



IMPACT 360°

Social/Emotional Learning in Kansas City, Kansas

Teaching Resiliency

Resilience is the ability to overcome barriers, stress or other adversities, and to continually see a path towards our goals and aspirations. As students progress throughout the year, they are faced with numerous roadblocks. These roadblocks can be academic, social and/or behavior, and will often stand in the way of our students seeing their goals, and identifying a pathway towards success. As students face these barriers we can help them see the other side of the challenge by working on resilience. This month's Impact 360° focuses on different elements of resilience from self-management and regulation, to simply helping students see and feel hope.



A HopeMap: Finding Pathways Past Barriers

Lemonade for Life, a hope and resilience program, teaches educators and parents how to help students identify hope and build resilience. A HopeMap is a tool created by Lemonade for Life to help students identify pathways away from barriers and towards their goals. In this exercise, students start by setting a goal. From there they determine what barriers may stand in their way, and then finally identify possible pathways that can help them move forward. For more information on Lemonade for Life, visit lemonadeforlife.com

Barrier

I have a job to help support my family. I'm not home long enough to do work and get sleep.

I will stay after school on Mondays to get as much work done as possible. →

I have extra time on Wednesday before work. If I use a reminder on my phone, I can try to use this time for homework. →

Goal

I will complete all my homework on time.

Impact Leaders

February's Impact leaders were nominated for their work towards building social-emotional skills with their students, co-workers or community. If you have a colleague who you believe to be an Impact Leader, send their name and a short description of their work to Sean DeMaree, sean.demaree@kckps.org, and they could be selected as the Impact Leader in the next edition of Impact 360°.

Jessica Short – New Stanley Elementary

Ms. Short's ability to connect deeply with students is second to none. She builds trust through sincerity and reliability; within every student interaction there is a deep level of mutual respect. In addition to teaching healthy peer relationship strategies and general positive mental well-being; she works diligently to cultivate community relations with organizations and businesses so that they might help provide many needed resources including instructional supplies, volunteer support, clothing and food. She actively supports her building peers by participating in projects that they are developing as well as helping out in activities that they are leading. She's quick with a smile and an encouraging word. She's quicker with an empathetic hug and words of support in a crisis. She definitely makes a huge impact at New Stanley Elementary.



Pictured above: Left Jessica Short, Right Shonielle Roberson(Principal)

Martin Cervantes – Juvenile Detention Center

By definition, the word advocate means a person who publicly supports or recommends a particular cause or policy. Martin joined KCKPS approximately 14 years ago. Martin serves the KCK community as a true advocate of our students and families. Whether you see him on any of our 53 campuses, in the courtroom, or at a home, church, or business, it is a guarantee that Martin is speaking inspiration and truth. As the JDC education program transition mentor, Martin works to bring students and families through and beyond crisis and challenge to HOPE! Martin spends hours on end talking to individuals about maintaining growth mindsets in times of despair, choosing healthy behaviors over risky actions, ways to build positive relationships over anger and violence, and so much more. Educational research says the key to reducing the at-risk population is one supportive and influential adult in a child's life. Martin Cervantes is that person.



Pictured above: Left Jennifer Hornback (Principal), Right Martin Cervantes

Character Connection

Character development can aid in building resilience in students. By working on the character traits of perseverance and ambition we can help students gain the skills needed to push past adversity.

One simple way to begin teaching perseverance is through feedback. Rather than commenting on the final product, provide positive feedback around the process. For example, “I noticed you tried multiple steps in this problem, that shows perseverance.”

Ambition is the ability for students to push through tough moments. To build ambition in students, set up achievable challenges. Allow the student to struggle, but continually encourage and celebrate their effort.



Monthly Educator Video

[Co-Regulation – Calming Together](#)

Monthly Student Video*

[Perseverance for Kids](#)

*Remember to always check for ads before playing for students

Monthly Whiteboard Message

Sometimes the journey is more important than the destination.

Monthly Lesson Plan Ideas

This month's lesson plan ideas are from the new KCKPS SECD Resource Guide. For more information, standards and lessons, access the full resource guide [here](#).

Early Childhood – Second Grade

- Have students create goals on paper either using words or pictures each nine weeks.
- Encourage paper/written goals be placed in “dream/goal” portfolio which may follow them and be more added through academic careers.)
- During scheduled group activities have students identify daily goals as part of the activity and reflect at end of activity on how well those were met. (Commonly called daily objectives of the class.)
- Use goal setting/defining vocabulary in regular daily activities.

Third – Fifth Grade

- Create a graphic organizer of goal setting and action plan showing the steps that should be followed.
- Give an example of an achieved goal and have students identify the steps of how the achieved goal was met. (for example, a timeline, etc.) Goals could be from personal, class, historic, storybook, or classroom speaker (e.g. local athlete).
- Have students involve themselves in projects that require developing a hypothesis, testing and evaluating.
- List tools to enhance goal achievement (i.e. calendars, planners, timelines, agendas)
- Make a T chart with heading, “personal” and “academic”. List criteria for evaluating success for each heading.

Sixth – Eighth Grade

- Have students read a story about a character who did develop and reach goals and discuss the strengths and obstacles. One such story is *Where the Red Fern Grows*.
- Students give presentations to peers about their own goals with emphasis on strategies, action plans and evaluations.
- Students learn and use a Character SWOT Analysis (Strengths, Weaknesses, Opportunities and Threats/Obstacles.)
- Find examples of people who had to practice their skill acquisition (i.e. athletes, Olympians, computer gurus, singers, dancers, bands) before they were successful.
- Write an action plan to achieve a short term or long-term goal. Follow the plan and reflect on the process. Revise and repeat.
- Make a web of all the people who support you (family, instructors, community members, mentors.)

Ninth – Twelfth Grade

- Have students seek career information and establish their goals with action plans using personal history as data. (for example, grades test scores, attendance, work ethic, determination, etc.)
- Have students compare and contrast academics and extracurricular activities in terms of “practice.” Students might consider a personal history or historical characters.
- Students find video evidence of other people's successes and failures.
- Students reflect on how inability to achieve a goal might be beneficial.