

# HAVERFORD SCHOOL DISTRICT

*Produce a community of empathetic and resilient learners with skills to socially and emotionally flourish.*



## ELEMENTARY SPOTLIGHT

As the school year comes to an end, take a look at the elementary school page to see how students at Chatham Park are applying the SEW skills they have learned.

## MIDDLE SCHOOL SPOTLIGHT

Seventh graders enjoy the change of weather during their advisory period. Students had opportunities to play frisbee with new friends and decorate the outside with chalk.



## HIGH SCHOOL SPOTLIGHT

It's a busy time at Haverford High School. Spring sports are starting up, a new activity block is being introduced, and much more. Read to learn about the different things that are going on at HHS this Spring.



# ELEMENTARY SCHOOL UPDATE



## CHATHAM PARK

Chatham Park's Conflict Mediation program has begun its twenty-ninth year. Twenty-four fourth and fifth-grade students received six hours of training with the school counselor and are on duty once a week at recess to help younger students resolve their conflicts peacefully through mediation.



## LYNNEWOOD

Lynnewood celebrates wellness every week with Wednesday Wellness during the morning announcements. Students begin the day with a gratitude shout-out, along with tips and tricks, and trivia to help keep everyone happy and healthy.

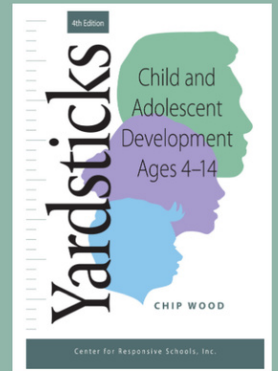




# HOW DOES OUR GARDEN GROW?

The nursery rhyme says "with silver bells and cockle shells, and pretty maids all in a row." But teachers know that our "gardens" (aka students!) grow with a mix of caring, perseverance, a good sense of humor, and a solid understanding of child development.

A good "garden" tool for this understanding is Chip Woods' comprehensive guide Yardsticks. It provides valuable insight into typical growth patterns of children and builds awareness for how these physical, social, and emotional changes can be supported and celebrated in all parts of the school day and at home.



## QUIZ TIME

Can you guess the developmental age from these Yardsticks descriptions?

Check your answers at the bottom of the page!

**A.**

I am...

- very talkative and full of questions
- constantly in a hurry and love to be "first" or dawdle to be "last."
- industrious and full of enthusiasm, but can also take on too much.

What age am I?

**B.**

I tend to...

- be more serious and may worry about global issues or larger themes.
- want factual explanations and will seek answers to big questions.
- push myself to my physical limits and can tire easily.
- say negative statements ("I can't," "This is boring") to cover some of my doubts.

What age am I?

**D.**

I am...

- developing a more mature sense of right and wrong.
- able to work in a group while being cooperative and competitive.
- quick to anger, but also quick to forgive.
- able to concentrate for long periods and enjoy precision tasks.

What age am I?

**C.**

I have...

- an increased appetite and a greater need for physical activity and sleep.
- a need to challenge my assumptions about the world and adult authority in general.
- a desire to test limits and rules and I love the challenge of competition.

What age am I?

I often...

- gravitate to same-gender peers.
- have lots of energy but tend to "bite off more than I can chew."
- need adults to help me harness my energy into manageable pieces.
- adjust well to change and can bounce back from disappointment.

What age am I?

**E.**

## Answers:

A. 6-years-old; B. 9-years-old; C. 11-years-old; D. 10-years-old; E. 8-years-old

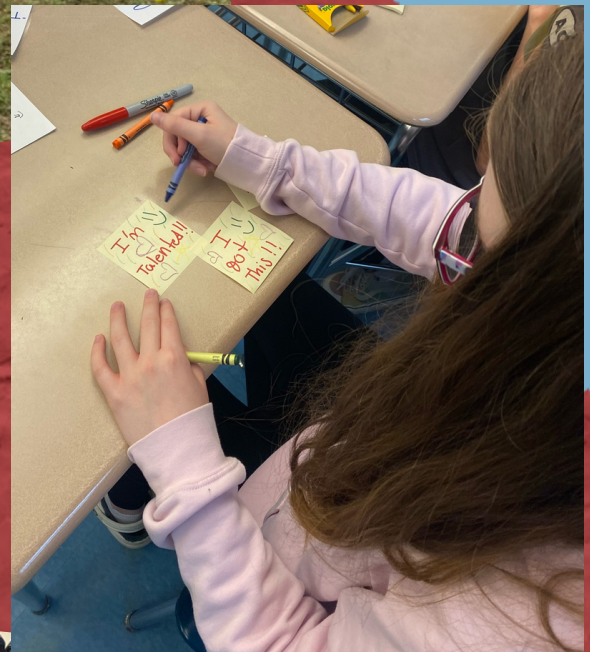


# MIDDLE SCHOOL UPDATE



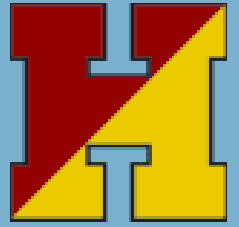
Spring sports are in full swing but there is always time for a little fun with teammates like sliding down Lynnewood hill.

Advisory and health activities enjoyed this month included positive notes for themselves and building with playdough to ease stress.





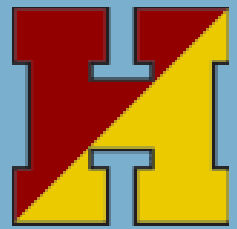
# HIGH SCHOOL UPDATE



- May 17th has been set for students to take part in the first activity block. The goal is to provide students the opportunity to participate in SEL activities that they have selected. Some of the choices include yoga, meditation, friendship bracelet making, chess, and genealogy.
- Teachers incorporate mindful games into their daily lessons. Some teachers use the book, 101 Brain Breaks & Brain-Based Educational Activities by Joshua MacNeill of Lakeside.
- In April, the AP art show was on display for students to view. Teachers had the opportunity to bring their classes through the art show to take time to appreciate their peers' creativity.
- Spring sports are in full swing, allowing students the opportunity to start to burn some energy after school.
- The Student Advisory Committee continues to contribute to the well-being of the school. After suggesting, the new implementation is that every Friday, a different club/activity sponsors the playlist for the day. School-appropriate tunes are played between classes.
- Teachers also incorporate mindful games into their daily lessons.



# THANK YOU!



This is the final Social-Emotional Wellness for the 2021-2022 school year. We hope that you enjoyed reading them and keeping informed with how the incredible staff within our community whom put forth great effort to prioritize such a critical piece in our education program.

A special thank you to...

Mr. Krauter - Chatham Park Elementary School  
Mrs. Kwoczak - Haverford Middle School  
Mrs. Wolfe - Lynnewood Elementary School  
Ms. Dolski - Coopertown Elementary School  
Mrs. Munch - Chestnutwold Elementary School  
Mrs. Mallam - Chatham Park Elementary School  
Mrs. Malligan - Haverford High School  
Mrs. Davit - Haverford High School  
Ms. Federico - Haverford High School  
Ms. Forgeng - Haverford High School  
Ms. Heneghan - Haverford High School  
Ms. Meehan - Haverford High School  
Ms. Monahan - Haverford High School  
Mr. Vettori - Haverford High School  
Mr. Wells - Haverford High School  
Ms. Yacovelli - Haverford High School

for the passion, expertise, and commitment to our district's strategic goal and supporting the SEW newsletter initiative.

