

Helping Kids Succeed – Alaskan Style!

Practical Suggestions for Building Assets in Your Child

Asset # 12- School Boundaries

To Build Asset # 12 Parents and Extended Family Can . . .

Talk with children about the student handbook. Support the school if the child breaks his or her contract to follow the rules. — Unalaska

Get involved in the setting of school rules and policies. — Chevak

Talk to kids daily about their school day. If behavior issues come up, discuss it with them to understand it better. Help your children to understand how behavior and school rules tie into their job of learning. — Palmer

Traditional Ways to Promote Asset # 12

Elders, show concern and praise children for following the rules and doing well in school. Support the consequences when children misbehave. — *Kipauk*

Elders, encourage parents to praise and encourage their children to do homework, listen in class, and show respect to the teachers. — *Mt. Village*

Tell children where they are not permitted to go. For example, playing near cliffs or on the sea ice. — *Unalakleet*

CARD GAME

The purpose of this game is to encourage constructive communication between adults and youth. The questions are based on the Asset-Building framework outlined in the book, *Helping Kids Succeed—Alaskan Style*.

The play of the game allows the following to be shared:

- 1) The current perspective of a youth;
- 2) The perspective a youth will have when s/he is an adult;
- 3) The perspective a youth has concerning his/ her role in building assets in peers and young children;
- 4) The current perspective of an adult; and
- 5) The historical perspective of an adult.

Parts to the game

1 deck of YOUTH cards, 1 deck of ADULT cards, 14 Option cards, 1 coin (supplied by the players)

The questions correspond to the developmental assets framework presented in the book, *Helping Kids Succeed - Alaskan Style*.

To order a copy, contact:
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Asset # 12 — School Boundaries

Schools set clear rules and consequences for student behavior

46% of youth surveyed by Search Institute have this asset in their lives.*

*Based on Search Institute surveys of almost 100,000 6th to 12th grade youth throughout the United States

What are Assets?

Assets are 40 key building blocks to help kids succeed. Like a dream catcher, assets are the supporting threads in a young person's life that can keep away harm and invite goodness.

INSIGHTS

One of the universal rules of teaching is that, "It is easier to begin the year being strict and then loosen up, than it is to start the year loose and the tighten up." This universal rule applies to all aspects of the school environment.

Rules and consequences establish the culture of a school. What are the rules for kids when they leave the door of their home to begin their journey to school? What are the rules when they first step on school grounds? How about when they enter the main door of the school building? What are the rules about walking down the hall to their classroom and rules about sitting at their desks?

Certainly parents and families support these rules and limitations, however, every adult in the school needs to intentionally create the culture of the school environment. Every adult needs to consistently state the rules, explain that the rules are there to establish the culture of the school, and then personally model the behavior they are expecting.

What is the culture of your school? Do you know it? Do your kids? Do members of the community? The culture of a school is often the difference between success and failure for many kids. What can you do to either sustain the healthy school environment you have or to improve it?

News You Can Use

School boundaries are associated with:

- ◎ Higher Academic Achievement
- ◎ Higher Intrinsic Motivation for Success
- ◎ Reduced Frequency of Drinking Alcohol
- ◎ Reduced Frequency of Drinking to Excess

It is one thing to set school boundaries, it is quite another to have children and youth abide by them. Research on what connects children and youth to the rules and boundaries is clear. It is bonding. Bonding to the people in the school who enforce the rules and set the limits.

How does bonding occur? Quite simply actually. It happens when people look for the unique talents and individual characteristics of each child and youth. These people then provide opportunities that grow the talent and give a lot of positive encouragement to the child/youth along the way. By doing this the kids will connect to the adults. Only after this connection occurs, can kids more readily embrace the rules and limitations of the school culture.

Simply said - the foundation for all school boundaries is "relationships". Are you forming relationships with the kids in your school?

Quote:

When working with children and youth —
The typical adult tells.
The effective adult explains.
The superior adult demonstrates.
The great adult BONDS.

Derek Peterson

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