## ORIGIN OF BLACK HISTORY MONTH

Black History Month began as Negro History Week, established in February 1926 by Dr. Woodson, a Harvard graduate who was born to former slaves, was concerned that African American history had been ignored in U.S. educational curricula. He inaugurated Negro History Week to recognize African Americans' role in the shaping of the nation's history. Black History Month is an opportunity to honor the lives and achievements of African Americans. The

month of February was chosen because it coincided with the birthdays of Black abolitionist Frederick Douglas, President Abraham Lincoln and Langston Hughes a poet, social activist, novelist, playwright, and columnist.



**Harriet Tubman**

(1822 - 1913)

"Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world."

**Notes from the Desk of –**  
**Chauntell Beal– Behavioral Specialist**

**February Character Word of the Month**



**Integrity** – *Steadfast adherence to a strict code of moral, ethical or artistic values; to consistently be truthful, sincere, and fair; keeping one’s word.*

Greetings,

This month we are celebrating Kindness. Caring, Compassion, Respect, Responsibility, Helpfulness and Self Care. We will have activities to ensure the understanding of each topic. The students at Woodall have been extremely successful with working on their social skills using the Skillstreaming Program. This program is teaching our children and adolescents social skills necessary to lead effective and satisfying personal and interpersonal lives. It focuses on the assumption that certain social and behavioral skills are missing in the person’s repertoire and therefore these need to be taught in a systematic, patient, and encouraging manner. The program is based on social learning theory. Parents, I encourage you to question your child about their daily social skills lessons. We look forward to seeing you at our celebration.

As parents, we make sure our children learn how to read and write – and yet we often assume children will naturally develop skills like kindness and empathy.

You wouldn’t think that you need to be teaching your kid to be kind – but, like reading and writing – Emotional intelligence doesn’t come naturally to all children. Some children miss the subtle signs that they are upsetting those around them. Some children have a hard time putting themselves in other people’s shoes. Some children have a hard time knowing how to be kind.

-So, how do you help teach your kids to be kind and not turn into a bully?

There are some easy steps to build empathy and kindness in your children.

◇ **Model kind behavior.**

Do you make fun of strangers? Do you talk bad about your relatives or friends when they aren’t there? Do you treat your spouse, pets or even kids in a degrading fashion some times?

The apple doesn’t fall far from the tree. If you tell your child to be kind, but you are modeling negative, unkind behavior – your words will have little impact on their behavior. Children do as they see – not as you tell them to do. Be a wonderful role model for your child.

Show your child respect when redirecting them or disciplining them. Speak to your spouse with kindness. Your children will learn from your example.

◇ **Highlight people's emotions around you.**

If your child has a hard time reading social cues, practice a game I like to call "Guess the Feeling." Sit at a park or a mall and watch people. If you love people watching - this game shouldn't be too hard.

Find someone showing an extreme emotion - such as excitement, sadness or anger. Ask your child, "What do you think they're feeling?" Ask them to make up a story about what may be happening.

This helps children identify non-verbal clues as to how others feel and helps them put meaning behind emotions.

◇ **Reassess how you tease your children - is it demeaning, taunting or degrading?**

Some families love to tease each other, but some children can't take intense teasing. Some parents do not think their teasing is cruel - but if your child reacts by crying and storming off - chances are they are feeling degraded.

Would you want your child to make fun of peers the way you are making fun of them? Some parents might think they are just "toughening up" their children or being playful, but kids will often take it out on their peers.

Children learn how to be playful by the tone their family sets. If mean spirited taunting is acceptable at home - then children will think it is acceptable elsewhere.

◇ **Point out how their behavior affects those around them.**

When your child's behavior is affecting those around them - point it out. Let your child know how they are affecting others without shaming them.

An example might be something like, "You hit her and now she is so sad. Look at that red mark you left on her face. You wouldn't want her to put a red mark on your face. I would be very upset with her if she hurt you. I love you both and don't want either of you hurt."

◇ **Teach your children the joys of helping others.**

Be an example for your children and help strangers, friends and family. Let them know that it feels good to help others - even if you get nothing back. Set up opportunities for you to help others as a family.

Teach your child that even small acts of kindness go a long way. Express to your child why you are holding the door for another person, letting someone get in front of you in traffic or helping someone when their hands are full. Explain that it is nice to be helpful, even if the person doesn't say thank you or appreciate it. You should give to give - not give to get.

◇ **Do not let your children talk to you in a rude fashion.**

If you allow your child to talk rudely to you - they might think it is acceptable to talk to others that way as well. Kindness starts at home.

Mr. David E. Ebron – LCSW

## Help-Seeking is Encouraged by Open, Direct and Honest Talk About Suicide

All forms of help-seeking about suicide need to be encouraged. A decision to live is far more likely when a person at risk can make it in the company of a helper who is comfortable talking about suicide. The simple and yet profound first approach to any person at risk should be, “let’s talk.” That message regards the disclosure of thoughts of suicide as a potential “new beginning.”



Helping-seeking is supported by access to many kinds of resources that can provide help. Crisis line workers, persons aware of the danger of suicide and trained suicide interveners are some of the key resources needed to make help-seeking credible. Without available resources, the suggestion that persons at risk seek help is cruel at best. Persons who inform or teach others about suicide should also be able to sustain open, direct and honest talk about suicide should a person in attendance be at risk of suicide, have someone close to them who is at risk of suicide or be struggling with a past suicide.

Punishment as a means of preventing suicide has been tried for many centuries and should be recognized as an utter failure. Automatic removal or restriction of privileges outside the context of a suicide intervention is punitive. The belief that such removal or restriction deters others from suicide is a modern form of the historical failure. So too is the idea that the life of a person who died by suicide cannot be celebrated as a whole, apart from the suicide. As much as we wish there was no stigma or taboo associated with the mental illness, exclusively linking suicide with mental illness may stigmatize both even further.

*Source: Safe Talk Resource Book*



## NOTICES



- \* **FEBRUARY 7: Progress Reports**
- \* **FEBRUARY 7: Safe Student Celebration** – We will acknowledge our students that have achieved level 1 for the month. Celebration starts at 12pm.
- \* **FEBRUARY 17: President’s Day (Holiday)**

### **REAL TALK: GUIDING YOUR CHILD THROUGH SEXUAL DEVELOPMENT**

**February 12, 2020**

- Session 1: 8:00am
- Session 2: 1:00pm

#### **Purpose - Understanding Children and Adolescent Sexual Development**

Objective - To provide information and resources in understanding the sexual development of children and youth.

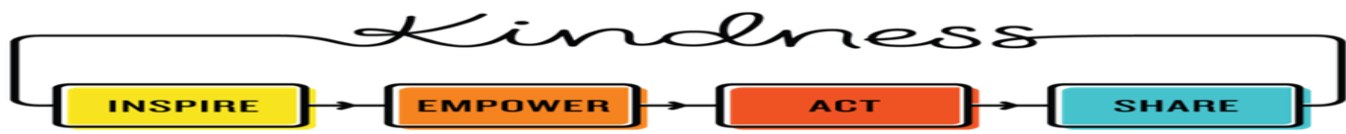
#### **Topics to be discussed include:**

1. Have you talked to your child about sex?
  - a. *How do you begin the conversation?*
  - b. *Proper identification*
  - c. *Good touch, Bad touch*
2. Behavior - Discrimination
3. Social Norms - Student Code of Conduct

Parents/guardians, please choose **ONE** session.

Refreshments will be served

- \* **Call 706.748.3166 if you have any questions/concerns**



## WE ARE CELEBRATING A WEEK OF KINDNESS

Students will bring their own level of experience to any concept that is taught in the classroom, including kindness. During the week, the following concepts of kindness will be explored:

**Monday:** Caring, Compassion Feeling and showing concern for others

**Tuesday:** Random Acts of Kindness. Being aware when others are sick, sad, hurt or wanting to help.

**Wednesday:** Respect, Treating people, places, and things with kindness

**Thursday:** Responsibility - Being reliable to do things that are expected or requested of you

**Friday:** Self Care Taking care of yourself through kind words, actions and thoughts.

Here's how it works

### **STEP 1 - INSPIRE**

Whether it's through video, role-play, books, games, or another hands-on activity, each kindness lesson is designed to inspire students. That way, I am not just informing - they're using their imaginations and applying their natural ingenuity.

### **STEP 2 - EMPOWER**

Inspiration is good—but it doesn't become transformative until students are given the tools that will let them act on that inspiration. With that in mind, the next step is to lead the class through discussions designed to empower students to find ways to be kind in their daily lives.

### **STEP 3 - ACT**

You might be able to guess what's coming next. Once students have the ideas and the tools to act on those ideas, the next step (of course) is help students put those ideas into action. This will be conducted through Kindness Drills outside the classroom. The student will also be encouraged through each of you to display concepts discussed. These acts will have students bringing real, tangible kindness into the world.

### **STEP 4 - SHARE**

At this point, students will have experienced how great it feels to perform acts of kindness. And what does everyone want to do after doing something cool (besides 'do it again')? Talk about it, of course!

### **STEP 5- CELEBRATE**

On February 14th we will celebration our efforts in a Kindness Celebration from 12pm - 1:30 pm.

Pics for your love one

\*\*\*\*\* Extra Incentives \*\*\*\*\*

Completing Tuesday's activity will result in a gift card

Completing Thursday's activity will result in an ice cream treat coupon