

Student Orientation to Seeds of Success Program

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<http://seedsofsuccessjfc.weebly.com/>



**SEEDS OF
SUCCESS**
RESILIENCY EDUCATION FOR KIDS

What is Seeds of Success?

- Seeds of Success is a resiliency and social-emotional 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.

DEVELOPING RESILIENCY IN ROCHESTER'S CHILDREN



ST. JOHN FISHER COLLEGE

GRADES 1ST, 2ND & 3RD

Why Seeds of Success? Why Social-Emotional Learning (SEL)?

1. SEL improves academic achievement and positive attitudes towards learning. Resiliency can serve as the building blocks for academic learning.
2. SEL increases relationship-building behaviors (kindness, empathy). SEL reduces stress and anxiety/depression among students.
3. Resiliency enables children to bounce back from adversities and deal with the challenges and trauma caused by poverty. It increases persistence and ability to develop solutions to problems.
4. Seeds of Success curriculum is in alignment with New York State SEL and ELA standards.

Durlak et al., 2011; <https://casel.org/>

What is Social-Emotional Learning?

Social-emotional learning is the process through which individuals acquire the skills to regulate emotions, feel empathy, and develop other skills that promote positive socialization.



Childhood Poverty in Rochester

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

1. 10%
2. 23%
3. 33%
4. 52%
5. 60%

2. What percentage of RCSD students graduated from high school?

1. 23%
2. 51%
3. 62%
4. 78%
5. 82

3. What percentage of RCSD 3rd -8th grade students passed the NYS tests?

1. 20%
2. 60%
3. 7%
4. 13%
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The median household income for Rochester was \$32,300

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3. What percentage of RCSD 3rd - 8th grade students passed the NYS tests?

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The regional average was 45%; the state, 48%

Poverty and Trauma

- Poverty results in toxic stress.
- Many children in poverty experience one or more ACEs.
- Repeated adverse experiences results in trauma.

ADVERSE CHILDHOOD EXPERIENCES – ACEs

What are Adverse Childhood Experiences (ACEs)?
ACEs are potentially traumatic events that occur in a child's life:

			
Physical Abuse	Emotional Abuse	Sexual Abuse	Domestic Violence
			
Parental Substance Abuse	Mental Illness	Suicide or Death	Crime or Imprisoned Family

Causing lifelong medical, mental & social suffering

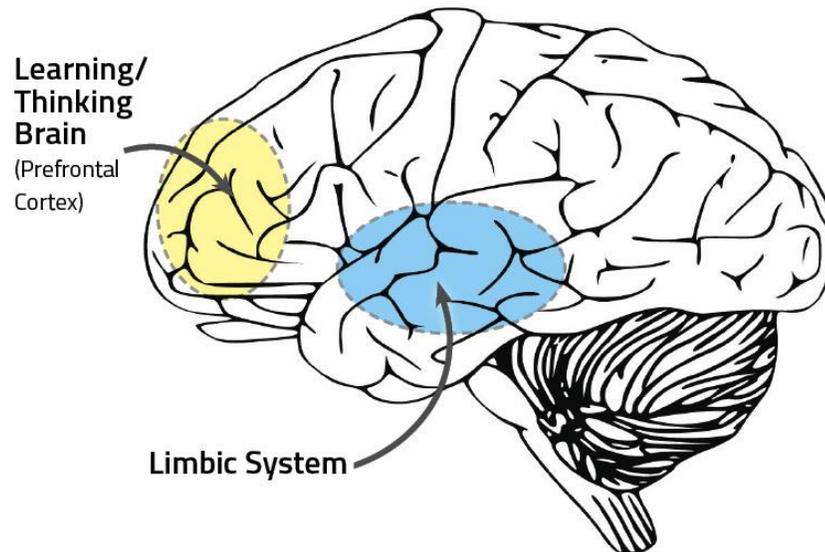

American SPCC
American Society for the Positive Care of Children

americanspcc.org
The Nation's Voice for Children
*Center for Disease Control

- 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.

Survival Mode: Flight/Fight/Freeze

Frontal lobe (Prefrontal cortex) goes offline
Limbic system / mind and lower brain functions take over



- Trauma can create challenges with:
 - communicating verbally
 - transitions to new situation
 - a desire to over-control
 - self-control and self-regulation
 - trusting others

Points to remember:

When observing disruptive behavior, ask “what happened to them”, not “what’s wrong with them.” Understand, not judge.

Trauma may not be visible (many will show “typical” child behavior). Also, not all children will be impacted by trauma.

SEL and Resiliency Training creates language, skills, and support for combatting these challenges.

How does SOS work?

- SOS is for 1st - 4th grade. It is a 10-week program. Fisher students run SOS with groups of 3-5 children.
- “Seeds” of Resiliency include:
 1. Positive Identity
 2. Feelings
 3. Empathy
 4. Goal Setting
 5. Problem Solving
 6. Persistence
- Seeds are taught and applied to life through books, discussion, and play-based activities.

Schedule for the Semester

9 Sessions:

- #1: Knowing Me, Knowing You 1
- #2: Knowing Me, Knowing You 2
- #3: Understanding Feelings
- #4: Understanding Others (Empathy)
- #5: Setting Goals
- #6: Solving Problems
- #7: Persisting
- #8: Pulling it Together
- #9: Celebration



Week 1 (Week of 2/1): Introduction to CEL and Seeds of Success program (Lynn Donahue); Seeds students and schedules will be identified.

Week 2 (Week of 2/8): Create SOS student groups

Week 3 (Week of 2/15): Training on Seeds of Success (Lynn Donahue); *RCSD Break*

Week 4 (Week of 2/22): Lesson #1: *Knowing Me, Knowing You; Expectation setting*

Week 5 (Week of 3/1): Lesson #2: *Understanding Feelings*

Week 6 (Week of 3/8): Lesson #3: *Understanding Others (Empathy)*

Week 7 (Week of 3/15): Lesson #4: *Setting Goals*

Week 8 (Week of 3/22): Lesson #5: *Problem Solving*

Week 9 (Week of 3/29): *RCSD Break*

Week 10 (Week of 4/5): Lesson #6: *Persistence;*

Week 11 (Week of 4/12): Lesson #7: *Putting it all together* (How can we accomplish our goals by problem solving, understanding feelings, and persistence? Use book, activity, and journaling to accomplish this)

Week 12 (Week of 4/19): Lesson #8: *Celebration, Game Playing, Certificates*

Student Placements

Child and Adolescent Development

Dr. Jessica Robinson

Ms. Tammie Lezeska: Friday 12:30-1:15

(2 Hybrid students?)

1. Emily Sullivan & Marissa Teska
2. Chris Schahczensk & Dave Eichas
3. Ada Sylvester & Taylor Rosko
4. Carly Anders & Corinne LaPierre
5. Katie Tokaryk & Lauren Myer

Ms. Jenise Fortunato: Fridays 10:45-11:15

1. Phoebe Brajdic & Joe Tronetti
2. Sarah Sheridan & Sydney French
3. Morgan Betts & Christian Leonardo (CJ)
4. Ava Mills & Taylor Stamp

Philosophy of Education

Dr. Jane Snyder

Ms. Annette Reynolds:

Thursday 10:15-11:00

(3 Hybrid students?)

1. Emily Austin & Ashley Devereaux
2. Emily Preteoti & Meg Bilodeau
3. Katie Ammann & Jaden Collado

KNOWING ME, KNOWING YOU

- Building a relationship
- Enhancing trust
- Introducing the structure
- Having fun



- Introduce students to the Seeds of Success program and concept of resiliency
- Remind students of expectations for behavior and group norms
- Build relationships and trust through books, games, and activities

UNDERSTANDING YOUR FEELINGS

Feelings are emotions such as happiness, love, fear, anger, or disgust.

Objectives:

- Recognize and name feelings.
- Learn strategies for managing strong feelings.



When have you brought feelings into your work with children?

UNDERSTANDING OTHERS' FEELINGS (EMPATHY)

The action of understanding and being aware of others' feelings. There is emotional empathy (feeling caring towards someone), cognitive empathy (thoughts regarding how someone may feel), and applied empathy (acting in a caring manner to someone).

Objectives:

- Understand how others are feeling and that these feelings may be different than yours.
- Know ways to help others when they are having difficulty.

When have you noticed empathy in the classroom?

GOAL SETTING

Planning ahead with purpose to accomplish something you want.

Objectives:

- Identify your own goals for your personal behavior or academic success.
- Determine the steps needed to accomplish your goals.



What goals have you helped children identify and work towards?

PROBLEM SOLVING

The process of finding solutions to difficult or challenging issues.

Objectives:

- Learn how to be effective problem solvers by using flexible and creative thinking.
- Learn how to be effective problem solvers by working collaboratively.



Can you describe a scenario where a child struggled with solving a problem and how they solved it?

PERSISTENCE

When you keep going in spite of roadblocks in your path.

Objectives:

- Learn how to persist and not give up despite obstacles.



Can you describe a scenario where a child persisted despite obstacles?

Protective factors for fostering resiliency (Bernard)

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

Age-appropriate, health-promoting activities can significantly improve the odds that an individual will recover from stress-inducing experiences.

Seeds of Success also reinforces NYS literacy standards (2nd grade)

1. Answer questions to demonstrate understanding of key ideas.
2. Make connections between self and text.
3. Participate in collaborative conversations with peers and adults.
4. Write an opinion about a topic or personal experience using relevant evidence.

Schedule for each lesson:

Step #1: Connect through conversation; Introduce the resiliency principle; Introduce the book

Step #2: Read the book

Step #3: Facilitate a discussion using the Workbook questions

Step #4: Lead one Activity provided in the Workbook. Run 2nd activity if needed.

Step #5: Close with Workbook Journal questions.



Reading the books

- Books are to be checked out of Lavery Library from the Seeds “library” behind the front desk. Should be returned after 5 days.
- If needed, will use an e-book library or You Tube reading (mute the reader - you read over them).
- Practice . . .

Examples of Seeds Books

Feelings: How Are You Peeling?

https://www.youtube.com/watch?v=KNAi_5jq-YM

Empathy: I Am Human

<https://www.youtube.com/watch?v=X9RxO3HG9bM>

Goals: Tillie and the Wall

<https://www.youtube.com/watch?v=lojcfjO5kYo&t=35s>

Problem Solving: Rattletrap Car

<https://www.youtube.com/watch?v=QLbjX0FIjNM>

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Reading to Children

- Always read the book to yourself before reading it to the children, and try to identify some of its key themes to better communicate it to the children.
- Stop occasionally to ask questions.
- 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.
- Allow children to read components of the book aloud to the group, but be mindful of the extra time this may take.

Running the Activities

<http://seedsofsuccesssjfc.weebly.com/>

1. Seeds of Success Workbook:

1. Print out a copy if you can for your use.
2. Tell the children to use their copy to follow along with the activities.

2. Organization:

1. Consider creating a Power Point for each lesson to organize your time and run the activities.
2. Plan a 2nd activity as a back-up.

3. Activities:

1. Keep all activities interactive and engaging.
2. Check out materials for some of the activities from the Library. Ask for the laminated list of supplies for the bin letter.

Running the Activities

4. Journal Writing

1. Ask students to write down their responses to Journal Writing in their Workbook.
2. You write down the students' Journal Writing responses on your copy.
3. If don't have the workbook, ask students to post answers to Journal Writing questions in the Chat.

Culturally Responsive Teaching

1. 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. **Be aware of your own biases and preconceptions** you may bring to this work that may influence your interactions.
2. 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**.
3. Have **high standards** for your students and encourage them to reach these standards. Treat all students as competent and foster a **'growth mindset'**.

Classroom Management

1. **Keep expectations for working together simple and easy to understand.** Ask for children's suggestions for rules, write these down, and repeat them as needed.
2. **All children want attention.** It is better to give them positive attention for good behavior than negative attention.
3. **Stay positive with the group.** Comment on something positive about each child. Call on children who are sitting quietly.
4. **Work with the technology:**
 1. There may be a delay on Zoom. Expect 30 second pause after you ask a question.
 2. Ask students to mute when not talking and unmute before talking.
 3. Ask to stay focused and present, but expect some distraction. They are likely still listening.



Questions?

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