

WELCOME TO 2024 LEADERSHIP CONVENTION

Session will begin soon





DEVELOP
ADVOCATE
ENGAGE

UTAH

Develop programs, resources, and leadership skills that enhance the lives of all children, youth, and their families.

Advocate by speaking on behalf of all children and youth in schools, in the community, before governmental bodies, and before other organizations that make decisions affecting children.

Engage the public in united and equitable efforts to secure the physical, mental, emotional, spiritual, and social well-being of all children and youth.

PTA Potpourri of Parenting, Patriotism and Planning!

Kathy Allred, Utah PTA Military Family Specialist



Our children are our country's future!
PTA leaders and parents help children learn of patriotism,
citizenship and appreciation for those that serve!
Let's help all children find their S.P.A.R.C.!



UTAH PTA Planning Format

- State ___ Region___ Council___ Local ___
- Planner /Phone-Email: _____
- Activity/Date: _____
- Goal: _____
- Objectives:
 1. _____
 2. _____
 3. _____
- Support Needed:



Utah PTA Military Child/Family Activity Plan

1. Goal: Recognize Military Child/Family Members

2. Objectives:

- 1. Involve Military Families in the PTA.**
- 2. Honor Military Children/Families for their Service to the Nation.**
- 3. Promote school awareness of those who serve our Nation.**

3. Support Needed:

- a. (Now) Schedule (with Principal) PTA-sponsored assembly, activity or PTA meeting.**
- b. (Now) Public notice of assembly or meeting in school newsletter/email.**
- c. (60 days prior to activity) Invite local government leadership to be represented.**
- d. (60 days prior to activity) Invite local military representative to be in attendance – ask to give remarks.**
- e. (60 days prior to activity) Invite Principal to give remarks.**
- f. (30 days prior to activity) Conduct survey to count Military Family Members in the school.**
- g. (15 days prior to activity) Plan for refreshments, decorations and set up**
- h. (10 days prior to activity) Invite local media to attend.**
- i. (7 days prior to activity) Contact local Scout unit to conduct Flag Ceremony / Pledge of Allegiance.**
- j. (5 days prior to activity) Finalize program.**
- k. (3 days prior to activity) Contact invited participants for reminder.**
- l. (1 day prior to activity) Contact media (news editor) assigned to attend activity.**
- m. (Day of Activity) Conduct Assembly / Activity / Meeting**
- n. (1 day after activity) Send thank you notes to all participants.**
- o. (2 days after activity) Prepare report of activity to be published in School newsletter.**
- p. (Next local board meeting) Conduct evaluation of activity.**



Utah PTA Military Child/Family Recognition Program

- **Program**

- **(2 minutes) Welcome – PTA President**
- **(2 minute) Reverence Thought**
- **(5 minutes) Flag Ceremony - Post the Colors (Pledge of Allegiance)**
- **(5 minutes) Local PTA Business**
- **(5 minutes) Remarks - Local PTA Military Family Liaison (Recognition of Military Families in the School and those who have served in the Military)**
- **(7 minutes) Musical Selection (Patriotic Themes)**
- **(7 Minutes) Remarks – Military Representative**
- **(7 Minutes) Remarks – Principal**
- **(2 Minutes) Presentation of Proclamation – PTA President**
- **(5 Minutes) Musical Selection /Audience – “America the Beautiful”**
- **(5 Minutes) Flag Ceremony - Retire the Colors**

52 minutes Total

- **Refreshments**



Utah PTA Military Child/Family Recognition Program

Ideas to Celebrate Military Child/ Family Recognition Month

1. **Wear a camouflage ribbon or article of clothing on Assembly Day or a special day chosen in November (Military Family Month) or in April (Month of the Military Child).**
2. **Have students create artwork that promotes patriotism and display it in the room and school throughout April/November.**
3. **Encourage the reading of the Declaration of Independence and the Constitution of the United States.**
4. **Present a Patriotic story in the claSsroom during the month of April or prior to Veteran’s Day in November.**
5. **Invite a student’s family member to the class to explain what their military service meant/means to them.**
6. **Recommend Military Family Members wear their service uniform to the Assembly.**
7. **Have students write a paper on “Serving our Nation” by interviewing a former or current member of the military.**
8. **Sing a patriotic song at the beginning of class.**
9. **Have students write a paragraph, poem or short story about, “Why I am Grateful to Those in Military Service.”**
10. **Have the students write a letter, as a class or individually, to a soldier to be sent. (Mailing addresses will be provided)**



Helping Children Discover Their S.P.A.R.C.



Utah PTA Leadership Convention

Kathy Allred

Military Family Specialist

Military Child Education Coalition (MCEC) © 2013



S.P.A.R.C.



Strength



Potential



Aspirations



Resourcefulness



Competence



Helping Children Discover Their S.P.A.R.C.

Thriving



Sparks & Spark Champions



Adopt a Growth Mindset



Thriving Indicators



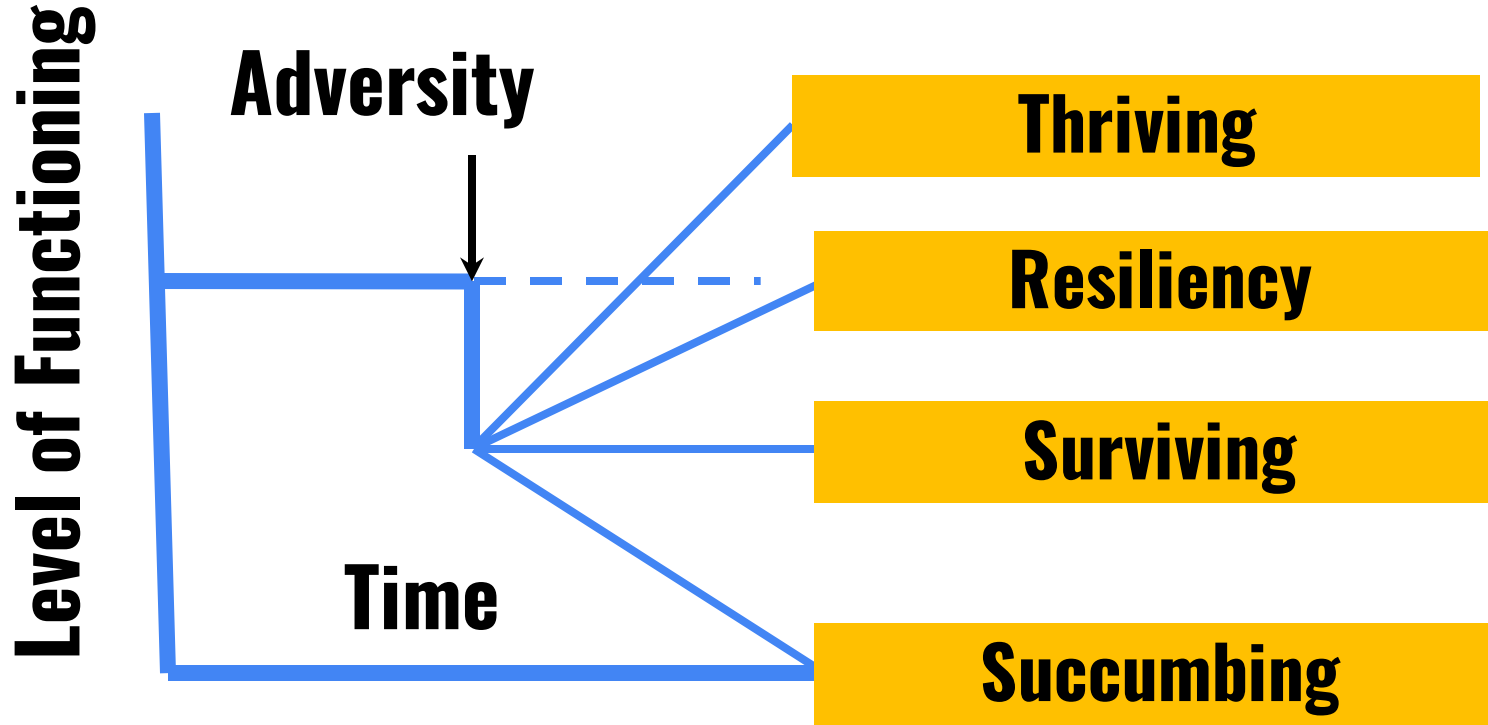
Goal Management Skills



What it Means to Thrive

- **Purposeful motion to achieve potential.**
- **Orientation marked by balance, meaning and learning.**
- **One who finds resources to foster talents, interests and aspirations.**

Responses to Adversity



Thriving

- **Not an avoidance of negative behavior.**
- **Lifelong process.**
- **Young person is an active contributor to their own development.**
- **Success if going beyond self to impact others.**



Step It Up 2 Thrive



Theory of Change

- 1. Identify and develop sparks and spark champions.**
- 2. Learn about brain development and adopt a growth mindset.**
- 3. Reflect on the 12 indicators of thriving.**
- 4. Build goal management skills.**

Step It Up 2 Thrive

Step 4
Goal Management

Step 3
Thriving Indicators

Step 2
Growth Mindset

Step 1
Sparks & Spark
Champions

15



Helping Children Discover Their S.P.A.R.C.



- ★ Thriving
- ★ **Sparks & Spark Champions**
- ★ Adopt a Growth Mindset
- ★ Thriving Indicators
- ★ Goal Management Skills

LANGUAGE

COMEDY

SPORTS

ARCHITECTURE

COOKING

COMPUTERS

COACHING

ART

MECHANICS

MUSIC

DANCE

ACTING

SPARKS

DEBATE

DRAFTING

FISHING

WRITING

TEACHING

HEALTH

SPACE

SPEECH

FILM MAKING

FASHION DESIGN

LEADERSHIP

ANIMALS

SWIMMING

CONSTRUCTION

NATURE

FINANCE

ENGINEERING

LEARNING

Benefits of Identifying Sparks

- **Higher grades in school!**
- **Better social skills!**
- **Better physical health!**
- **Better school attendance!**
- **More likely to volunteer to help others!**
- **More likely to care for the earth's resources!**
- **More likely to have a sense of purpose!**
- **More likely to say they are “on the road to a hopeful future”!**



What do Sparks do for a Young Person?

- **Gives energy and joy**
- **Provides a source of meaning**
- **Makes individuals feel useful and alive**
- **Builds confidence to succeed**
- **Makes the world a better place.**



Three Flavors of Sparks



- **Your talents / skills**
- **Your special qualities**
- **What you care about**

What Spark Champions Do and Say

- **Affirm the spark.**
- **Encourage expression of the spark.**
- **Model the spark.**
- **Provide opportunities to express the spark.**
- **Run interference and help children deal with barriers.**
- **Attend the child's events.**



Parents as Captains of the Spark Team

- Children and youth want their parents to be their spark champions.
- Children and youth are drawn closer to parents who are their spark champions.
- Communication is improved and trust is built.
- Children and youth are seen as worthy and competent during times of challenge.



Supporting Your Child's Spark



- **Provide a place to grow.**
- **Create time for the child to grow.**
- **Offer guidance about the discipline required to grow.**
- **Encourage growth through your conversations and actions.**

Tips for Parents to be a Spark Champion

All Parents

Ages 0 to 5

Ages 6 to 9

Ages 10 to 15

Ages 16 to 18



See Handout

Helping Children Discover Their S.P.A.R.C.



Thriving



Sparks & Spark Champions



Adopt a Growth Mindset



Thriving Indicators



Goal Management Skills



Mindset Comparison

Growth Mindset

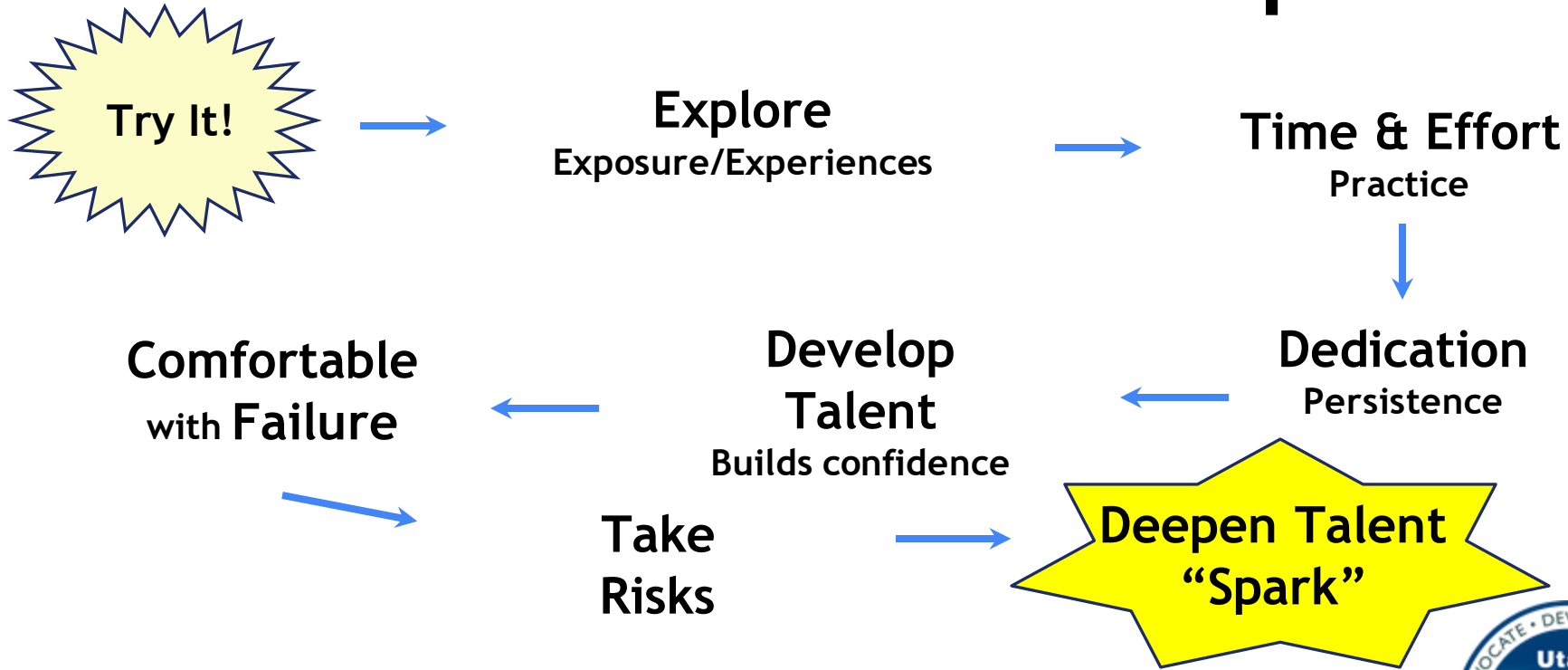
- Intelligence developed
- Embrace challenges
- Persist in setbacks
- Effort to self-mastery
- Learn from criticism
- Inspired by others
- Reach achievement

Fixed Mindset

- Intelligence fixed
- Avoid challenges
- Give up easily
- See effort as fruitless
- Ignore useful negative feedback
- Feel threatened by others success
- Plateau early and achieve less



Growth Mindset Visual Map

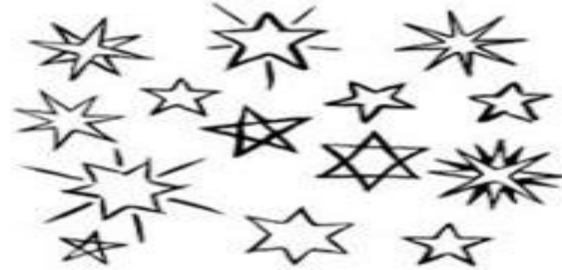


Effort

What's the difference?

Wishing

- Desire something with no effort to achieve the goal.



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Hoping

- Putting forth the effort to meet the goal.



Brain Development

“Whether you say you can’t or you can, you’re right.”
- Walt Disney



- Connections within the brain are strengthened when young people put forth effort or try new things.
- Due to the maturation process, youth react more emotionally to stimuli than adults.
- Adolescence is an important time to pursue sparks because it is a time when youth define themselves.



The Importance of Persistence

- Success requires persistence.
- Persistence is linked with personal development.
- Children learn valuable lessons from failure.
- Children should be taught to not give up.
- Persistence offers the opportunity to learn.



What Can You Do To Help Kids?

- Reflect back their good qualities.
- Provide a degree of freedom.
 - Allow them to make choices.
 - Allow them to discover their abilities.
- Create a bias-free environment.

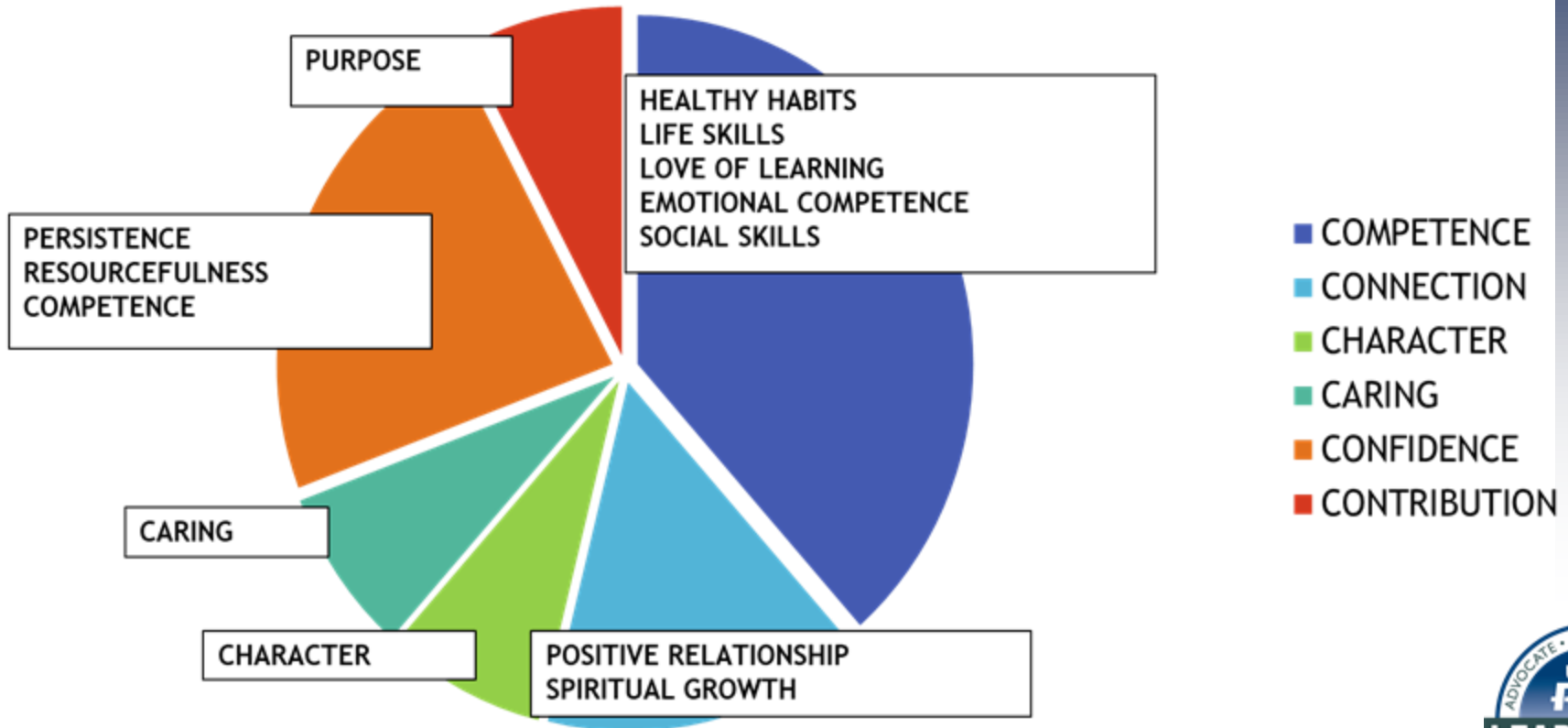


Helping Children Discover Their S.P.A.R.C.

- ★ Thriving
- ★ Sparks & Spark Champions
- ★ Adopt a Growth Mindset
- ★ **Thriving Indicators**
- ★ Goal Management Skills



Thriving Indicators



The Future of Your Child

What do you want for your child?

- ✓ Independent
- ✓ Self-sufficient
- ✓ Well-respected
- ✓ Positive contributors to society

Skills needed to succeed in Life:

- Ways of thinking
- Ways of working
- Tools for working
- Skills needed for living in the world



Skills Needed for Thriving

Skills

Examples from Research

✓ Thinking

- Critical thinking
- Creativity
- Problem solving
- Decision making

✓ Working

- Communication
- Collaboration with others

✓ Tools

- Technology
- Informational literacy

✓ Living

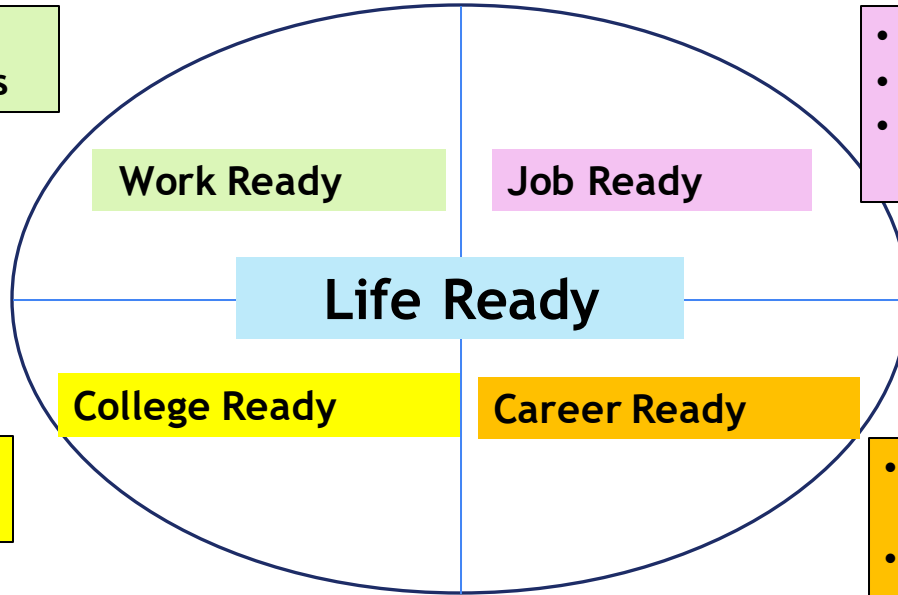
- Citizenship
- Personal responsibility
- Social responsibility



Levels of Readiness

- Show Up on Time
- Get along with Others

- Follow directions
- Basic skills
- Participate in training program



- Enroll and succeed without remediation

- Move beyond entry level
- Chance for advancement

Activities to Encourage Thriving

Competence - Ability or know-how to handle situations effectively.

Connection - Close ties to family and others.

Character - Sense of right and wrong to make wise choices.

Caring - Link feelings and actions.

Confidence - The solid belief in one's ability.

Contribution - Personal service gives a sense of purpose.



Helping Children Discover Their S.P.A.R.C.



Thriving



Sparks & Spark Champions



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Goal Management Skills



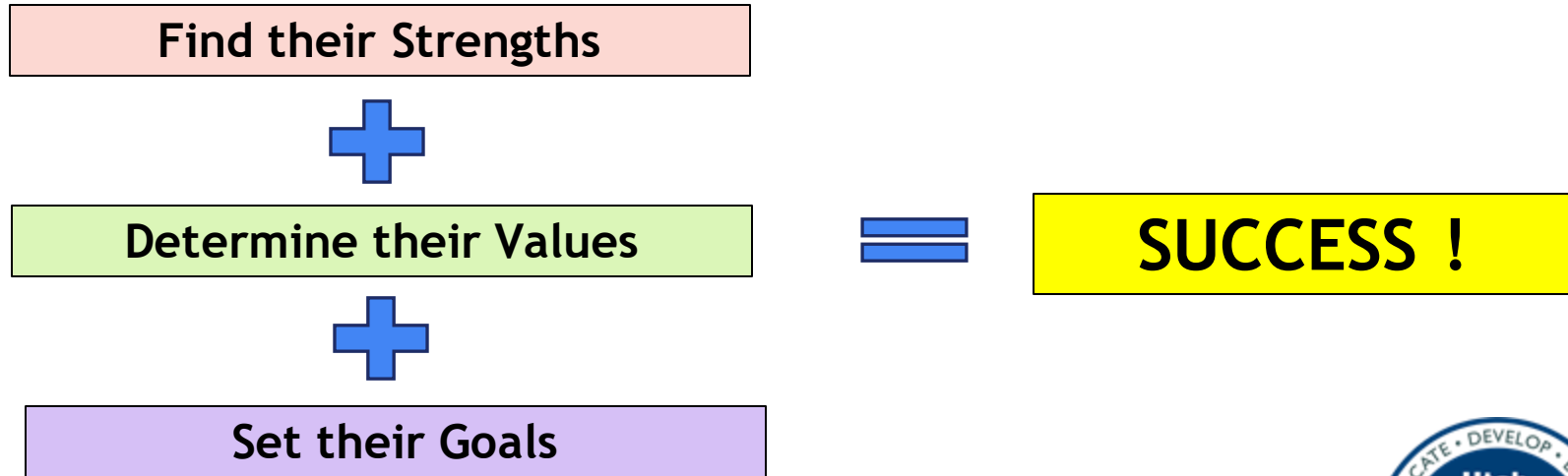
Skills Needed for College or the Workforce

- ✓ Work as part of a team.
- ✓ Communicate effectively.
- ✓ Make decisions and solve problems.
- ✓ Plan, organize and prioritize work.
- ✓ Obtain and process information.



Self-Awareness

Caring adults should help children and youth --



What Are Your Values?

Most Important to Me!

Important to Me!

Not Important to Me!

Positive Relationships

Safety

Hard work

Fame

Helping Others

Creativity

Wealth, Possessions

Spirituality

Power, Influence

Independence

Excitement

Solitude

Honesty

Self-Esteem



Activities for Exploring Values

For Young Children

Be the BEST ME!

- Share story time with a values-oriented book.
- Talk about the characters and their qualities.
- Help your child make a poster “Be the BEST ME!”
- Take pictures of your child exhibiting the values or find other images to use.



Activities for Exploring Values

For Older Children

Create “Value” Cards

- Cut out the value cards
- Have the child sort them into the three categories.
- Ask them about the important cards.
- Compare their values to their goals.



GPS Goal Management Strategy



Goal Selection

Where do I want to go?

Pursuit of Strategies

What is the best way to get there?

Shifting Gears

How do I adjust when the road gets tough?



Goal Selection

For Young Children

#1 Engage your young person's emotions.

- ✓ Listen for emotions in their statements of goals and dreams.
- ✓ Prompt them to express how they feel about goals.

#2 Break goals into smaller pieces.

- ✓ Discuss short-term and long-term goals.
- ✓ Teach them SMART Goals
 - ✓ Specific
 - ✓ Measureable
 - ✓ Attainable
 - ✓ Relevant
 - ✓ Timely

#3 Examine relationships among goals.

- ✓ Join a sport → Improve health → Make new friends



Goal Selection

For Older Youth

#1 Engage your young person's emotions.

- ✓ Have the youth write down, “when I’m 25, I want...”
 - To achieve... To live... To be...
- ✓ Talk with teens about steps they need to take to reach their dreams.

#2 Break goals into smaller pieces.

- ✓ Discuss short-term and long-term goals.
- ✓ Teach them SMART Goals
 - ✓ Specific
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#3 Examine relationships among goals.

- ✓ Join a sport → Improve health → Make new friends



Pursuit of Strategies

“Answers the question, “what is the best way to get there.”

1. Encourage the right thing.

Choose which things are most important to encourage.

2. Find bright spots.

Point out the bright spots that come as they pursue their goals.

3. Develop “action triggers”

Who can help?

Check on progress.

Set time targets for each step in your pursuit.



Shifting Gears

“Answers the question, “how do you adjust when the road gets tough?.”

1. Seek out new people and resources.
2. Adjust the goal.
3. Copy strategies that others have used.



What Starts Here Changes the World!



Admiral William H. McRaven, USN (retired)

<https://youtu.be/TBulGBCF9jc?si=OJaaJ4t09m4vHNwf>



What Starts Here Changes the World!

1. Start each day with a task completed.
2. Find someone to help you through life.
3. Respect everyone.
4. Know that life is not fair.
5. Know that you will fail often.
6. But if you takes some risks.
7. Step up when the times are toughest.
8. Face down the bullies.
9. Lift up the downtrodden.
10. And never, ever give up.

If you do these things, then the next generation and the generations that follow will live in a world far better than the one we have today.

And what started here will indeed have changed the world - for the better.



Admiral William H. McRaven, USN (retired)

<https://youtu.be/TBUlGBCF9jc?si=OJaaJ4t09m4vHNwf>



S.P.A.R.C. Summary

- ★ Thriving
- ★ Sparks & Spark Champions
- ★ Adopt a Growth Mindset
- ★ Thriving Indicators
- ★ Goal Management Skills





Strength



Potential



Aspirations



Resourcefulness



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Questions



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