Student Orientation to Seeds of Success Program

Dr. Lynn Donahue
Assistant Director, Institute for Civic and Community Engagement

http://seedsofsuccesssjfc.weebly.com/
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.

• Curriculum aligns with New York State ELA standards

DEVELOPING RESILIENCY IN ROCHESTER’S CHILDREN

ST. JOHN FISHER COLLEGE

GRADES 1ST, 2ND & 3RD
How does SOS work?

• Children in 1st through 4th grade learn about “Seeds” of Resiliency:
  1. Positive Identity
  2. Feelings
  3. Empathy
  4. Goal Setting
  5. Problem Solving
  6. Persistence

• Students learn about these Seeds through books, games and other activities.

• Program participants act as guides for students over ten weeks, with a celebration concluding the program.
Impact of trauma, toxic stress, and ACES on children

Trauma comes from 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.
• Trauma effects the “cross-talk” between the brain’s hemispheres which may affect regulation of emotions and fear.

• Trauma undermines the development brain regions that would normally help children manage fears and anxieties.

• Trauma can create challenges with:
  • communicating verbally
  • transitions to new situation
  • a desire to over-control
  • self-control and self-regulation
  • trusting others
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.
Seeds of Success teaches SEL and Resiliency

The program is comprised of 10 lessons:

- #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 1
- #7: Solving Problems 2
- #8: Persisting
- #10: Celebration
POSITIVE IDENTITY

• Having high self-esteem
• Sense of one’s identity
• Ability to act independently

• 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 hatred, which can result from the situation that you are in or the people you are with.

Objectives:

• Recognize and name feelings.
• Learn strategies for managing strong feelings.
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.
GOAL SETTING

Planning ahead with purpose to accomplish something you want.

Objectives:
- Identify goals for personal behavior or academic success.
- Determine steps needed to accomplish goals.
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.
PERSISTENCE

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

Objectives:
In this lesson you will learn how to persist and not give up despite obstacles.
APPLICATION

- When have you experienced these resiliency principles?
- When have you seen these resiliency principles in action among children?

1. Positive Identity
2. Feelings
3. Empathy
4. Goal Setting
5. Problem Solving
6. Persistence
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. Develop and answer questions to demonstrate an understanding of key ideas and details in a text.

2. Make connections between self and text (texts and other people/world).

3. Participate in collaborative conversations with diverse peers and adults in small and large groups.

4. Write an opinion about a topic or personal experience, using clear reasons and relevant evidence.
Schedule for each lesson:

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

**Step #2:** Read the book (using You Tube resources provided if possible)

**Step #3:** Facilitate a discussion using the Workbook questions

**Step #4:** Lead one Activity provided in the Workbook (have 2nd activity prepared as back-up)

**Step #5:** Close with a discussion using Workbook Journal questions - if have time, have students write answers in their journals and post through SeeSaw.
Application Examples

Identity: The Wonderful Things you Will Be
https://www.youtube.com/watch?v=jwiWJDh1ULs

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=QLbjX0FljNM

Persistence: Little Kunoichi
https://www.youtube.com/watch?v=AQLT7-tbUmw

http://seedsofsuccesssjfc.weebly.com/
Application Examples  http://seedsofsuccesssjfc.weebly.com/

1. Identity: People Acrostic Poem
2. Feelings: Inside Out
3. Empathy: Empathy Activity
4. Goal Setting: The Power Of Yet
5. Problem-Solving: It’s not a Cloud
6. Persistence: Word Search
Virtual Seeds of Success

• Seeds of Success will be run remotely and virtually in fall 2020 using Zoom.

• When possible, will use an e-book library or You Tube when reading to the students.

• At times, may use SeeSaw, a tool that elementary RCSD schools are using to post written responses.
Culturally Responsive Teaching

- 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. Consider how you can push past your comfort zone to create trusting, positive, and impactful relationships with the children.

- 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.

- Have high standards for your students and encourage them to reach these standards. Treat all students as competent and foster a ‘growth mindset’.
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.
Classroom Management

• 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.

• All children want attention. It is better to give them positive attention for good behavior than negative attention for misbehavior.

• Stay positive with the group. Comment on something positive about each child. Call on children who are sitting quietly.
Appendix and Next Steps

• Materials (books and resources) - to be checked out in Lavery Library

• References and Resources - at end of the manual

• Student Feedback Survey - to be completed at the end of the semester

• Questions?

Dr. Lynn Donahue
Assistant Director, Institute for Civic and Community Engagement
ldonahue@sjfc.edu; 385-7342 (w); 944-8511 (c)