Week 1: Remember Who You Are

Do Now: who keeps you safe?
1. 16/16 respondents mention parental figure (father, grandmother, etc.)
2. 4 mention siblings
3. 0 mention non-family members or religious figures

Week 2: Rules of Law

Do Now: unwritten rules of the classroom
1. 7/14 respondents mention rule that concerns physical safety
2. 3/14 mention emotional safety concerns
3. 5/14 intellectual safety

Week 3: Heroes

Do Now: heroes in your life & other heroes
8/16 mention parental figures and what they provide
2 mention characteristics of parental figures
2 mention famous figures, 5 mention siblings (1 mentions friends 1 says she has none)
4/15 mention civil rights leaders

Week 4: Communication

Do Now: your role in keeping your community safe
All students clearly and easily identify the responsibilities they take on to keep others safe
Locking doors, taking care of younger kids & emotionally supporting adults are common

Survey Summary (cont.) & General Observations

Do Now: overwhelmingly large number of responses about family, especially parents; few mentions of classmates, teachers, and other non-family members; occasional mentions of religious and deceased members
Discussions driven by "talkers"
Several "non-talkers" consistently display signs of passivity across class discussion and certain activities (class reading, interview, etc.), lack of eye contact with instructor, head down, etc.
Activities requiring almost exclusively talking less favorable among non-talkers
End-of-program rewards (Black Panther & Haitian Cake) very successful

Survey Statistics Summary & Analysis

• Aggregated Preferences (y=9-19, 30 talks and 29 non-talkers)
• Favorite Way to Read Textbooks (y=9-19, 8 talks and 9 non-talkers)
• Strong liking for all activities among both groups, but much stronger among talkers
• Combination and Interview activities least popular; only non-talkers scored dislikes
• Reading aloud as class was most used method, but not favored by any student

Week 1: Remember Who You Are

Do Now: pride & family history
No students mention pride in family members they had never met before (i.e., deceased or non-existent)

Deep Past of Hair

Into the Heart of History
Assessing the effectiveness of Safe Kids Stories
Sophomore Allen Zhu and Faculty Mentor Lorene Cary
UURC Spring 2018

Background
Safe Kids Stories (SKS) is a program that promotes the intellectual, emotional, and physical safety for young students through workshops and an online blog site. Through the course of a 4-week program, we produced a textbook about Haiti written by 6th graders to middle schoolers at the St. James School.

Objectives
Aim: assess the effectiveness of SKS
Examine students' existing safety networks.
Expand students' perception and feelings of safety—both inside and outside of the classroom—through fun activities and an untraditional textbook
Listen to students' voices

Methodology
Each week centered around a theme derived from the goals of SKS; the book. Students wrote responses to "Do Now" questions about the theme, read excerpts from the look, and discussed their reading in the context of the theme. During each week, there were 2-3 unique activities designed by SKS.

Curriculum Structure
Preface for Constituency Act (m=14; 8 talks and 6 non-talkers)

Salient takeaways
• 4/16 respondents mention that the authors were other kids
• 4/16 mention having a different view of history
• 3/16 unique responses: 3 general/agreement responses (i.e., "Learned stuff")

Week 1: Remember Who You Are

Do Now: [dadj] keeps me safe he watches over me in haven [sic.] I like to think he's proud of me.

Week 2: Rules of Law

"Don't bully others. And we are here to learn."

Week 3: Heroes

"Heroes are everyone. Everyone is a hero in my opinion."

Salient takeaways
• 7/16 students mention characteristics of heroes
• 10 mention whom they consider heroes
• 4 Alive to history/historical figures
• 3 blank responses

Week 4: Communication

"Oh, so I have 2 reasons [sic] Niala and Blasiah. I make sure that we all hold each other hands...I care for them because I love them. And sometimes they can be a pain, but I still love."

Exit Interview Statistics Summary & Analysis

• The safety I learned I'm going to do. Plus it would be good for me to teach others.
• "Yes it did save safety has expanded! I think more about the past."
• "We all learned new things. Different ways to keep people safe."
• "Now that I learned new things it make [sic.] I want to be more aware of my surroundings."
• "I am really happy that we did this, I really like the drums. I think we should do this again."

Recommendations
• Encourage in-classroom community building and strengthening non-family bonds
• Variations in reading methods independent -> discussion & more small groups
• Use of dynamic learning activities, creative projects, etc.
• Short-term rewards in addition to positive reinforcement
• Reinforcement of previous topics

Week 1: Remember Who You Are

"He [dad] keeps me safe he watches over me in haven [sic.] I like to think he's proud of me."

Week 2: Rules of Law

"Just the words 'remember who you are' stick..."

Week 3: Heroes

"To know who we really are and what we were brought here on earth to do." - Introduction

Week 4: Communication

"There were drums, big drums, little drums. All types of cool stuff."

Salient takeaways
• 7/16 mention non-verbal communication, 6 of which mentioned drumming
• 5 mention history of Haiti
• 4 blank responses (last question worksheet)

Expanding/Improving Your Idea of Safety

"We love our emotions, our anger, music."

• Preferences for Intensive (m=15; 10 talks and 1 non-talker)
• Preferences for1st timer (m=15; 6 talks and 3 non-talkers)