



# SEEDS OF SUCCESS

RESILIENCY EDUCATION FOR KIDS

DEVELOPING RESILIENCY IN ROCHESTER'S CHILDREN



ST. JOHN FISHER COLLEGE

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## INTRODUCTION TO SEEDS OF SUCCESS

### What is Seeds of Success?

**Seeds of Success is a resiliency and social-emotional learning program offered through St. John Fisher College's Institute for Civic and Community Engagement and Community-Engaged Learning Program.** Seeds of Success is designed to develop a resiliency mindset and enhance social-emotional literacy through teaching resiliency skills to children impacted by poverty and other challenges. Curriculum is aligned with several of the NYS ELA standards. Resiliency is defined as "a set of qualities that helps a person to withstand many of the negative effects of adversity" (Gilligan, 2000).

### How Does Seeds of Success Work?

**Children in 1<sup>st</sup> through 5<sup>th</sup> grade learn about five "seeds" of resiliency:** Positive Identity, Feelings & Empathy, Persistence, Goal Setting, and Problem Solving Books through games, and activities. College-attending students work with a small team of children, or a whole class, as "guides" over the course of about 10 weeks. A celebration at the conclusion acknowledges the children's accomplishments.

### Why is SOS Important for Children?

**Seeds of Success is a particularly valuable initiative for the city of Rochester as it has the highest child poverty rate in the nation among cities its size.** Poverty's impact on children's learning and development is severe. Building resiliency ameliorates the negative effects of this impact, including trauma. The child-college student relationship offers children a positive college-age role model.

### Why is SOS Important for the Guides?

Participating in community-engaged learning is beneficial because of the opportunity to better understand the needs in our community, interact with individuals from diverse backgrounds, gain interpersonal, teamwork, leadership, and academic skills, and develop a commitment to bettering our communities.

### What are the Intended Outcomes?

**By the end of the Seeds of Success program, participation children will be able to:**

1. Recognize and name their emotions.
2. Describe what makes them unique and identify positive qualities in others.
3. Understand the importance of empathy in maintaining positive relationships.
4. Recognize that others may experience situations differently from oneself.
5. Identify goals for personal behavior or academic success.
6. Learn how to be effective problem solvers in school and at home.
7. Learn how to persist despite obstacles.

## INTRODUCTION TO COMMUNITY-ENGAGED LEARNING AT ST. JOHN FISHER COLLEGE

### DEFINITION OF COMMUNITY-ENGAGED LEARNING AT SJFC

Community-engaged learning employs the expertise of faculty-student-community partnerships to support organizational growth, enhance individual self-sufficiency, and promote a more just society. This is accomplished through the integration of capacity-building projects and direct work with clients in credit-bearing academic courses across the disciplines. Through the linking of rigorous assignments and thoughtful reflection with experience, this practice strengthens students' academic learning and professional preparation, and provides them with the knowledge, broadened worldview, and commitment to become active and informed citizens.

### VISION FOR INSTITUTE FOR CIVIC AND COMMUNITY ENGAGEMENT

St. John Fisher College will be among Rochester's higher education leaders in pursuing ways in which higher education can help address complex human and social problems. We will:

- support the development of sustainable solutions to pressing social issues facing our community;
- set expectations and measurable outcomes for civic and community engagement across the institution;
- encourage all members of our campus community to volunteer (and recognize them when they do)
- Partner with external constituents in ways that benefit students, faculty, and community-based organizations;
- strengthen and nourish a culture of responsible citizenship and community-engaged teaching, learning, research, and scholarship.

Members of our campus community and our graduates will have the motivation and capacity not only to contribute to, but to lead, in the pursuit of the common good.

### RECOGNITION

The Carnegie Foundation for Teaching has recognized St. John Fisher College's high level of community engagement through its 2015 Community Engagement Classification. St. John Fisher College is repeatedly recognized by the Corporation for National and Community Service (CNCS) and included in the President's Higher Education Community Service Honor Roll, which honors the nation's leading colleges and universities for their commitment to bettering their communities through community service and service-learning.



## SOCIAL-EMOTIONAL LEARNING

### Collaborative for Academic, Social, and Emotional Learning (CASEL)

A trusted source for knowledge about high-quality, evidence-based social and emotional learning.

According to CASEL, Social Emotional Learning (SEL) is the process in which individuals:

- acquire and use skills to understand and manage emotions
- set and achieve positive goals
- feel and show empathy for others
- establish and maintain positive relationships
- make responsible decisions

### The CASEL Meta-Analysis on the Impact of SEL Instruction:

(213 studies, 270,000 K-12 students, Durlak, Weissberg et al. 2011)



9% improvement in attitudes about self, others, and school

23% improvement in social and emotional skills

9% improvement in classroom behavior

11% improvement in test scores



9% decrease in conduct problems, such as classroom misbehavior and aggression

10% decrease in emotional distress, such as anxiety and depression



## RESILIENCY

### Attributes:

Resiliency is “a set of qualities that helps a person to withstand many of the negative effects of adversity” (Gilligan, 2000). Children can learn that they can meet the challenges of their lives and bounce back. Bonnie Benard (1991, 2005) describes four attributes or personal strengths that are pivotal for fostering the inherent adaptive ability of all children.

Autonomy	Social Competency	Problem Solving	Purpose & Future
<ul style="list-style-type: none"> <li>• Independence</li> <li>• Positive identity</li> <li>• Initiative taking</li> <li>• Internal locus of control</li> </ul>	<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Understanding feelings</li> <li>• Positive social interaction</li> <li>• Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Flexible thinking</li> <li>• Success oriented</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Future oriented</li> <li>• Goal directed</li> <li>• Optimistic</li> <li>• Achievement oriented</li> </ul>

### Protective Factors:

Resiliency is also fostered through providing the following protective factors:

1. **Caring and nurturing** from a trusted adult and role model.
2. **Knowledge and skills** on how to achieve resilience.
3. **A community** to belong and contribute to.
4. **Opportunities to be in control** of the future.
5. **Access to resources** to accomplish goals.

### Impact of Resiliency Education:

- Resiliency education can develop a resiliency mindset and enhance social-emotional literacy.
- The CASEL Meta-Analysis above provides evidence of the impact of SEL instruction.
- “Age-appropriate, health-promoting activities can significantly improve the odds that an individual will recover from stress-inducing experiences” (Center on the Developing Child at Harvard University)
- “Regular physical exercise, stress-reduction practices, and programs that actively build executive function and self-regulation skills can improve the abilities of children and adults to cope with, adapt to, and even prevent adversity in their lives” (Center on the Developing Child at Harvard University).

## LESSON FRAMEWORK

The Seeds of Success curriculum is organized into lessons that support the five areas of social and emotional development as defined by CASEL, the Collaborative for Academic Social and Emotional Learning. The lessons also use the personal strengths of resiliency as defined by Bonnie Bernard and is in alignment with NYS benchmarks for social-emotional learning.

<b>Seeds of Success "Seeds"</b>	<b>Social-Emotional Learning Framework (CASEL)</b>	<b>Resiliency Framework (Bonnie Bernard)</b>	<b>New York State Social- Emotional Recommended Benchmarks</b>
<p><b>Feelings:</b> Having a high sense of self worth and self awareness; Understanding your feelings</p>	<p><b>Self Awareness:</b> The ability to reflect on one's own feelings and thoughts and understand how those feelings and thoughts affect behavior.</p>	<p><b>Autonomy:</b> Having high self-esteem and self-efficacy. Sense of one's identity and ability to act independently, and exert control over one's environment.</p>	<p><b>Develop self-awareness and self-management skills:</b> 1A.1a. Recognize and describe emotions and how they are linked to behavior. 1B.1a. Describe one's likes, dislikes, needs, wants, strengths, challenges, and opinions.</p>
<p><b>Empathy:</b> Being sensitive to the thoughts, feelings and experience of other people; Using understanding of your feelings to interact well with others.</p>	<p><b>Social Awareness:</b> The ability to take the perspective of and empathize with other people, understand and adhere to social cues, and adapt behaviors so they are appropriate to a given social situation.</p>	<p><b>Social Competency:</b> Having qualities of responsiveness, empathy and caring, communication skills, positive social interactions and effective communication.</p>	<p><b>Use interpersonal skills to establish and maintain positive relationships:</b> 2A.1a. Recognize that others may experience situations differently from oneself. 2B.1a. Describe the ways that people are similar and different.</p>
<p><b>Goal Setting and Persistence</b> Setting goals to address problems or achieve future success; Overcoming obstacles and not giving up.</p>	<p><b>Self-Management:</b> The ability to effectively manage stress, control impulses, and motivate oneself. The ability to set and work toward personal and academic goals.</p>	<p><b>Purpose and Future:</b> Having a future oriented, goal directed, optimistic, and achievement oriented mindset.</p>	<p><b>Demonstrate ethical decision-making skills and responsible behaviors:</b> 1C.1b. Identify goals for personal behavior progress, achievement, or success.</p>
<p><b>Problem Solving</b> Thinking through challenges of a problem and finding solutions; Being flexible and trying alternative solutions</p>	<p><b>Responsible Decision-Making:</b> Identifying challenges, analyzing situations, and solving problems</p>	<p><b>Problem Solving:</b> Having the ability to think reflectively and flexibly and attempt to find alternative solutions for both cognitive and social problems.</p>	<p><b>Demonstrate ethical decision-making skills and responsible behaviors.</b> 3B.1a. Identify a range of decisions that students make at school and at home.</p>

## UNDERSTANDING FEELINGS

### CASEL Framework

#### **Self Awareness:**

The ability to reflect on one's own feelings and thoughts and understand how those feelings and thoughts affect behavior.

### Bernard Framework

#### **Autonomy:**

Having high self-esteem and self-efficacy. Sense of one's identity and ability to act independently, and exert control over one's environment.

### NYS Benchmark

#### **Develop self-awareness and self-management skills essential to success in school and in life.**

1A.1a. Recognize and describe emotions and how they are linked to behavior.

1B.1a. Describe one's likes, dislikes, needs, wants, strengths, challenges, and opinions.

## UNDERSTANDING OTHERS (EMPATHY)

### CASEL Framework

#### **Social Awareness:**

The ability to take the perspective of and empathize with other people, understand and adhere to social cues, and adapt behaviors so they are appropriate to a given social situation.

### Bernard Framework

#### **Social Competency:**

Having qualities of responsiveness, empathy and caring, communication skills, positive social interactions and effective communication.

### NYS Benchmark

#### **Use social awareness and interpersonal skills to establish and maintain positive relationships.**

2A.1a. Recognize that others may experience situations differently.

2B.1a. Describe the ways that people are similar and different.

2B.1b. Describe positive qualities in others.

## SETTING GOALS

### CASEL Framework

#### **Self Management:**

The ability to effectively manage stress, control impulses, and motivate oneself. The ability to set and work toward personal and academic goals.

### Bernard Framework

#### **Purpose and Future:**

Having a future oriented, goal directed, optimistic, and achievement oriented mindset.

### NYS Benchmark

#### **Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.**

1C.1b. Identify goals for personal behavior progress, achievement, or success.



## SOLVING PROBLEMS

### CASEL Framework

### Bernard Definition

### NYS Benchmarks

<p><b>Responsible Decision-Making:</b></p> <p>The evaluation of consequences of various actions, and a consideration of the well-being of oneself and others. Identifying challenges, analyzing situations, and solving problems</p>	<p><b>Problem Solving:</b></p> <p>Having the ability to think abstractly, reflectively, and flexibly and attempt to find alternative solutions for both cognitive and social problems.</p>	<p><b>Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <p>3B.1a. Identify a range of decisions that students make. 3B.1b. Make positive choices when interacting with classmates.</p>
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## PERSISTENCE

### CASEL Framework

### Bernard Framework

### NYS Benchmark

<p><b>Self Management:</b></p> <p>The ability to effectively manage stress, control impulses, and motivate oneself. The ability to set and work toward personal and academic goals.</p>	<p><b>Purpose and Future:</b></p> <p>Having a future oriented, goal directed, optimistic, and achievement oriented mindset.</p>	<p><b>Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <p>1C.1b. Identify goals for personal behavior progress, achievement, or success.</p>
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## New York State Next Generation English Language Arts Learning Standards

- 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade
- Developed in Seeds of Success Book Reading, Discussion, and Activities

The Seeds of Success curriculum also aligns with four NYS Next Generation ELA Standards.

**Key Ideas and Details, Standard 1:** Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

1<sup>st</sup> grade (1R1): Develop and answer questions about key ideas and details in a text.

2<sup>nd</sup> grade (2R1): Develop and answer questions to demonstrate an understanding of key ideas and details in a text.

3<sup>rd</sup> grade (3R1): Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.

**Integration of Knowledge and Ideas, Standard 9:** Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

1<sup>st</sup> grad (1R9): Make connections between self and text (texts and other people/ world).

2<sup>nd</sup> grade (2R9): Make connections between self and text (texts and other people/ world).

3<sup>rd</sup> grade (3R9): Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.

**Comprehension and Collaboration, Standard 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

1<sup>st</sup> grad (1SL1): Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).

2<sup>nd</sup> grade (2SL1): Participate in collaborative conversations with diverse peers and adults in small and large groups

3<sup>rd</sup> grade (3SL1): Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.

**Text Types and Purposes, Standard 1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1<sup>st</sup> grad (1W1): Write an opinion on a topic or personal experience; give two or more reasons to support that opinion.

2<sup>nd</sup> grade (2W1): Write an opinion about a topic or personal experience, using clear reasons and relevant evidence.

3<sup>rd</sup> grade (3W1): Write an argument to support claim(s), using clear reasons and relevant evidence

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf#page=35>

## EVALUATION RESULTS

Seeds of Success outcomes data provides some evidence of its effectiveness.

**1. Firsts, the theoretical foundation of the program using researched approaches from CASEL and Bernard's theory of resiliency provides indirect evidence.**

**2. Second, there was a significant difference between the pre and post-test data taken by teachers at the beginning of the lessons and at their conclusion in two participating classrooms in fall 2019 (N=12) and spring 2020 (N=30) on these variables:**

1. Overall, **students' skills improved** over the course of the program:  
(mean difference of 2.17 ( $t(21) = 2.15$ ,  $p < .05$ )
2. Students were better able to **identify one or more strengths and interests**  
(M difference = .45,  $t(21) = 2.11$ ,  $p < .05$ )
3. Students can better **recognize and name their feelings** and can figure out ways to manage strong feelings  
(M difference = .55,  $t(21) = -3.58$ ,  $p < .01$ ).
4. Students learned how to **develop empathy and ways to help others** when they are going through difficulties  
(M difference = .38,  $t(21) = 2.04$ ,  $p = .09$ ).
5. Students **set a goal to learn or achieve something and figured out steps to accomplish it**  
(M difference = .43,  $t(21) = -2.71$ ,  $p = .09$ )
6. If the student **encounters a problem**, they know how to solve it by working with others, considering a few different solutions, and persisting even when it feels difficult.  
(Note: due to small sample size, we felt it was worth including marginally significant findings ( $p < .10$ ) since our statistical power was limited).

**3. Participating children's responses to discussion questions and journal prompts provides qualitative feedback. Here are some examples:**

- *One thing I know about persistence is to keep going and never give up.*
- *One thing I learned about empathy is if a friend is sad, I would ask them what is wrong.*
- *One thing I learned about problem solving is you can talk to a teacher and work it out.*

**4. The SJFC student guides provided feedback on lessons learned. Here is a case study:**

- **Feelings and Empathy:** The students loved The Feelings book and were able to act out the emotions well with the Feelings Box cards. Each student was able to share at least one way to help make the person feel better. Amara was proud to show off her learned knowledge from our empathy lesson when she went to comfort Lamar when he fell over.
- **Problem Solving and Persistence:** After the book reading, the students were able to come up with a host of ideas of how they could help their friends try again when struggling. Lamar and Aamara seemed to enjoy putting the puzzle together and drew comparisons to our previous discussion with trying new pieces when another didn't work. Aamara did wonderfully trying out new ways to build her tower when other ways didn't work. You could see the determination growing within her each time her tower fell over.
- **Goal Setting:** Aamara wants to be an artist and was eager to come up with smaller steps to be one. She said that she can create goals to practice her schoolwork so that she will

do better on tests. She recently got into a big fight at school, so many of her goals were about being nicer to other students.

## PROGRAM IMPLEMENTATION

### The Beginning – Orientations

- **Familiarize yourself with the program** on the Seeds of Success website at <http://seedsofsuccessjfc.weebly.com/>
- **Participate in an orientation to the SOS program** during class time or at a designated date and time.
- **Meet the teachers** during your first visit and/or during a required site orientation.

### The Middle – Implementation

#### 1. Preparation:

- **Choose your resiliency book.** *Books are presented more or less in order of developmental level (1<sup>st</sup>/2<sup>nd</sup> grade listed first and 3<sup>rd</sup>/4<sup>th</sup> grade listed last)*  
**Check out the book at the Lavery Library** (ask for the name of your book under "Seeds of Success" at the reserve desk). Each book can be checked out for 5 days.
- **Choose your Activity.** *Activities are presented more or less in order of developmental level (1<sup>st</sup>/2<sup>nd</sup> grade listed first and 3<sup>rd</sup>/4<sup>th</sup> grade activities last).*  
**Check out the materials needed.** Refer to the resources chart at the end of this manual for the list of materials that can be checked out at the Library and request the Bin Letter indicated. Purchased materials can be reimbursed through applying for a CE Grant (application link on the CEL website).
- **Prepare the book reading and activities.** Coordinate with your partner/team and determine who will do what. Rotate your roles

#### 2. The Sessions:

- **Introduce the resiliency "Seed"** that you will focus on. Define it, use the word in a sentence, and discuss to develop understanding.
- **Read the book** to the children and **lead a discussion** using the suggested questions.
- **Lead an activity** that enables the students to apply and better understand the principles. Come prepared with two activities.

### The End – Conclusion

- **Run an end of the semester celebration** and distribute "Certificates of Completion." Apply for a CE Grant for refreshments, gifts, or books to distribute.
- **Return the SOS manual to the library; Submit the Seeds Program Feedback Form** to Lynn Donahue.

## PROGRAM SCHEDULE

Introduction to Seeds of Success Program

Seeds of Success training

**Lesson #1:** Knowing Me, Knowing You I

**Lesson #2:** Knowing Me, Knowing You II

**Lesson #3:** Understanding Feelings

**Lesson #4:** Understanding Others (Empathy)

**Lesson #5:** Setting Goals

**Lesson #6:** Solving Problems

**Lesson #7:** Persisting

**Lesson #8:** Student Choice

**Lesson #9:** Celebration

## CHILDREN AND POVERTY IN ROCHESTER QUIZ

**1. What percentage of the children in the City of Rochester live in poverty?**

- a. 10%
- b. 23%
- c. 33%
- d. 56%
- e. 60%

The federal poverty line in 2017 was \$24,600 for a family of four, or \$12,060 for one person. In other words, about 32,000 people in Rochester are living on about \$230 a week.

**2. True or False: Greater Rochester's childhood poverty rate ranks third in the nation.**

Rochester's childhood poverty rate is three times the national average of 18.4 percent and ranks third in the nation, following Flint, Michigan, at 60.5 percent, and Gary, Indiana, at 58.7 percent.

**3. What percentage of RCSD students graduate from high school?**

- a. 33%
- b. 58%
- c. 65%
- d. 78%
- e. 82%

HS graduation rates rose to the highest mark in more than 10 years after several years of small gains. East High School gained 13 points from last year, reaching 65%.

**4. True or False: Poverty is found exclusively in the city of Rochester.**

Forty-three percent of students in the Gates-Chili Central School District in the 2013-14 school year were economically disadvantaged, along with 48 percent in East Rochester and 53 percent in East Irondequoit. Roughly one in 10 people in Brighton, Henrietta and Irondequoit lives below the poverty line.

**5. What percentage of RCSD students scored at the proficient level (score 3 or 4) on the New York state assessments for ELA and Math (grades 3-8)?**

- a. 20%
- b. 60%
- c. 13%
- d. 8%
- e. 80%

## TRAUMA-INFORMED TEACHING

### What is using a trauma-informed approach?

Being informed about and sensitive to trauma, and providing a safe, stable, and understanding environment.

### What causes trauma?

- **Experiencing or witnessing an event** that poses a real or perceived threat to the life or well-being of the child or someone close to the child.
- **ACEs: Adverse Childhood Experiences** ([www.acestudy.com](http://www.acestudy.com)):
  - Psychological Abuse
  - Physical Abuse
  - Sexual Abuse
  - Emotional Neglect
  - Physical Neglect
  - Loss of a Parent
  - Mother Treated Violently
  - Substance Abuse
  - Mental Illness
  - Criminal Behavior in the Household

### What is the impact of trauma?

The impact of trauma can depend on many factors such as severity and number, significance, age, history of trauma, presence of support systems, and genetics.

- **Impact on the Brain:**
  - Trauma effects the “cross-talk” between the brain’s hemispheres which may affect regulation of emotions and fear.
  - Trauma undermines the development of brain regions that would normally help children manage fears and anxieties.
- **Potential Academic and Social-Emotional Impact:**
  - Difficulty with communicating verbally
  - Perceive that transitions are dangerous
  - A desire to over-control
  - Difficulty with self-control and self-regulation
  - Feeling disconnected or different from others
  - Difficulty trusting others

### What does the research tell us about how resilience can mitigate the impact of trauma?

- Children with two or more ACEs who demonstrated resilience were 1 ½ times more likely to be engaged in school than students who didn’t demonstrate resilience (Bethell, Newacheck, Hewes, & Halfon, 2014).
- Programs that teach elementary school students techniques like relaxation, social problem solving, and conflict resolution showed promise in relieving PTSD syndromes (Lansley, Gonzalez, Sugar, Solis, & Jaycox, 2015).



## CULTURALLY RESPONSIVE TEACHING

Seeds of Success is currently implemented in classrooms and programs in the Rochester City School District. The majority of the students you will be working with are African American or Latino and come from families who are low-income or in poverty. For some of you, this may be the first time you are working with children from different cultural and socioeconomic backgrounds. Here are a few culturally responsive teaching practices.

### Know Your Students

Culture refers to customs, attitudes, ideas and behaviors of a collective (Oxford Dictionary, Dictionary.com). While you can get to know your students by paying attention to their culture, you also need to pay attention to who they are as individuals. Get to know their interests and needs and take time to develop trust.

### Know Yourself

Be aware of your own biases and preconceptions you may bring to this work that may influence your interactions. Consider how you can push past your comfort zone to create trusting, positive, and impactful relationships with the children.

### Understand the Impact of Poverty

Learn about the impact of poverty and trauma on the brain and behavior. Understanding that the root causes of behavior such as impulsivity, gaps in politeness, and inappropriate responses is often trauma can help you respond with compassion and empathy.

### Use Active Learning

Many African American, Latino, and Southeast Asian students come from oral cultural traditions and learn best through oral and active means and by working collaboratively. Use games, activities, and stories to teach a lesson within a group setting.

### Use Positive Representations and Draw from Life Experiences

Include positive images and representations of children and adults from diverse racial and cultural groups in your teaching. Include examples from your life, build in examples from your students' experiences, and provide examples from diverse traditions in the books and activities you use.

### Convey High Standards

Have high standards for your students and encourage them to reach these standards. Treat all students as competent and foster a 'growth mindset'.

## READING STRATEGIES

### **Pre-Read:**

Always read the book to yourself before reading it to the children.

### **Identify the Theme:**

Identify the theme (resiliency concept) of the book and communicate that to the children.

### **Use Expression:**

Use expression when reading the story! If you are excited and engaged in the story, your students will be more engaged. You may want to practice reading the book aloud before reading it to the children to try out different voices of the characters.

### **Ask Questions:**

Stop periodically while reading to ask questions (but not too many). Ask questions that require more than a one-word answer (use open-ended questions vs. closed questions). Consider the developmental level of your students when asking questions.

### **Be Spontaneous:**

Be open to what the children share as they may notice different details than you do. Allow the children to have some spontaneous responses.

### **Personal Connections:**

Facilitate discussions that help children make personal connections to the story and the characters in the book. Ask for examples that relate to their lives.

### **Think-Pair-Share:**

Have the children think of an answer to your question, share it with a child next to them or their partner, and then share with the larger group.

### **Read Along:**

If there is a repeated sentence/phrase, encourage the children to read that section aloud with you when you read it.

### **Read Aloud:**

Allow children to read components of the book aloud to the group, but be mindful of the extra time this may take.

## CLASSROOM MANAGEMENT

### Create Ground Rules and Expectations:

Keep expectations for working together simple and easy to understand. Ask for children's suggestions for rules, write these down, and repeat them as often as needed. Examples you can propose include:

1. Listen quietly
2. Take turns
3. Say please and thank you
4. Be kind to each other
5. Raise a quiet hand when you have something to share
6. Use your inside voice
7. Ask for help when needed

### Stay Positive:

Say, "do" instead of "don't" whenever possible. Focus on *what to do* rather than what not to do. Example: Say, "Keep your feet on the floor" or "Show me how you can keep your feet on the ground!" instead of "don't climb on the table." Say, "Use a quiet voice inside" or "please raise a quiet hand" instead of "stop shouting."

### Talk With Children – Not “at” Them:

Children do not pay attention well when you are talking (or shouting) “at” them. Guidance is much more effective when you talk to children at their eye level. Look them in the eyes, touch them on the shoulder, and talk with them. Give children time to respond, and listen genuinely to them.

### Use Positive Reinforcement:

All children want attention. It is better to give them positive attention for good behavior than negative attention for misbehavior. Comment on something positive about each child. Call on children who are sitting quietly.

### Use Strategies to Keep Attention:

- “Clap once if you hear me; clap twice if you hear me; clap 3 times if you hear now”.
- Countdown from 5, 4, 3, 2, 1 and say out loud that when you get to 0, you would like the students to be sitting “quietly and in control.”
- Cover your eyes (slightly) and say, “When I count to 5, I will open my eyes and I expect everyone to be sitting quietly.”

Adapted from Common Strategies for Guiding Children's Behavior in Child Care Settings (from Child Care October 13, 2015)

## TIPS FOR SUCCESS AND SAFETY

### #1: Create a Quality Product or Service

- Learn about needs of your community partner and be flexible – sometimes your ideas need to be changed to better meet community partners' needs.
- Do your best work. Make a good first impression by knowing the project guidelines well and communicating this to your partner during your first meetings.

### #2: Be On Time and Reliable

- Your community partner relies on you to be there at the agreed time and counts on you to complete your project. It's crucial that you follow your pre-established work schedule.
- If you need to be late or miss a work date, please notify your partner.

### #3: Use Professional Verbal and Nonverbal Communication

- When arranging a meeting, call or e-mail with enough lead time. If your partner contacts you, return communication promptly.
- If you have questions, ask.
- Good eye contact and strong hand shake conveys confidence. Dress appropriately. You are a representative of St. John Fisher College.

### #4: Follow the Agency's Expectations and Professional Practices

- Use formal names unless told otherwise.
- Avoid gossip and protect your own and others' privacy and confidentiality.
- Never engage in, or tolerate from others, verbal exchanges or behavior that may be perceived as discriminatory or sexual.
- Keep your cell phone away at all times unless there's an emergency.

### #5: Maintain Safety On-site

- Students must report to their community contact any suspected abuse when they have reasonable cause to suspect that a child is a victim of child abuse.
- For personal safety, don't give a client a ride in a personal vehicle, give or loan clients' money, share too much personal information, and visit people in their homes.
- Use adult bathrooms only in schools and after-school programs.
- Find out the procedures for "lock downs" and "shelter-in-place" in case of emergencies.

### #6: Travel Safely

- Map out your route so you know where you're going. Find out where to park.
- Use common sense (i.e. keep doors locked). When you can, travel with others.
- If you have any concerns, please let your supervisor or instructor know.

### #7: Reduce Barriers, Challenge Yourself and Have Fun

- When you enter the community, ignore stereotypes of community, be open minded, and be positive. You will reduce barriers and increase understanding.
- Take advantage of this opportunity to learn about your community, test out potential career options, gain new networking contacts, and learn new things about yourself.

## MATERIALS FOR ACTIVITIES ON RESERVE (LIBRARY)

Box Number	Activities	Uses
Bin A	<ul style="list-style-type: none"> <li>● Feelings cards</li> <li>● Feelings Faces</li> </ul>	Empathy & Feelings
Bin C	<ul style="list-style-type: none"> <li>● St. John Fisher College Puzzle</li> <li>● Oh the Places You'll Go Puzzle</li> </ul>	Problem Solving
Bin D	<ul style="list-style-type: none"> <li>● Lorax puppets</li> <li>● Cat in the Hat puppet</li> </ul>	Problem Solving
Bin E	<ul style="list-style-type: none"> <li>● Balls Of Yarn</li> <li>● All About Me Cards</li> <li>● Koosh Balls</li> </ul>	Ice Breakers
Bin G	The Little Red Pen Activity: <ul style="list-style-type: none"> <li>● Play-Doh &amp; pipe cleaners</li> <li>● Large paper clips</li> </ul>	Problem Solving
Bin H	<ul style="list-style-type: none"> <li>● Feelings Balls</li> <li>● Feelings Stuffed Figures</li> </ul>	Empathy & Feelings
Bin I	<ul style="list-style-type: none"> <li>● Game Boards</li> <li>● Game Pieces</li> <li>● Card Sets</li> </ul>	Seeds of Success Game
Bin J	Supplies <ul style="list-style-type: none"> <li>● Toothpicks</li> <li>● Markers</li> <li>● Color Pencils</li> <li>● Masking Tape</li> <li>● Pipe Cleaners</li> </ul>	Supplies
Bin K	Supplies <ul style="list-style-type: none"> <li>● Popsicle Sticks</li> <li>● Index Cards</li> <li>● Paper Bags</li> <li>● Construction Paper</li> </ul>	Supplies

## NEXT STEPS . . .

Here resources for implementing resiliency and other social-emotional learning in the classroom throughout the year.

Teachers who are interested in ongoing support will find these useful. Or refer to them if you'll be providing additional support to teachers in their classrooms during the year as a way to link the SOS lessons to classroom work.

<https://www.casel.org/wp-content/uploads/2017/08/Sample-Teaching-Activities-to-Support-Core-Competencies-8-20-17.pdf>

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## St. John Fisher Student Feedback

Thank you for your participation in the Seeds of Success program! Your input provided here will help us know how to grow and improve this program.

Please return this form to your instructor or Dr. Lynn Donahue, 104 Library.

1. On a scale of Strongly Agree to Strongly Disagree, how impactful has this program been for YOU?

SA                      Agree                      Uncertain                      Disagree                      SD

In what way has the program been impactful and a success for you?

2. On a scale of Strongly Agree to Strongly Disagree, how impactful has this program been for YOUR STUDENTS?

SA                      Agree                      Uncertain                      Disagree                      SD

In what way has the program been impactful and a success for your students/children?

3. Please describe the one or two books/activities that have worked really well and why.

4. Please describe the one or two books/activities that have not worked as well and why.

5. Please comment on the logistics such as library checkout, scheduling, working with your community partners, working with the kids, etc. What could we add to the program to make it even better?



## Acknowledgements

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Community-Engaged Learning students from across the disciplines and First Generation Scholars have served as Seeds of Success Guides, starting in 2015. In the 5 years it has been running, a total of 265 St. John Fisher College students and 512 children have benefited from the program.

Program implementation was made possible because of our community partners including Rochester City School District #57, #35, and #33, Urban Choice Charter School, Maplewood Library, Nativity Preparatory Academy, Ryan Recreation Center, Center for Youth, Sojourner House, and Coordinated Care Services.

Thank you!

Lynn Donahue, Ed.D.