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WINTER-SPRING 2023 | VOLUME FOUR, ISSUE ONE



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## Helping children build a growth mindset

BY FAMILY FEATURES

A new year is a perfect time to consider the habits you want to keep and the ones you'd like to develop. One resolution to consider is helping your children develop a growth mindset this year.

"We know one of the greatest boosts to parents' confidence over the past year came from knowing their children's whole selves are being nurtured, and we want to see that trend continue," said Carter Peters from KinderCare Learning Center's education team. "A growth mindset helps children try new things despite fear of failure. It's the kind of thinking that allows inventors and creative thinkers to get excited about trying something new and ensures they have the cognitive flexibility and problem-solving skills to work through hurdles."

Adults can often easily spot when children are engaged in creative thinking and proud of their work, but that confidence may be lost as failures turn into insecurities. By nurturing a growth mindset and showing children they can learn and develop new skills in any area, it better sets them up for long-term success.

Consider these three tips to help children build a growth mindset:

**Praise effort:** It's easy to fall into the habit of praising successes. However, praising effort encourages children to try new things without the fear of failing. It also teaches children personal growth and achievement are possible, even if their overall effort wasn't a success.

"Young children often get excited to try something new," Peters said. "By praising effort and showing children they'll still be

loved and valued despite the outcome, you can reframe how they approach challenges and teach them that difficult doesn't mean impossible."

**Encourage the process:** People often withhold praise until there's a result, which leads children to hurriedly scribble a picture to hold up for a "good job" instead of taking time to focus on their efforts. When children know adults will encourage them during the process, instead of only upon the achievement, they're more likely to try new things or master a new skill. For example, try providing encouragement such as, "I can see you're focused on drawing that tree. It looks so lifelike because you're putting so much thought into what you're doing." Once their project is finished, continue the encouragement by hanging up their artwork or school projects in a prominent place.

**Model a growth mindset:** You can model a growth mindset for children by narrating your actions when you are facing a challenge: "I am having a difficult time putting this shelf together, but it's OK. I'll take a break then read the instructions again." Remove negative words from your vocabulary, such as "I can't" or "I'm stupid." Even when you are joking, children may not be able to tell the difference. You can also ask your children to join you in problem-solving. Take time to hear their ideas and try them even if you think they won't work. This not only supports the development of their growth mindset, but the quality time and encouragement reinforces their sense of self-worth and builds confidence.

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# THE RULES OF THE ROAD

Safety tips make bicycling a fun, family activity

BY GREG SEITER | PHOTOS BY ADOBESTOCK

Bicycling is an activity that can be enjoyed at all ages and while some pedal for the thrill of competition or for purposes related to physical fitness, others choose to ride their bikes simply as a way of spending time with family and friends. However, no matter the reason for engagement, all cyclists are encouraged to familiarize themselves with bicycle safety practices, especially considering the fact that there were 286.9 million registered vehicles on U.S. roadways two years ago and obviously even more today.

According to the National Highway Traffic Safety Administration (NHTSA), bike accidents comprise nearly two percent of all traffic fatalities in the country. In fact, the NHTSA reports that while approximately 700 individuals die every year in bike accidents, another 48,000 suffer serious injuries. In 2019 alone, 143,000 bicyclists visited hospital emergency rooms as a result of vehicle-related incidents.

National statistics also indicate that bicycle fatalities have

been on the rise during the last decade, undoubtedly at least in part due to the fact that vehicles, drivers, and bike riders all continue to increase. However, bicycle accidents can't entirely be attributed to motor vehicle related encounters.

Johnson County resident Don Meyer, an 87-year-old retiree who has worked as a part-time photographer for many years, became a bike enthusiast while he was a student at Indiana University.

"I got involved in the Little 500 and rode in three races down there. I still regret not riding in four," he said. "My last race there was in 1960."

After that, Meyer didn't ride again for 25 years until a fraternity brother told him about the Hilly Hundred; a bike club ride held each fall in Brown County.

"I didn't even own a bike at that time so I had to borrow one," he said.

Following that event, Meyer once again tried to leave the

sport but was unsuccessful.

"I did the ride and then announced I would quit but my wife bought me a bike for Christmas. That was her mistake," he said. "I was 50 at the time."

A consistent rider for the following 36 years, things abruptly changed for Meyer during a group ride nearly two years ago.

"It was April 28 and we were six miles out on what was a regular route for us. We had probably been through there maybe 100 times or more over the years," he said. "Over my shoulder, I saw some dogs I hadn't seen before but they didn't look like a threat. However, suddenly, one of the dogs was into my front wheel. I went down pretty hard."

As a result of his accident, Meyer has become an outspoken bicycle safety advocate.

"Helmets and safety are always on my mind," he said. "I always talk about how important it is to give yourself some room when you're

### Where to Ride

- Bicyclists are required to ride in the right hand lane or as close as practicable to the right-hand edge of the roadway, when traveling slower than the speed of traffic.
- Bicyclists may (but are not required to) utilize any usable bicycle lane.
- Bicycles are not prohibited from being ridden on sidewalks but bicyclists should check their local ordinances for variations.

### How to Ride

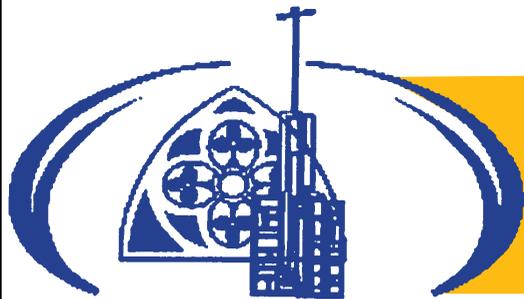
- Bicyclists shall not ride more than two abreast except on paths or parts of the roadways set aside for the exclusive use of bicycles.
- Bicyclists are required to slow down and come to a complete stop at stop signs

and traffic devices signaling red. However, after a bicyclist comes to a complete stop at a steady red traffic signal and waits for two minutes or 120 seconds, the bicyclist, exercising due care, may treat the red traffic signal as a stop sign and may proceed once safe.

- Bicyclists must signal when turning or coming to a stop.



*Continued on Page 8*



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around other riders but the number one rule is to never ride without a helmet. Even when I'm working on a bike and take it out for a test ride, I always put on a helmet."

Head injuries are reportedly the leading cause of death in 80 percent of bicycle crashes and because of that, AAA recommends the following tips to ensure a given bike helmet fits properly.

- Helmets should be approved by the Consumer Product Safety Commission.
- Helmets should sit level and low on the forehead so the wearer can see the front of the helmet when they look up.
- If a helmet is a little too large, extra padding should be inserted and the "fit ring" on the back of the helmet adjusted.
- Straps should be adjusted to center the buckle under the chin. They should form a "V" shape under and slightly in front of the ears.

Having a properly fitted bike is also important but Meyer has additional tips.

"Wear bright colors and ride in low-traffic areas," he said. "Ride three or four feet up into the road as opposed

to being close to the edge.

"Be predictable, don't make sudden moves and be sure to signal turns as if you were in a car.

"For long rides, carry water and energy bars and watch out for cars making right turns in front of you.

"Also, watch for parked cars so you don't get doored," he added.

In addition, industry experts say it's important for Indiana bike riders to be familiar with state laws.

According to [Bikelaw.com](http://Bikelaw.com), bicyclists generally have all the same rights and responsibilities as motor vehicle drivers, but there are many other things to consider including where and how to ride.

"The bottom line with all this is that you want to keep the rubber side down and keep your bike upright," Meyer said.

If you want some help teaching safety rules, Perry Township Kiwanis will host its fourth bicycle safety rodeo May 12 from 5 to 7 p.m. at the Baxter YMCA. The event is geared toward helping children ages 4 to 12 learn bicycle safety rules and best practices.

# Helping teens develop financial literacy

BY FAMILY FEATURES

Developing financial knowledge and effective money management habits are important steppingstones for teenagers to become financially stable adults who aspire to build assets and achieve personal goals.

For example, most teens (88%) would like to own a home someday, according to a survey conducted by Wakefield Research on behalf of Junior Achievement USA and Fannie Mae. The survey of 1,000 teens ages 13-17 in the United States found most (85%) believe “owning a home” is part of “the good life,” compared to nearly as many adults (87%). However, fewer than half (45%) could correctly identify the definition of a home mortgage and 76% said they lacked clear understanding of credit scores.

“There’s been this theme that younger Americans aren’t interested in homeownership, but the results of this survey contradict that assumption,” said Jack E. Kosakowski, president and CEO of Junior Achievement USA. “Teens appear interested in owning a home someday but seem to realize they need more information on how to do it.”

To help teens gain a better understanding of

financial decisions they’ll face in adulthood, consider these common terms:

## Credit score

While nearly all teens (96%) believe credit scores play an important role in the ability to purchase a home, approximately 3 in 4 (76%) said they understood credit scores only “somewhat,” “a little” or “not at all.” A credit score is a number from 300-850 based on a number of factors, including credit history, open accounts, total debt, repayment history and more. Lenders use credit scores to evaluate a person’s ability to repay loans.

Generally, scores below 620 may require paying a higher rate, a shorter repayment term or a co-signer. Scores of 700 or higher are considered more favorable to creditors and may result in lower interest rates while scores higher than 800 typically provide the most benefits to consumers.

## Mortgage

While a slight majority of white teens (52%) correctly identified the definition of a mortgage, only around a quarter (26%) of Black

teens and fewer than half (41%) of Hispanic or Latino teens could do so. Nearly all teens surveyed (97%) thought it would be helpful if schools offered lessons that explained homeownership, including mortgages. In response, Fannie Mae is supporting the development and deployment of Junior Achievement learning experiences for thousands of students annually in various age groups by integrating relevant content from its HomeView homeownership course materials and resources, which are designed with first-time homebuyers in mind.

“Young people today are the homebuyers of tomorrow,” said Jeffery Hayward, executive vice president and chief administrative officer, Fannie Mae. “By providing them access to quality, foundational education now, Fannie Mae and Junior Achievement are helping these future homeowners prepare for the mortgage and homebuying process when they’re ready to take that step.”

Visit [ja.org](http://ja.org) for more tips and information to help teens improve their financial knowledge and reach their goals.

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# GET OUT AND LEARN SOMETHING



# Summer camps offer a variety of enrichment activities

BY JENN WILLHITE | PHOTOS BY BOYS & GIRLS CLUB OF JOHNSON COUNTY

Traditionally, summer camp conjures fond memories of hiking, s'mores and stories by the campfire, however, today's camps are offering that and so much more with a broad breadth of fun and engaging activities for kids of all ages to keep them active and learning.

Sonya Ware-Meguiar, CEO of Girls Inc. of Johnson County, says this year's camp program will have a strong focus on social/emotional learning, as well as components of literacy and STEM.

Girls Inc., partners with a variety of organizations and businesses to offer participants a broad range of activities in addition to Girls Inc.'s own curriculum that includes elements about anti-bullying and ways to combat peer pressure. The idea is to not make the camp an extension of the classroom, but rather an opportunity for exploration.

The camp, which is open 7 a.m. to 6 p.m. Monday through Friday, is designed to keep the girls busy, active and engaged in a hands-on, interactive environment, Meguiar says.

"One of the things I think is so critical about summer camp is we are really helping those girls because we know

that learning loss happens during the summer when kids are out of school," Meguiar says. "They are having fun while they're learning."

Kiddos who are looking forward to starting school in the fall are invited to take part in Girls Inc.'s kindergarten boot camp, which offers an opportunity for the little ones to get a jumpstart on all the skills they'll need for kindergarten, like learning how to stand in line.

Erin Swisher, youth programming and activities coordinator for Greenwood Parks and Recreation, says her department's summer camp program will offer a range of activities intended to keep kids involved and learning in a fun way.

The department's upcoming eight-week camp will be open to kids in first through sixth grades. Additionally, kids who have participated in a previous summer camp through the department are eligible to take part in a Counselor in Training (CIT) program open to kids in seventh through ninth grades, Swisher adds.

"We are looking to provide a safe, fun and enjoyable summer for all the kids in our local community," she says.

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# SUMMER CAMPS

A few of the available summer camps in the Johnson County area:

## Girls Inc. of Johnson County

200 E. Madison St., Franklin, 317-736-5344. 7 a.m. to 6 p.m. Monday through Friday, May 30th–July 28th (Closed July 4th)  
Early bird registration \$35 until March 3; \$40 until March 24; \$45 until April 28 and \$50 until May 19. A programming fee also applies. Check out [girlsincjc.org](http://girlsincjc.org) for more details.

## Time Travelers History Camp

The Johnson County Museum of History, 135 N. Main St., Franklin, 317-346-4500. 9 a.m. to Noon July 10-14, 2023  
Celebrating 200 years of Johnson County history, camp participants must have completed third or fourth grade in the spring of 2023, says David Pfeiffer, museum director. Cost for the camp is \$35 for members of the Johnson County Historical Society and \$40 for non-members. Fee includes camp t-shirt, speakers, crafts and snacks.

## Summer Madness

Boys and Girls Club, 101 Hurricane St., Franklin, 317-736-3694.  
7 a.m. to 6 p.m. Monday through Friday, May 23 – July 28.  
Open to children in first through eighth grades.  
Part-time option: \$60 per child/no fieldtrips or \$160 per child/with fieldtrips.  
Full-time camp: \$100 early bird special through March 20; \$125 per child after March 20. There is another option of \$80

per week. Additional details are available at [www.bgfc.net](http://www.bgfc.net).

## Camp Allendale

Christian Camp and Retreat Center, 4605 South Allendale Drive, Trafalgar, 317-878-4400.  
Camp Allendale offers summer camps for kids of all ages that are intended to help young people connect with God through worship, study and adventure.  
A variety of camps will be offered this year beginning June 4. Camps divide kids by grade level and cost starts at \$45 per student for first graders. Visit [www.camp-allendale.org/summer-schedule](http://www.camp-allendale.org/summer-schedule) for a complete listing of program and pricing information.

## Kickapoo Kids Camp

7 a.m. to 6 p.m. Monday through Friday, May 22 – August 1  
Kickapoo is a weekly camp that offers a variety of activities including swimming, special events and games for kids entering kindergarten through sixth grade. Cost is \$120 for city residents; \$145 for nonresidents/\$100 (non-refundable) registration fee for each child. A Cultural Arts and Recreation Center membership and Franklin Family Aquatic Center Pool pass are included in camp fees. Campers must sign up for the entire summer.  
For more information contact Courtney Johnson at [cjohnson@franklin.in.gov](mailto:cjohnson@franklin.in.gov).

## Baxter YMCA

7900 Shelby St., Indianapolis, 317-605-8871.  
6:30 a.m. to 6 p.m. Monday through

Friday, June 5 – August 4

Open to kids ages three to 15 years old, Baxter YMCA is offering a weekly day camp that gives campers an opportunity to explore nature with hikes, games, archery and swimming to name just a few activities. In addition, the camps provide meaningful peer interaction and engagement that eliminates the need for screen time and increases focus on stepping outside one's comfort zone to experience something new. For more camp information visit [indymca.org](http://indymca.org).

## STEM Connection Summer Camp

Moore Road Farm, 8407 Moore Rd., Indianapolis, 317-213-9169.  
9 a.m. to 4 p.m. Monday through Thursday, beginning June 12.  
Camps include Plant Wizards (June 19-22), Creative Innovators (July 10-13) and All About Bugs (July 24-27).  
Moore Road Farm hosts full-day, week-long summer STEM programs for kids entering kindergarten through sixth grade. According to their web site, activities offer kids a chance to "connect with nature, engage in STEM practices, and have fun in the sun." With an 8:1 adult to camper ratio, kids have ample support and access to activities that align with Indiana Academic Standards. Cost is \$240 per camper. Sibling discount and free and reduced lunch discount also available. For more information and a complete listing of camps visit [thstemconnection.org](http://thstemconnection.org).

Summer Madness at the Boys and Girls Club is geared toward offering programming that helps offset summer learning loss, says Natalie Fellure, executive director of the Boys and Girls Club.

Kids who take part in the camp get to participate in Clubhouse activities, trips to the park and walks around Franklin, as well as weekly fieldtrips to destinations like the Franklin Skate Club, Hi-Way Lanes and the Indianapolis Zoo, Fellure says.

This year, the club is bringing back additional hours of operation. In addition to the full day camp, which is offered from 7 a.m. to 6 p.m. Monday through Friday, the club will provide a second option of 10 a.m. to 4 p.m. Monday through Friday that will allow kids to grab lunch and still participate in trips to the pool and other club activities, Fellure says.

“Summer camp at the Boys & Girls Club is important for area youth because it provides an affordable, fun, safe environment for kids to be while their parents are working,” Fellure says. “We also provide programming that helps mitigate summer learning loss.”



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# 8 ways students can build a cultural identity

BY FAMILY FEATURES | PHOTO PROVIDED  
BY ST. JOSEPH'S INDIAN SCHOOL



Days spent in the classroom are often centered around language, reading, math, science and other traditional curriculum, but there's another key subject students may learn about without even realizing it: themselves.

While coming to understand one's family background and culture may seem like a daunting task for school-aged children, it can actually be a simple (and fun) opportunity for discovery.

LaRayne Woster is the Native American Studies Lead and Cultural Specialist at St. Joseph's Indian School, a small nonprofit Native American school working to preserve the culture and heritage of its students. As a cultural specialist, Woster developed a unique project with her students, helping them discover who they are and where they came from.

By developing fun and informative activities like learning their creation story; learning traditional arts, crafts and dances; making a traditional meal; and understanding religious traditions, she challenged her students to connect with their ancestry.

While this activity focused on Native American children, Woster recommends parents and teachers use this exercise and share ideas to help any child connect with his or her own heritage, from Hispanic and African cultures to French, Irish and beyond. Schools like St. Joseph's provide an environment ideal for students to make those connections as the school is dedicated to improving the quality

of life for children and families with a mission to educate mind, body, heart and spirit.

Consider these ways you can promote cultural connections.

**1. Bond with someone who knows the culture.** One of the easiest ways students can introduce themselves to their own history is by talking with relatives, friends or neighbors who can share wisdom and knowledge. These mentors can provide direction and educational opportunities while taking part in games, dances, storytelling and other cultural traditions.

**2. Learn a traditional game and share it.** Throughout history, people of all cultures played games and took part in activities to spark creative freedom and break free from everyday stressors. Learning and participating in one of these games offers children a fun, hands-on way to connect with their heritage.

**3. Cook traditional foods.** While family reunions and holidays are often filled with your loved ones' favorite meals, the foods of your ancestors may differ dramatically from today's classics. Connecting with the past can be as easy as researching recipes, heading to the store for a few ingredients and spending cherished moments together in the kitchen.

**4. Do a traditional dance.** Folk dances from around the world have been passed down from generation to generation. Native American grass dances, Lakota dances and rain

dances are popular examples that offer lively, entertaining ways to connect with the past.

**5. Study oral traditions and learn to tell the stories.** Whether your culture dates back hundreds of years or thousands, there are tales to be told. Learn some of your ancestors' most influential stories from creation and ancient history to modern folktales and retell them to friends and family.

**6. Read the works of early authors.** Studying your culture's most well-known authors, fiction or non-fiction, can give you a glimpse into the past. Even fictional works provide a gateway to the thinking, traditions, beliefs and more of those who came before you.

**7. Learn the traditional language.** For students whose ancestors spoke a different language or communicated in a different manner than people today, studying that language provides a direct connection to the culture. In fact, learning the language can be an exciting experience to communicate with an elder in your community who speaks fluently.

**8. Come to know and respect your family.** While history and its traditions may seem long, long ago, your closest possible connections to that past are the loved ones you see every day. Bonding over your newfound knowledge of your shared heritage is a profound opportunity to grow closer, connect with your background and celebrate those who came before you.

# Parent-child collaboration is a time bomb

BY JOHN ROSEMOND | TRIBUNE NEWS SERVICE

“What went wrong, John?” asked a fellow boomer who, like many folks my age, are dismayed at what has happened within the American family over our lifetimes. Specifically, we have seen the end of mere childrearing and the consequences to all concerned of this new and harmful thing called “parenting.”

In the 1960s, the forces of cultural deconstruction began demonizing all forms of traditional authority, including authority in and of the workplace, military, classroom teacher and Constitutional government. Arguably the most significant demonization involved the authority of parents.

Two best-selling parenting authorities of the late 1960s and '70s, family counselor Dorothy Briggs and psychologist Thomas Gordon, published books in which they advocated for families being democratic. They meant that children, even children as young as 2 or 3, should have an equal voice in family matters. No, I'm not exaggerating. Read their books.

Unless you're a baby boomer, you probably don't notice how radical parenting advice of that sort has played out. Today's parents are noticeably uncomfortable with being authority figures, for example. Note the ubiquity of parents who talk to their kids as if they are peers. They explain themselves to their children as if they are asking their approval.

They “problem-solve” with their kids, and they are especially diligent about asking their opinions, of course. Anything less is sure to destroy a child's sense of being the most important human to ever live, as well as any chance he will ever have at becoming the first surgeon to perform a successful brain transplant. The operative word is “collaboration.”

Parent-child collaboration — a rebranding of “democracy” — is a centerpiece of the new way. In

public, it's a form of virtue signaling.

For example, two parents pushing a toddler in a shopping cart walk into the produce aisle of my default grocery. They look serious, and do they ever sound earnest. They're asking the child: “Where do you want to go next?” and “Do you want to go down this aisle or that one?” and “What would you like for supper tonight?” and “Are you ready to go home now?” and “Which one of us should carry you?”

Why are they asking patronizing questions of that sort of a toddler?

The answer, of course, is they are identifying themselves as parents who are mindfully and intensely sensitive to their child's feelings, which is utmost to being collaborative.

Bless their big hearts; parenting progressives of that ilk don't

realize they are setting precedents that are almost certain to come around and haunt them. Giving a young child the impression that nothing happens that is not to his liking, that he must approve of what his parents are doing, that they await and depend upon that approval to know they are doing the right thing, and so on, is almost certain to result in a child who refuses to obey instructions and instead starts incessant arguments and tantrums. Let us not overlook the tantrums.

That time bomb often explodes during the early teen years, by the way. I'm just sayin'.

Visit family psychologist John Rosemond's website at [johnrosemond.com](http://johnrosemond.com). Readers may send him email at [questions@rosemond.com](mailto:questions@rosemond.com). Due to the volume of mail, not every question will be answered.





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