

NORTHFIELD HIGH SCHOOL

December 2011

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Dear Parents:

My three children, Elijah, Isaac, and Silas (and their mom and dad) were lucky enough to attend the Children's Theatre production of *The Wizard of Oz* this past weekend. As anyone who has life and breath knows, the main character Dorothy is so caught up in getting to Oz, that it's not until she is there, in front of the wizard, that she realizes the meaning and power of the *journey* she has been on. It was a great opportunity to talk to the boys about enjoying the moment and not getting caught up focusing so intently on what's ahead.

And then along comes REGISTRATION.

It's hard to believe, but just a few days after we all return from winter break, students will start selecting the classes they want to take during NEXT school year. Yikes. So much for enjoying the moment.

Or...

Maybe registration IS about enjoying the moment, but in a slightly non-traditional way. Maybe we study, reflect on, consider, debate, and decide now, so that when the moment (next year's moment, that is) comes, we CAN enjoy it as it deserves to be enjoyed. So many times we hear from students that they registered for courses that weren't really at the top of their lists, but just "picked something without thinking." The problem is, we can't fix those issues with schedule changes in the fall anymore. Classes are just too full and the schedule is simply too tight to allow that kind of flexibility. Some reflection and thought now almost guarantees (barring conflicts created by the schedule itself) that students will get into the classes about which they care the most. Then, when next year comes, they can enjoy every brick in the yellow road!

So how can you help?

Easy. Talk to your kids about the courses they are interested in. Ask them about AP courses. Ask them about electives. Read through the registration guide. Help them understand what pre-requisites they need for which classes. Have them tell you what they've decided when they are finished. *Be involved.* The whole registration process for all four grades occurs online this year. You will be a key player in making sure that your student's preliminary schedule is sound.

As a teaser to all of this, please note the registration timeline found within these pages, as well as the descriptions of the courses that we will offer at Northfield High School for the first time next year. And, as always, thank you for all you do to help your students be successful high schoolers!

Respectfully,
Joel Leer
Principal

December Calendar

10th	ACT Testing (see guidance counselor w/ questions)	
15th	Winter Orchestra Concert—MS Auditorium	7:00 pm
	(NOTE: No admission fee. Food and \$ donations will be collected for the Northfield Food Shelf.)	
17th	Traditions Holiday Choir Concert - All NHS Choirs - Skinner Chapel, Carleton College	7:30pm
18th	Traditions Holiday Choir Concert - All NHS Choirs - Skinner Chapel, Carleton College	4:00pm
23rd	Winter Break Begins—No school	
January		
3rd	Classes Resume	7:51 a.m.
9th	Registration Class Meetings	Periods 1-3
June		
3	Commencement—Memorial Field	2:00 p.m.

From the Activities Office

Winter Sports are off to a great start with participation levels very high. Go Raiders!

Fine Art Activities including math team (Advisor, Rachel Hoffelt), speech (Advisor, Jody Saxton-West), academic challenge (Advisor, Troy Cohrs), mock trial (Advisor, Stephen Cade music listening (Advisor, Karen Madsen), science Olympiad (Advisor Susan Singer), one-act plays (Advisors, Troy Cohrs and Ellen Mucha). One Act Play performances are Jan. 6, 7, 13, 14, in the evening, in the high school auditorium.

R.A.L.I.E. Game Show Night will be held for Northfield High School students on January 28th from 7:30 until 10:30 pm in the high school. There will be a variety of games and contests, with other activities in the gym and cafeteria. Students will enter raffle drawings for a wide variety of excellent donated prizes. Thanks to local businesses who donate to this event. There will also be plenty of food and music.

Raider Walk Bricks are on sale. Bricks are available for \$150 each and can be engraved to honor or remember someone important in your life, to commemorate a team, to spotlight a coach or teacher you especially appreciate, or to recognize your personal support of Raider athletics. It’s also a GREAT way for parents to honor their sons/daughters for high school graduation. For information please call the NHS Activities Office at 663-0632.

Raider Activity Hotline – 645-3456 is available for your use. Events and sites are updated daily. This is one way to find out if there have been postponements or cancellations due to inclement weather. Keep in mind that we delay weather related cancellations and changes as long as possible; but as soon as decisions have been made the activities line is updated. All co-curricular schedules have been entered on the web. Parents/fans are able to access schedules and see exact sites, times (including bus times), updates, maps, etc. The program is linked to the Northfield High School website. The program address is: www.missotaconference.org -- click on “Member Schools,” click on “Northfield High School.” One of the many handy features of the program is that anyone can receive notification of changes/cancellations/etc. by clicking on “Notify me.” and setting yourself up to be notified.

9th Grade PE...

If your 9th grader is in PE this semester they have just finished a dance unit. Your student performed The Electric Slide, The Macarena, and The cha Cha Slide. They also learned social dances like the Merengue, Swing, Tango, and Cha Cha. Ask them about it! In March they will have the opportunity to participate the 7th annual in school dance.



An Awesome Opportunity for our HS Artists!

The High School has just received a large and generous grant from South East Minnesota Arts Council to create a large public sculpture that will be placed on Division Street in front of the Library. A group of 10 -12 students will work closely with well known artist Mac Gimse and a 5th year art student from St Olaf College. An organizational meeting will be held later in January. If your son or daughters (juniors and seniors) are interested in this unique artistic opportunity please have them drop off a short note with their name, email, and reasons why they would like to work in sculpture and put it into Ms. Clarke's mailbox in the production room at the high school.



Career Fair for 10th Graders NEEDS YOU!

Looking ahead a bit, 10th graders will have the opportunity to participate in the annual Career Fair on Friday, February 24th. This morning is dedicated to providing students the opportunity to hear from professionals in a variety of fields as they describe their work, and share the preparation necessary to do what they do. If you would be willing to be one of our featured career presenters, please call guidance counselor Lara Runck at 663-0639 to volunteer. Also, students who have spent some time reflecting on possible career choices end up w/ a much more enriched experience, so please visit w/ your students about this event and get them ready!

Cram Jam for 9th Graders is coming up!

Parents of 9th graders: mark your calendar for CRAM JAM.... a time for our first year student to gather with 9th grade teachers and Link leaders to prepare for their first ever high school finals! Free tutorials, help, support, guidance and *popcorn* and *water* just for 9th graders! Tuesday, January 17th!

Plan to Visit the HS for COMMUNITY SHARE NIGHT

The Service Learning Class invites you to the 2nd annual Community Share Night on Wednesday, January 11 from 5:30-6:30 p.m. in the lower cafeteria at the high school!

The students in the class will communicate aspects of their various service learning projects and what they learned in the course of carrying out their areas of interest and passion. It is an open house format, come and go as necessary!



Freshman Fun Night Recap

"The dodgeball and elimination games were AMAZING, but I was just a little bummed I didn't win a prize," was Brandon's (freshman at NHS) reaction. The Freshman Fun Night in November was a great success! We had over 170 9th graders attend, along with 50 Link Leaders. Students were active making reverse tie dye t-shirts with 15 on them (to show their grad year), pegging their Link Leaders with dodge balls, finger painting, making bracelets, playing "Rock Band" on the big screen, and watching a talent show where some 9th graders were able to pie their Link Leaders at the end.



Student-Directed One Act Plays Coming Soon!

We are proud to announce this year's student directors: Christopher Hager, Connor Rohwer, Cliff Martin, Jennifer Finger, Johanna Drentlaw, Brandon Miller, Sullie Ojala-Hembolt, Justine Malecha and Beau Mansfield. The group is lead by producer Jasmine Barksdale. Our performance dates this year are January 6th, 7th, 13th and 14th at 7:00 pm in the high school auditorium.

Vocal Honors!

Congratulations to Abigail Goerdt, who was selected to the Minnesota 9 & 10 Grade Honor Choir to be held in Minneapolis on Thursday, February 16, 2012. Way to go Abigail!

Important Photo Information for the class of 2012

Senior Photos and *baby ads* are due **Dec. 16**. Please send them to Yearbook@nfld.k12.mn.us or drop them off in Room H120.

Baby ad forms can be found at <http://www2.nfld.k12.mn.us/education/components/docmgr/default.php?sectiondetailid=27387>

News from the Yearbook Staff

Need a good holiday gift for your Raider? The yearbook staff is making gift certificates for this year's yearbook. Just email yearbook@nfld.k12.mn.us and we'll send you an order form. The cost is \$70.00. We'll have a custom gift certificate for you to wrap and give this holiday season.



New Courses For 2012-13

Foods 2: Advanced Foods

This course offers advanced instruction in food preparation, meal planning and service. Students will *build* on the skills they acquired in Foods 1. Emphasis is placed on making sound nutritional choices, wise consumer choices, more challenging meal preparation, and foods for entertaining. Careers related to foods and nutrition will be explored.

Some of the planned topics for this class are:

- Eating for fitness and performance
- Utilizing purchasing strategies to save money and stay on budget
- Planning and implementing meals within a budget
- Dining etiquette
- Foods for entertaining
- Careers associated with foods and nutrition

Foods 4: Advanced Baking and Pastries

This course will give students an advanced opportunity to apply their math and science skills as well as artistic flair. Baking requires attention to detail and precise measuring and scaling of recipes. Errors or variations in this process could create quite an interesting product.. Advanced Baking and Pastries also encourages students to apply the basics of art to the medium of *food* whether one is considering color schemes, line, or simple details.

Some of the planned topics for this class are:

- Two crust pies
- Cake and Cupcake decorating
- Sweet rolls
- Artisan breads
- Candies

Foods 6: International Foods

This course is designed to identify the association between history, geography, culture, native foods, diet, and nutrition of people around the world. Students will plan, prepare, serve, and evaluate a wide variety of dishes typical to many cultures or regions. Discussions, projects and research will identify the relationship between cultures and their foods.

Some of the planned topics for this class are:

- Regional foods of the United States
- European foods
- Asian foods
- South American foods
- Mexican foods

Clay: Potter's Wheel II

This class is designed for students who have loved Potter's Wheel I and who would value the opportunity to further develop their pottery making ability. The new class curriculum would teach the following:

- New potter's wheel techniques
- New pottery forms such as teapots, pitchers, lidded jars
- Design challenges such as set creation and combining of pottery forms
- Exploration of new glazes and surface decorating techniques
- Learning about the lives and work of important potters.

Prerequisites: Art I-Foundation, Art II-Exploration, and Potter's Wheel I

New Courses For 2012-13 (cont.)

Modern Mexican American Literature (second year of offering)

The elective class will incorporate literature, films, and discussion that examine the Latino experience in the U.S. from an interdisciplinary perspective. It will cover important contemporary Latino issues such as education, employment, family and gender, identity, immigration, and politics.

NOTE: Prerequisite: Completion of at least one year of Spanish or the equivalent.

College Accounting

Get full transcript credit from Kansas State University (students scoring 85/100 or better on the qualifying examination are eligible for three hours of credit—90-100 grade of “A”; 85-89 grade of “B”). The course is Accounting for Business Operations (ABO)—the initial accounting course taken at KSU. The course is a year-long course taught and tested at NHS and scored by KSU. This is an excellent opportunity for the highly motivated math/numbers student to get exposure and credit in the area of business/finance/accounting—to “test the waters” so to speak—and get college credit for it.

NOTE: The course is also on track to be approved for Advance Placement (AP) Accounting status.

And finally, we’re splitting THE physical education opportunity into a choice of TWO...

Physical Education 9

All students are required to take one semester of PE 9.

PE 9 is designed to teach students how to assess their personal fitness levels using the Fitnessgram test standards. Students will set personal fitness goals based on their test scores and work toward achieving those goals while participating in a variety of physical activities.

PE 9 will emphasize proficiency of basic physical skills. Students will demonstrate proficiency in the following skills, coordination, dribbling, overhand serving, balance, shooting, cardiovascular endurance, basic dance steps, muscular strength, and many other physical skills.

PE 9 will also promote social development through positive attitudes and behaviors.

Physical Education 9 PLUS

All students are required to take one semester of PE 9.

PE 9 Plus is designed to teach students how to assess their personal fitness levels using the Fitnessgram test standards. Students will set personal fitness goals based on their test scores and work toward achieving those goals while participating in a variety of physical activities.

PE 9 Plus will emphasize mastery of basic physical skills. Students will demonstrate proficiency in the following skills, coordination, dribbling, overhand serving, balance, shooting, cardiovascular endurance, basic dance steps, muscular strength, and many other physical skills. PE 9 Plus will also emphasize mastery in sport specific skills and components. Skills and components such as agility, offensive strategies, power, defensive strategies, field/court awareness, muscular endurance, and officiating.

PE 9 Plus will promote social development through positive attitudes and behaviors and good sportsmanship.

DISTRICT OFFICE

December 2011 Newsletter

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Business Office
507.663.0626

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Curriculum Office
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Food Service
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Health Services
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Payroll Office
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Personnel Office
507.663.0627

Student Services
507.645.3410

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American Education Week Years of Service Awards

In celebration of the 90th American Education Week, Northfield Public Schools and the Northfield Education Association (NEA) honored several staff members for years of service to the district and awarded three recognitions at its annual Staff Appreciation Breakfast on Nov. 23.

Years of Service awards were given for 20 years of service to Elizabeth Bade, Mary Beck, Cathy Bennetts, Monika Burkhead, Dana Engstrom, Starr Kahl, Tony Mathison, Lisa Nelson, Mark Woitalla and Mary Wojick. Joanne Olson received an award for 25 years of service, and Daryl Robinson received an award for 35 years.

The NEA gave its Friend of Education Award to Chip DeMann, Store Manager, volunteer and former president and board member of the Northfield Historical Society. DeMann works with Northfield Middle School students on special history projects, and he played an active role in assisting Northfield eighth graders to write and publish "Caught in the Storm," a history and travel guide that chronicles the drama of the James and Younger Gang in their attempt to get out of Minnesota after a failed robbery at the First National Bank.

Northfield Middle School Educational Assistant Kimberly Tousignant was named Paraprofessional of the Year, and the Teacher of the Year Award was presented to Northfield High School social studies teacher Kevin Dahle.

Special Education teacher Candace Hard praised Tousignant's caring and communication. Tousignant admitted to making a job transfer from elementary to middle school, in large part to support a group of her students who expressed apprehension about their own transition. NEA President and math teacher Ray Coudret described Dahle as "a unique and inspiring teacher."

The annual theme of American Education Week, Great Public Schools: A Basic Right and Our Responsibility, reflects the National Education Association's call to provide students with quality public schools so that they can grow, prosper, and achieve in the 21st century.

DECA Club Creates Sign for Northfield's YMCA

The Northfield High School's business club, DECA, partnered with the Northfield Area Family YMCA to design, build, paint and install the sign marking the future site of the new YMCA building location, behind Target. On Nov. 15 the YMCA Board of Directors attended a sign unveiling party in the high school woods classroom. There was a site dedication ceremony on Nov. 20, at which Mayor Mary Rossing recognized the DECA Club. Local businesses and individuals helped DECA with this project. DECA was able to get building supplies donated by Lamperts and paint from Youngs Paint Center. The post holes were dug by Doug Sonnee of Sonnee Site Development, and trailer transportation was provided by John Peterson, of Far-Gaze Farms. Kwik Trip provides breakfast for DECA's Tuesday morning meetings.

DECA Club members would like to thank the community for all of their support!

For photos, visit <http://locallygrownnorthfield.org/post/23872> or <http://northfield.patch.com/school-news>.

Northfield Youth Organizations

5th Bridge	Candy Taylor	507.663.1505	www.5thbridge.org
Big Brothers/Big Sisters	Jenna Herzog	507.414.0308	
Bowling	Terry Heilman	507.645.8322	
Boy Scouts	Sam Trebnick	651.254.9120	www.joincubs.com
Cannon Valley Youth Orchestra	Dora Barvir	507.645.4311	www.cvyomn.org
Carleton ACT Center	Laura Riehle-Merrill	507.646.4028	www.carleton.edu/campus/act
Check it Out Singers	Todd Thompson	507.645.5397	
Community Resource Bank Junior Board	Tara Berndt	507.645.3108	
Dance 'N Fitness	Colleen Day	507.663.7814	
Girl Scouts	Nicole Anderson	507.645.6603	www.girlscoutsrv.org
Healthy Community Initiative	Zach Pruitt	507.664.3524	www.northfieldhci.org
Jr. Curator Program	Nfld Historical Society	507.645.9268	
Just for Kix	Liz Rohach	507.271.3316	www.justforkix.com
Leo Club Advisor	Alice Nasby	507.645.7398	
Library Teen Advisory Board	Kathy Ness	507.645.1804	http://npl-info.blogspot.com
Making Waves Swim School	Cindy Varley	507.645.4623	www.makingwavesswimschool.com
Northfield Area Family YMCA	Virginia Kaczmarek	507.645.0088	www.northfieldymca.org
Northfield Arts Guild	Sheryl Joy	507.645.8877	www.northfieldartsguild.org
Northfield Basketball Association	Kevin Rodgers	507.664.9108	www.northfieldsports.com
Northfield Community Chinese School	Gao Hong	612.385.3893	
Northfield Dance Academy	Kristin Lauenstein	507.645.4068	www.northfielddance.com
Northfield Fastpitch Softball Assoc.	Mark Pritchard	507.645.1365	www.northfieldfastpitch.leag1.com
Northfield Gymnastics Club	Melissa Bernhard	507.663.7772	www.northfieldgymnastics.com
Northfield Hockey Association	Marietta Ruppe	507.645.7310	www.northfieldhockey.net
Northfield Lacrosse Association	Natalie Marfleet	507.645.4035	
Northfield Library	Kathy Ness	507.645.1804	www.northfieldmn.info
Northfield Mentoring Coalition	Zach Pruitt	507.664.3524	www.northfieldhci.org
Northfield Police Dept Explorers	Sgt. Mark Murphy	507.645.4475	
Northfield Skating School	Carey Tinkelenberg	508.887.2551	www.northfieldskating.com
Northfield Soccer Association	Paula Manor	507.645.8577	www.northfieldsoccer.org
Northfield Swim Club	Troy Nystuen	507.663.1926	www.northfieldswimclub.org
Northfield Tennis Association	Kit O'Brien	507.581.4428	www.northfield.usta.com
Northfield Union of Youth	Amy Merritt	507.663.0715	www.unionofyouth.org
Northfield Volleyball Club	Tim Wilgohs	507.645.5860	www.northfieldvolleyballclub.org
Northfield Youth Baseball Assoc	Roger/Kim Thompson	507.301.9746	www.northfieldsports.com
Northfield Youth Choir	Liz Shepley	507.645.4194	www.northfieldyouthchoirs.org
Northfield Youth Wrestling	Mark Woitalla	507.663.7176	www.northfieldsports.com
Project Friendship	Kathy Lansing	507.645.6762	
Rainbow Saddle Club	Nancy Becker	507.645.4336	www.rainbowsaddleclub.org
Reaching Our Goals - St. Olaf College	Education Dept.	507.786.3245	
Rice County Extension - 4 H	Kelly Chadwick	507.332.6163	
St. Olaf Volunteer Network	Kris Vatter	507.786.3999	www.oleville.com



NATIONAL
ASSOCIATION OF
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PSYCHOLOGISTS

Helping Children Cope in Unsettling Times: The Economic Crisis Tips for Parents and Teachers

Current world events, including the “economic crisis,” can be unsettling for young people. The sense of confusion and uncertainty experienced by many adults regarding our country’s financial situation can be transmitted to children. As a result children may be confused or fearful that they or their family are at financial risk. Adults need to help children feel in control, even if they themselves feel vulnerable or angry. Parents and teachers can help children understand what is happening factually, how events do or do not impact their lives, and how to cope with their reactions.

Schools and parents need to assess what level of support need by children in their care. Many will NOT find the current economic crisis personally stressful. However, following general suggestions may help vulnerable or sensitive children cope.

Identify vulnerable populations. The degree to which children are affected will vary depending on personal circumstances. Most vulnerable are children who:

- Have families directly impacted by economic difficulties.
- Have parents currently in financial institutions directly effected by the current economic situation.
- Have suffered a personal loss from or been exposed to economic problems, and/or other stressful events.
- Live in communities seriously impacted by economic problems, and/or other stressful events.
- Suffer from mental health challenges.

Be reassuring. Children will take their cues from you, especially young children. Acknowledge that the potential economic challenges and uncertainty are unnerving but the likelihood is that you and your children or students will be okay. There is difference between the *possibility* of serious risk and the *probability* of it affecting them personally.

Acknowledge and normalize their feelings. Allow children to discuss their feelings and concerns and encourage any questions they may have regarding current events. Being an empathetic listener is very important. Let them know that others, including many adults, are feeling the same way and that their reactions are normal and expected.

Take care of your own needs. Take time for yourself and try to deal with your own reactions to the situation as fully as possible. You will be better able to help your children if you are coping well. **If you are anxious or upset, your children are more likely to be so as well.** Talk to other adults such as family, friends, faith leaders, or a counselor. It is important not to dwell on your worries by yourself. Sharing feelings with others often makes us feel more connected and secure. Take care of your physical health. Make time, however small, to do things you enjoy. **Avoid using drugs or alcohol to feel better.**

Maintain a normal routine. Keeping to a regular schedule can be reassuring and promote physical health. Ensure that children get plenty of sleep, regular meals, and exercise. Encourage them to keep up with their schoolwork and extracurricular activities but don't push them if they seem overwhelmed.

Spend family time. Doing enjoyable activities with you reinforces your children's sense of stability and normalcy. Try to do things together, such as eat meals, read, play sports or games, go for walks or bike rides, or watch non-violent, non-stressful TV. When stressed, young children may also want more physical contact (e.g., hugs, holding hands, sitting on your lap, etc.). You know your children best, and your love and support are the most important factors to their sense of security.

Emphasize people's resilience. Focus on children's competencies in terms of their daily life and in other difficult times. Help them identify what they have done in the past that helped them cope when they were anxious or upset. As appropriate, remind them that the country, their community, and/or your family have weathered other challenges, including economic difficulties, and have come through even stronger.

Be optimistic. Even if the economic situation worsens, most people will be fine physically and will find ways to adjust emotionally to their losses. Resilience studies indicate that people who cope best are comfortable expressing strong emotions, surrounded by caring family and friends, keep a positive view of the future, and utilize problem solving skills.

Be a good listener and observer. Let children guide you as to how concerned they are or how much information they need. If they are not anxious or focused on current events, don't dwell on them. **You should not bring the current financial crisis to their attention if it does not appear they have any questions and/or that it is generating stress.** But be available to answer their questions to the best of your ability. Young children may not be able to express themselves verbally. Pay attention to changes in their behavior or social interactions. Most school age children and adolescents can discuss their concerns although they may need you to provide an "opening" to start a conversation. Don't push, but ask what they think about current events. Even if they don't want or need to talk now, they may later. They will know you care what they think and feel, and are available to answer their questions.

Turn off or monitor the television. It is important to stay informed, but watching endless news programs referring to "the economy is in crisis" or "another depression" is likely to heighten anxiety. Young children in particular are often unable to distinguish between news reports and their family's reality. Older children may want to watch the news, but be available to discuss what they hear and help put it into perspective.

Prepare your child for any anticipated family changes. If dealing with a change in family circumstance or financial concerns, do not hide the truth from your child. Children sense parents' worry and the unknown can be scarier than the truth. Acknowledge that change can feel uncomfortable but reassure him or her that the family will be okay. However, avoid unnecessary discussions in front of your child (particularly a young child) of events or circumstances that might increase his or her stress. Help your child have a part in decision-making when appropriate. Remind your child of his or her ability to get through tough times, particularly with the love and support of family and friends.

Discuss events in age-appropriate terms. Share information that is appropriate to their age and developmental level. Update them as information changes. Young children may require repeated reassurance. Tell them they are okay and that adults will always take care of them. School age children can understand details and reasons behind specific actions, such as economic stability or increased security but cannot absorb intense or "catastrophic" information. Adolescents may want to discuss more complex issues related to the economy.

Stick to the facts. Answer children's questions factually and include a positive element to answer, e.g., "Yes parts of the economy are struggling but our country has been through hard times before. We will be okay." Don't speculate about what could happen. For example, you would want to avoid making statements like: "We are headed for a depression," or "this is a financial meltdown."

Try to avoid excessive blaming. When tensions are high, some people exert excessive energy trying to fix blame. While questions regarding national leadership and financial institutions may be legitimate, in general, it is unhelpful to view other citizens as "good guys or bad guys." Reinforce that most people are

good and ultimately care about the same things: security, freedom, and opportunity. Focus attention on what can be (or is being) done to address financial challenges.

Help children explore and express their opinions respectfully. Explain that opinion is not the same as fact. Fact is what actually happens. Opinions are how we feel about what happens. Everyone has a right to their opinion and discussing different views can deepen children's understanding of their world.

Communicate with your children's school. Find out what they are learning. Share any concerns you have with teachers, including if your child is experiencing stress related to the current financial situation. Encourage the teacher to keep you informed as well. Remember that teachers might be under heightened stress like everyone else. Not only are they supporting their students, they may also have their own financial concerns and/or trying to cope with their own family issues.

Teachers should assess student needs. Talk to colleagues to determine the needs of the general student body and individual students. Take cues from what your students do and say. To the extent possible, know which students' families may be impacted by the economy or another risk factor.

As indicated by student concern or interest, make time for class discussion (or activities if the children are young). Be prepared to answer questions factually or to guide discussion about difficult issues. Be careful of large group discussion about the political issues if your students have strongly differing opinions. Such discussion can turn adversarial when emotions are running high. If need be, hold discussions in smaller, more homogenous groups or individually. Your school psychologist or counselor can help with these discussions.

Encourage children to talk to you or another caring adult. Emphasize that you are there to help and that they should let an adult know if they or a friend feels overwhelmed for any reason.

Do something positive with your children or students to help others in need. Making a positive contribution to the community or country helps people feel more in control and builds a stronger sense of connection. This can include encouraging students to help neighbors who might need babysitting, errands run, snow shoveling, etc., or organizing a project of a local shelter or community center.

Know potential child/adolescent stress reactions. Most children will not be affected by economic events and many who are will be able to cope with concerns over current events either independently or with the help of parents and other caring adults. However, some children may have more extreme reactions because of personal circumstances. Symptoms may differ depending on age. Adults should contact a professional if children exhibit significant changes in behavior or any of the following symptoms over an extended period of time.

- **Preschoolers**-thumb sucking, bedwetting, clinging to parents, sleep disturbances, loss of appetite, fear of the dark, regression in behavior, withdrawal from friends and routines.
- **Elementary School Children**-irritability, aggressiveness, clinginess, nightmares, school avoidance, poor concentration, withdrawal from activities and friends.
- **Adolescents**-sleeping and eating disturbances, agitation, increase in conflicts, physical complaints, delinquent behavior and poor concentration.

NASP has made these materials available free of charge to the public to promote the ability of children and youth to cope with unsettling events. The materials may be adapted, reproduced, reprinted, or linked to websites without specific permission. However, the integrity of the content must be maintained and NASP must be given proper credit. Adapted from previous NASP crisis handouts, October 2008.

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