

Week 1: Remember Who You Are

Do Now: who keeps you safe?

- 16/16 respondents mention parental figure (father, grandmother, etc.)
- 4 mention siblings
- 0 students mention non-family members or religious figures

Do Now: pride & family history

- No students mention pride in family members they had never met before (i.e., deceased ancestor)

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

Salient takeaways

- 4/16 respondents mention that the authors were other kids
- 4/16 mention goal of telling a different side of history
- 3 blank responses, 3 general/vague responses (i.e., "I learned stuff")

"Just the words 'remember who you are' stuck out..."

Week 2: Rules of Law

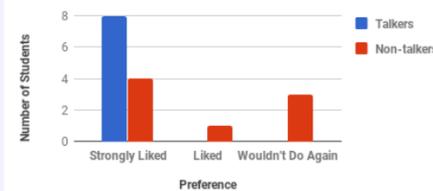
Do Now: unwritten rules in the classroom

- 7/14 respondents mention rules that concern physical safety
- 3/14 mention emotional safety concerns, 5/14 intellectual safety

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

"Those are the best unwritten rules because we all know them."

Preferences for Constitution Activity (n=16; 8 talkers and 8 non-talkers)



Salient takeaways

- No distinct pattern of responses. 7 blank responses => a hard week to remember?

"Everybody should do what they believe in."

"It made me a little worried because we are not safe."

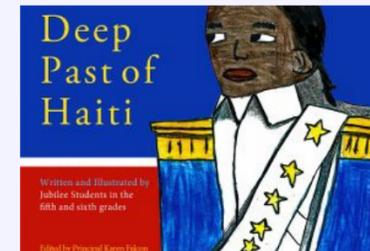
Into the Heart of History

Assessing the effectiveness of Safe Kids Stories

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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 introduced a textbook about Haiti written by 6th graders to middle schoolers at the St. James School.



"We need to know the truth about what came before so we can know who we really are and what we were brought here on earth to do." - Introduction

Objectives

- 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

Curriculum Structure

Each week centered around a theme derived from the goals of SKS and the book. Students wrote responses to "Do Now" questions about the theme, read excerpts from the book, and discussed the reading in the context of the theme. During each week, there were 1-2 unique activities designed by SKS.

Methodology

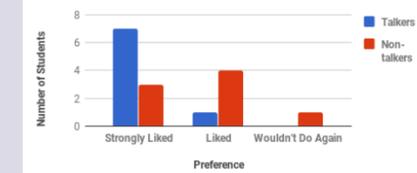
- Observational data
- Coded responses to "Do Nows"
- Informal exit survey - each student self-identified as a "talker" or "non-talker" in class discussions, are asked about their motive for participating, to write a **salient takeaway** from each week, and to rate each activity.

Week 3: Heroes

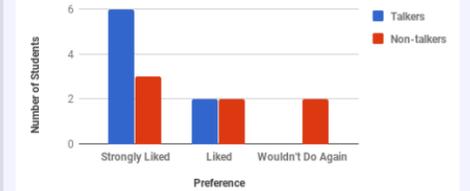
Do Now: heroes in your life & other heroes

- 8/14 mention parental figures and what they provide; 2 mention characteristics of parental figures
- 2 mention famous figures, 5 mention siblings/cousins, 1 mentions friends; 1 says she has none
- 4/15 mention civil rights leaders

Preferences for Creole Learning (n=16; 8 talkers and 8 non-talkers)



Preferences for Interview (n=15; 8 talkers and 7 non-talkers)



Salient takeaways

- 7/16 students mention characteristics of heroes
- 10 mention whom they consider heroes
- 4 allude to history/historical figures
- 3 blank responses

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

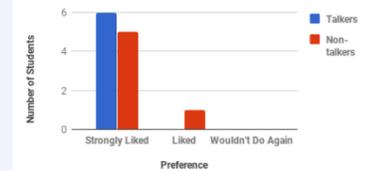
Week 4: Communication

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

"Ok, so I have 2 neases [sic] Nila and Navah...I make sure that we all hold each others hands...I care for them because I love them. And sometimes they can be a pain, but I still love."

Preferences for Drumming (n=12; 6 talkers and 6 non-talkers)



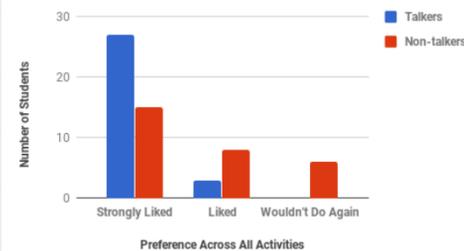
Salient takeaways

- 7/16 mention nonverbal communication, 6 of which mentioned drums
- 5 mention history of Haiti
- 4 blank responses (last question on worksheet)

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

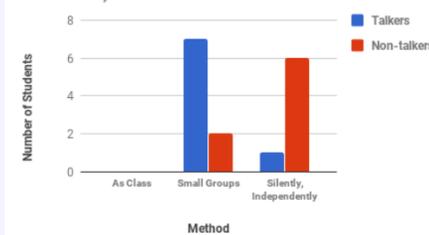
Exit Survey Statistics Summary & Analysis

Aggregated Preferences (n=59; 30 talkers and 29 non-talkers)



- Strong liking for all activities among both groups, but much stronger among talkers
- Constitution and Interview activities least popular; only non-talkers showed dislike

Favorite Way to Read Textbooks (n=16; 8 talkers and 8 non-talkers)



- Reading aloud as class was most used method, but not favored by any students

Survey Summary (cont.) & General Observations

- Do Nows: overwhelmingly large number of responses about family, especially parents; few mentions of classmates, teachers, and other non-family members; occasional mentions of religion 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
- Drumming activity most dynamic and creative, heavily favored by all
- End-of-program rewards (*Black Panther* & *Haitian Cake*) very successful

Expanding/Improving Your Idea of Safety

"The safety I learned I'm going to do. Plus it would be good for me to teach others."

"Yes it [idea of safety] has [expanded]! 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.] me want to be more aware of my surroundings."

"I am really glad that we did this. I really like the drums. I think we should do this again."

"We use our emotions, our eyes, music."

Recommendations

- Encouragement of in-classroom community building and strengthening non-family bonds
- Variation 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