

RESILIENCY: THE NEXT DIMENSION
A CURRICULUM TO PROMOTE
POSITIVE LIVES FOR OUR CHILDREN

Dr. Robert Pasternack, Project Director

Mr. Bruce Grossman, M.A., Research Director

Dr. David Miller, Data Analyst

Dr. Kathleen Martinez-Gowen, Curriculum Advisor

Funded By:

**New Mexico State Department of
Education Vocational, Technical, and Adult Education
Unit Through the Carl Perkins Act**

Albert Zamora, Director

Ms. Carole Brito, Project Officer

Pat Putnam, Project Officer

142509

142509

RESILIENCY: THE NEXT DIMENSION
A CURRICULUM TO PROMOTE
POSITIVE LIVES FOR OUR CHILDREN

ACQUISITIONS

JUN 2 1993

NCJRS

Dr. Robert Pasternack, Project Director

Mr. Bruce Grossman, M.A., Research Director

Dr. David Miller, Data Analyst

Dr. Kathleen Martinez-Gowen, Curriculum Advisor

Funded By:

**New Mexico State Department of
Education Vocational, Technical, and Adult Education
Unit Through the Carl Perkins Act**

Albert Zamora, Director
Ms. Carole Brito, Project Officer
Pat Putnam, Project Officer

TABLE OF CONTENTS

I.	INTRODUCTION	1-16
II.	RESILIENCY CONCEPTS AND SCHOOL CURRICULUM	17-24
III.	ACTIVITY BASED RESILIENCY CURRICULUM	25-94
IV.	INSTRUCTIONAL STRATEGIES	95-99
V.	RESTRUCTURING PROGRAM	100-101
VI.	SUMMARY OF DATA ANALYSIS FROM NMBS FOLLOW UP STUDY	

INTRODUCTION

A focus to create a school environment fostering resiliency is the link between prevention and re-structuring missing in the eighties' reform movement. Throughout the past decade we have seen many prevention programs addressing issues such as drug abuse, low self esteem, gang violence and teen pregnancy. The model for these approaches is based on discovering a "cure" for negative behaviors. These single-target programs aimed at curing the problems have helped in some communities but not in others.

Another movement to deal with these problems has been educational re-structuring. Recognizing that the present education methods are failing our children, many schools have attempted to change radically the way of approaching learning through more active learning, interdisciplinary curriculum and other strategies to engage the students more meaningfully. However, often there has been no focus in the re-structuring proposals.

One focus has been to address the needs of the at-risk student. The New Mexico Department of Education, in a paper called "Perspective on At-Risk," identified the following types of children who are at-risks: economically disadvantaged, those coming from single-parent families, abused children, children of chronic criminals, children of illiterate parents, ethnic or racial minorities and children from families with limited English proficiency. Given this

perspective, the problem of the number of at-risk students is enormous. However, we all know children who are "at-risk" and are functioning very well. What makes them different? If we can identify and assist all students to gain the skills and attitudes to succeed, would not this be a more positive focus for the schools to take and use as the basis of their restructuring?

Many researchers in the past decade such as Emmy Werner and Michael Rutter have begun to identify the positive, protective factors that enabled young people to survive and flourish although they had the same risk factors as others. Using their findings and those of other studies, we are beginning to know what children need to overcome the negative factors in their life. Focusing on developing this resiliency through the curriculum and the structure of the school is the approach holding the most promise for preventing at-risk children from entering the Juvenile Justice System, and succeeding in the society. "The evidence demonstrating that a school can serve as a protective shield to help children withstand the multiple vicissitudes that they can expect of a stressful world abounds, whether it is coming from a family environment devastated by alcoholism or mental illness or from a poverty stricken community or both" (Garmzey, 1991).

The school, the family and the community all need to be available to support young people. Each unit has its own strengths and responsibilities and, ideally each reinforces the other. If one part of the system is not functioning at

the optimal level, it puts an additional burden on the other systems. The family and the community have been failing in carrying their fair share. Schools are dealing with the consequences of this failure. While efforts are being made to reengage family and community, the reality of our society is that our schools must address the skills students need to gain resiliency that the rest of the society is not addressing.

We are proposing something new in this curriculum project. We are not suggesting an add-on to what is already being taught. Rather, the focus of this curriculum is to integrate what we call **resiliency objectives** into the present program that is meeting district objectives and state competencies. Those of us who have developed this plan are former teachers and administrators. Our goal is to create a tool that can be embraced, not feared, by classroom teachers who are already feeling overburdened, constrained and frustrated. We are not asking teachers to take on an additional role of social worker or counselor. Instead we believe this curriculum will strengthen and deepen the material teachers already use and provide new strategies and methods for implementation. Change is never easy. Yet with the proper support and enthusiasm we think our approach will infuse your existing curriculum with a new spark to help develop protective skills in students.

This curriculum is not going to be an immediate panacea for complex social problems. However, we do believe this curriculum can become the first component of a comprehensive

approach to bring hope back into our schools. A resiliency program is designed to augment existing prevention and mental health programs already in place in the school and community. There will always be students who need additional support, and this program may prove to be an excellent diagnostic instrument for teachers to identify students who may need individual or group therapies with specialists in the school or community. It is also critical that we make an equal effort in the area of family involvement and community participation in order for effective changes to occur in the lives of the children we teach.

Schools and teachers will be at different levels of interest and opportunity concerning integrating resiliency issues into their program. Therefore, this curriculum proposal provides three hierarchical levels for addressing resiliency in the schools. Staff can decide for themselves at what level they would like to become involved. The first level involves the integration of resiliency objectives through slight modification of present curriculum. Sample lesson plans are provided to show how this level would work. The second level involves using classroom strategies and styles that might not presently be used that will be helpful in achieving those objectives. The third level involves integrating these ideas into school-wide restructuring plans. One important dynamic about this curriculum's design is its flexibility. The very process of integrating this curriculum can reflect resiliency skills. Therefore,

involvement, participation and responsibility by the students and the staff must be built into the curriculum structure. We hope teachers and administrators will use this curriculum in ways designed to meet the individual needs, talents, and interests of their specific student population. The activities contained in these pages are merely suggestions. Through in-service training, informal discussion and other forms of sharing, more activities and ideas will be generated. This curriculum should become a kind of living and growing organism full of change and wonder, much like ourselves and our children.

We encourage teachers and administrators to collaborate, create support groups, involve community resource people and seek professional training if necessary to help implement the ideas in this curriculum. Administrators will need to be especially sensitive and extend encouragement as much as possible to teachers who are willing to carry out this program. Teachers may need release time for additional planning or meetings with other teachers. Teachers may also wish to attend training or conduct independent research to develop their own programs. In the ideal setting, teachers, administrators, school counselors, drug prevention workers and community resource people would coordinate efforts and support each other to implement this Resiliency Curriculum.

We ask that you try this program. Allow it a chance the same way you allow each student a chance to succeed in your classroom. Adapt it to your school's particular needs, work

with it, experiment and get feedback from the students. All these activities will become part of the important process of learning the skills emphasized in this Resiliency Curriculum.

ROLE OF THE SCHOOL IN RESILIENCY

We know schools that "foster high self-esteem and that promote social and scholastic success reduce the likelihood of emotional and behavioral disturbance."

(Rutter, 1984) Research has shown that teachers are often named the one person who cared more for and supported a student. Teachers can have strong positive effects on youth coming from homes where parents are emotionally unable to nurture them. Our follow-up study conducted at the New Mexico Boys' School and New Mexico Girls' School showed a significant difference between the resilient and nonresilient groups in relation to whether a student perceived a teacher cared about him/her or not; and whether a student viewed his school experience as positive or negative.

Bonnie Benard of the Western Regional Center for Drug Free Schools has identified three critical areas where the school has a tremendous impact: caring and support, high expectations and youth participation and involvement. This curriculum design addresses all three of those components through the behavioral objectives, the classroom environment and teaching strategies and the school-wide integration of resiliency concepts.

NEW MEXICO STUDY ON RESILIENCY

To our knowledge, the follow-up study conducted at the New Mexico Boys' School and the New Mexico Girl's School is the first attempt to integrate data from current research on resiliency into a school-based curriculum. During the past two years we have interviewed over 150 young men and women who attended the New Mexico Boys' and Girls' schools before 1989. Their status as at-risk youth was decided by their presence at the state facilities for adjudicated juvenile delinquents. Many became successful in the community and had no further involvement with the criminal justice system, while others recidivated and entered the adult system. More than a few interviews took place in adult state correctional facilities.

The results of this research project, funded by the New Mexico State Department of Education, Vocational, Technical and Adult Education Unit, and other research on resiliency form the basis for this curriculum. Our research corroborated much of the previous data published over the past ten years. We focus primarily on the results that we believe can be infused in a school-based resiliency curriculum. Basically, we have found that the resilient child is someone who works well, plays well, loves well and expects well. For the purpose of this curriculum we have translated this understanding into these five (5) general domains: autonomy or independence, cognitive skills, social skills, a sense of

hope based on moral and spiritual beliefs and skills associated with self-esteem. Within each domain, there are several resiliency objectives that can be achieved in a school setting.

FIVE GENERAL DOMAINS THAT FOSTER RESILIENCY

1. **Autonomy:**

Autonomy is the ability to exercise an internal locus of control that promotes independence, responsibility and the belief that one can exert some effect over one's environment. In our study we asked subjects if they believed people could control their destiny, or if fate or luck control one's destiny. We found a significantly higher number of resilient subjects believed they controlled their fate. This corresponds to what much of the research calls attributes of internal locus of control. Our data indicated that internal locus of control was the fourth highest predictor of resiliency. Dr. Gary Wehlage in his book Reducing the Risk, Schools as Communities of Support, states that locus of control is related to self-worth. He defines locus of control as "the students' belief that facts that affect his or her life is within (internal) or beyond (external) personal control." In Dr. Wehlage's study of successful school programs for at-risk youth he discovered most students reported more internal locus of control. Longitudinal cohort studies on

resiliency by Emmy Werner, Ed Mulvey and Michael Wiedernanders have all corroborated the importance of a belief in oneself as a way of fostering a positive life change in at risk youth. Bonnie Benard, Director of the Western Regional Center for Drug Free Schools and Communities, compiled additional research on autonomy reinforcing the idea of "adaptive distancing" in resilient children from dysfunctional families. According to Stella Chess in her book The Child in Our Times, children who have been successful in dealing with conflict and divorce within the family displayed an ability to make choices for their own self interest.

2. Cognitive skills:

Cognitive skills were identified as an important factor in stopping drug and alcohol abuse, as well as seeking and maintaining employment. In our New Mexico study, we discovered six variables that were statistically significant at the $p < .05$ level that had a relationship to job training and stopping of drug and alcohol abuse.

The variables involved job training, job counseling, the number of friends who hold down permanent jobs, involvement with drugs and alcohol after leaving the Boys School, and their response to drug and alcohol counseling. These variables that discriminate between recidivists and nonrecidivists require strong cognitive skills.

Bonnie Benard refers to these as "problem solving skills." Arnold Goldstein, author of Refusal Skills:

Preventing Drug Use in Adolescents calls them refusal skills, and for the purposes of this curriculum we lump them all under the category of "cognitive skills." Other cognitive skills in this curriculum are the ability to plan and solve both abstract and concrete problems such as finding a job or resolving family conflicts.

3. Social Skills:

Social skills involving communication and establishing and maintaining relationships are critical factors in the successful transition of young men and women who are at-risk to working members of the community. Our research discovered four variables of statistical significance at the $p < .05$ level suggesting the importance of social relationships especially toward parents, teachers and friends. The data from the New Mexico Study determined that people who can maintain positive relationships with family and friends were more often in the resilient group. Skills associated with these attributes have to do with social accommodation, communication skills and empathy.

Ronald Feldman in his book, Children Trapped in the Web of Parental Mental Illness, states "the social relationships among family members are by far the best predictors of children's behavioral outcomes." While schools are not in the business of training parents in social and communication skills, they can provide appropriate instruction for students that could improve relations within the family.

Our study, along with several others, showed the importance of a positive teacher/student relationship in building resiliency. When teachers model strong communication skills, a sense of humor, flexibility and exhibit warmth and genuineness toward students, it does make a difference. Our task as educators is to provide an environment where young people can learn to use these skills both in an expressive and receptive capacity.

4. Self-Esteem

Self-esteem is associated with the first three domains. While our study did not address this domain directly, it is implicit in much of the research involving internal and external locus of control, success in school, social skills, and autonomy. The overwhelming importance of self-esteem in the successful development of young people required a separate heading in this curriculum.

5. Moral/Spiritual Understanding

Moral and spiritual objectives can be very sensitive issues in the classroom. However, we contend that unless issues related to "inner meaning" and "hope for the future" are integrated into this curriculum, an essential domain is not being addressed. Subjects that are "taboo" in traditional school settings such as drugs, gangs, sexuality and belief or disbelief in a higher power, are precisely the kinds of topics at-risk students need and want to address.

Resilient people have hope for the future and believe they have opportunities in the community. We believe that some of the underpinnings for this sense of hope and trust are spiritual and moral factors. At some point in life a leap of faith is necessary to sustain oneself. Much research has documented the importance of simply "believing" in oneself or in someone else as the determining factor in a successful endeavor.

Optimism must exist in teachers, parents and community members if it is going to be transferred to our youth. Roger Mills, in his research with neo-cognitive learning theory, showed that in a very short time a community can reverse hopelessness and despair with success and opportunity. This turn around was achieved using a model in which parents, teachers and students were convinced that everyone had the innate potential for positive change. Mills' theory states that "everyone has the potential to function in a frame of mind that is composed of common sense, well being, emotional stability and positive motivation." Mills' study also observed that teachers and administrators found that by reframing their attitudes and styles of teaching they felt renewed and more positive in their approach to teaching. Teachers in Mills' study reported they felt more "creative" in their teaching and could communicate better with students. Students in Mills' study reported an increase in interest and motivation toward learning and a new belief that learning was not as difficult as they thought. Mills' research links

resiliency with faith and high expectations. His work clearly points to the importance of "meaning" in the life of children and their families.

Norma Haans' research on development of morality of children found that "childhood resiliency and vulnerability have specific relationships to the moral climate of families that builds children's expectancies about the nature of moral interchanges." This work reinforces the concept that moral sensibility can be taught and modeled. Morality in children produces a sense of empowerment that enables them to protect their self interests as well as understand all humans have to be guided by moral principles.

Emmy Werner addresses the connection between high expectations and faith. In her work she found that the basis for faith came from spiritual beliefs that "provided stability and meaning" during times of stress and conflict. According to Werner, "such faith appears to give resilient children and their caregivers a sense of rootedness and coherence, a conviction that their lives have meaning, and a belief that things will work out in the end, despite unfavorable odds."

As educators we need to take stock of these sensitive and important issues and find ways to integrate morality, faith, and high expectations into the classroom. Some activities are provided within the curriculum to integrate resiliency objectives related to these topics. Teachers and administrators must come forth with courage, using community resources and specialized training when necessary.

Perhaps the most difficult part of teaching this material is to be sure that one's personal "religious" beliefs are not substituted for universal moral precepts and ultimate hope for the future. If teachers and administrators are not certain they can distinguish between the two, they should not attempt to teach this portion of the curriculum. The one sure way to destroy this vital portion of the curriculum would be to reduce it to a kind of religious indoctrination that violates the basic principles of this country and individual freedom.

OTHER THOUGHTS ON THE RESILIENCY CURRICULUM

As you become more familiar with this curriculum guide, it will become obvious that many of these topics are interrelated and interdependent. You will notice that one activity will frequently address objectives in three or four different domains. Resiliency is by its nature complex and interrelated. We also hope to show that the only way to foster resiliency is by experiencing this interdependence.

Participation has proven to be a key factor in successful classroom and school environments. When teachers, students and administrators work together and believe in the success of a project it seems magically to produce outstanding, positive results. In his research, Michael Rutter found that "in schools with low levels of problems like delinquency, children were given a lot of responsibility. They participated very actively in all sorts of things that

went on in the school, they were treated as responsible people and they reacted accordingly." Also, "participation is more than the formal sharing of decisions. It is an attitude characterized by cooperation, dialogue, and empathy, an attitude essential not only to human dignity but to human survival as well."

As teachers and administrators, you should be involved in the growth and development of this Resiliency Curriculum, and eventually so should your students. Therefore, we have not designed it to be "The Complete Guide to Resilient Children," but instead a framework you can use and adapt for yourself. An old Chinese proverb says, "give a man a fish and he can eat a meal, teach him how to fish and he can eat for a lifetime." We hope to foster cooperation, involvement, dialogue and high expectations for everyone in the school environment through use of this Resiliency Curriculum.

RESILIENCY CONCEPTS AND SCHOOL CURRICULUM

The following section will show how administrators and teachers can begin to integrate resiliency concepts into their schools' curriculum.

School personnel do not have to add another component to an over-burdened curriculum to help students gain the understanding, skills and experiences necessary to be resilient. As mentioned before, there are three levels of curriculum change which staff can become involved in to address resiliency issues.

A. Development of lessons that integrate resiliency objectives while teaching subject matter in existing classes,

B. Modification of present teaching strategies in content area classes, and

C. Careful analysis of your school environment and re-structuring to increase the student's chances of experiencing a caring attitude, high expectations and the opportunity to feel personal responsibility.

Integration of Behavioral Objectives Into Present Curriculum

The development of resiliency cannot be totally broken down into behavioral objectives; however, some specific content and skills can be determined. It is often difficult to develop such objectives because constructs such as responsibility and self-esteem are so complex and interrelated. HOWEVER, IT IS THE PROCESS OF TRYING TO LEARN HOW THESE OBJECTIVES CAN BE REACHED THAT SETS THE TONE FOR ANALYZING AND DEVELOPING PROGRAMS THAT FOSTER RESILIENCY.

OBJECTIVES

The following is a list of behavioral objectives related to the development of resiliency. As the research becomes more refined in this area, these objectives will need to be modified.

I. SKILLS AND UNDERSTANDING RELATED TO AUTONOMY

A. Responsibility for self and others

1. Students will take responsibility for decisions and their consequences without blaming external factors for results.
2. Students will understand that their actions affect other individuals and situations.
3. Students will be able to determine what needs to be done to accomplish a certain task and independently take the steps necessary to follow through without extensive supervision and prompting.

B. Dependence

1. Students will know when it is appropriate to ask for help.
2. Students will be able to identify and approach appropriate sources of help.

C. Goal setting

1. Students will be able to set achievable and desirable goals through analysis of appropriate information concerning self and the task.

D. Perseverance

1. Students will identify internal sources of strength that can be used to endure difficulties while achieving goals.
2. Students will be able to break down tasks into manageable parts to reach goals.
3. Students will be able to accomplish complex, long-term tasks.

E. High expectation of self

1. Students will maintain a high, but realistic, set of standards that they continually strive to reach in work and other aspects of life.

F. Sense of fun

1. Students will recognize they have a right to enjoy work and relationships.
2. Students will recognize that if they have properly chosen their work and relationships, there will be a basic sense of joy in their lives.

II. SELF-ESTEEM: Self-Esteem is a complicated construct. For this curriculum, the four conditions essential for maintaining high levels of self-esteem as identified by Clemes and Bean in their book Raising Teenagers' Self-Esteem were used:

A. A sense of uniqueness

1. Students will understand the factors that contribute to their uniqueness such as:
 - a. family heritage
 - b. talents
 - c. limitations
 - d. habits.

2. Students will be able to communicate their personal history and its effect on their actions.

B. A sense of positive relationships

1. Students will understand the characteristics of positive relationships between individuals in the following settings:

- a. family
- b. peer interactions
- c. community
- d. work

2. Students will be able to establish a positive affiliation with a group or individual and provide a sense of support for others as well as gain it for themselves.

C. A sense of power

1. Students will be confident enough to take risks in making decisions and following through on a plan for accomplishing a goal.

2. Students will believe that they can affect their environment positively through personal efforts.

D. A sense of role models

1. Students will be able to identify role models that provide positive standards and values.

III. COGNITIVE UNDERSTANDING AND SKILLS

A. Decision Making and Problem Solving

1. Students will systematically make decision and solve problems by:

- a. identifying the problem
- b. identifying various solutions
- c. analyzing the consequences of the various solutions
- d. choosing the best available solution
- e. following through on the plan and,
- f. evaluating how well the solution worked and making appropriate changes.

B. Job Knowledge

1. Students will evaluate their strengths, limitations, interests and philosophical understanding of the meaning of work to determine career interests.

2. Students will understand and be able to accomplish the tasks necessary to find, apply for and keep a job.

C. Attitude

1. Students will recognize that they can change unproductive attitudes and habits by analyzing them and consciously deciding to change.

IV. SOCIAL SKILLS AND UNDERSTANDING

A. Communication skills

1. Students will understand the roles that speaking and listening play in the communication process.
2. Students will understand and use the language style appropriate for different places, genders, social positions and ages of the individuals as well as the situation.
3. Students will understand that there must be agreement between the verbal message and other external cues such as body language, tone of voice, etc.
4. Students will be able to accomplish the following specific communication skills:
 - a. active listening/paraphrasing
 - b. giving and clarifying directions
 - c. expressing support and acceptance
 - d. requesting assistance
 - e. summarizing
 - f. expressing disagreement constructively

B. Refusal skills

1. Students will have the ability to give verbal and nonverbal messages that clearly say "no" and not jeopardize existing relationships.

C. Adaptability

1. Students will analyze how individuals perform difficult tasks.
2. Students will know when and how to modify decisions and plans when such modifications do not compromise important values and goals and will serve the needs of the group.

D. Cooperation

1. Students will be able to work with others to develop a mutually satisfying plan to accomplish various tasks.
2. Students will be able to postpone taking an unyielding stance on an idea while other options are discussed.
3. Students will successfully resolve conflict by:
 - a. checking for consensus
 - b. discovering the basis for any lack of consensus
 - c. allowing for and participating in constructive disagreements
 - d. actively seeking a consensus including the best parts of the various views.
4. Students will encourage participation by all members and respect individual differences.

E. Humor

1. Students will be able to use humor effectively to relieve tension in groups.

F. Empathy

1. Students will try to understand how others are feeling.
2. Students will demonstrate a caring attitude towards others.

G. Participation

1. Students will voluntarily get involved in positive group activities.

H. Relationships

1. Students will understand the importance of family, personal and professional relationships in human growth and development.
2. Students will understand the role of the family in the development of patterns of human relationships.

V. MORAL/SPIRITUAL UNDERSTANDING

This area is extremely difficult to address; however, most resilient people have a sense of inner meaning and the ability to honor that meaning. The following are concepts that we think are necessary for students to explore. An awareness of these factors is important to the growth and development of each young person. Because of the subjective and complex nature of these topics, the term "understanding" is relative to each student.

A. Meaning in life

1. Students will understand the importance of "inner meaning" in life.
2. Students will understand the relationship between "inner meaning" and life decisions.
3. Students will understand how natural life transitions such as birth, death, marriage, graduations and becoming an adult affect one's sense of meaning.

B. Spirit

1. Students will understand the difference between spirit and religion.
2. Students will understand the role of spirit in life.

C. Hope

1. Students will understand the role of "hope" in relation to school, family and personal aspirations.
2. Students will explore personal vision as a way of understanding the meaning of hope.

D. Higher power

1. Students will explore the role of a higher power in personal decision making.
2. Students will understand how through history the role of individual's belief in a higher power influenced historical, cultural and political developments.

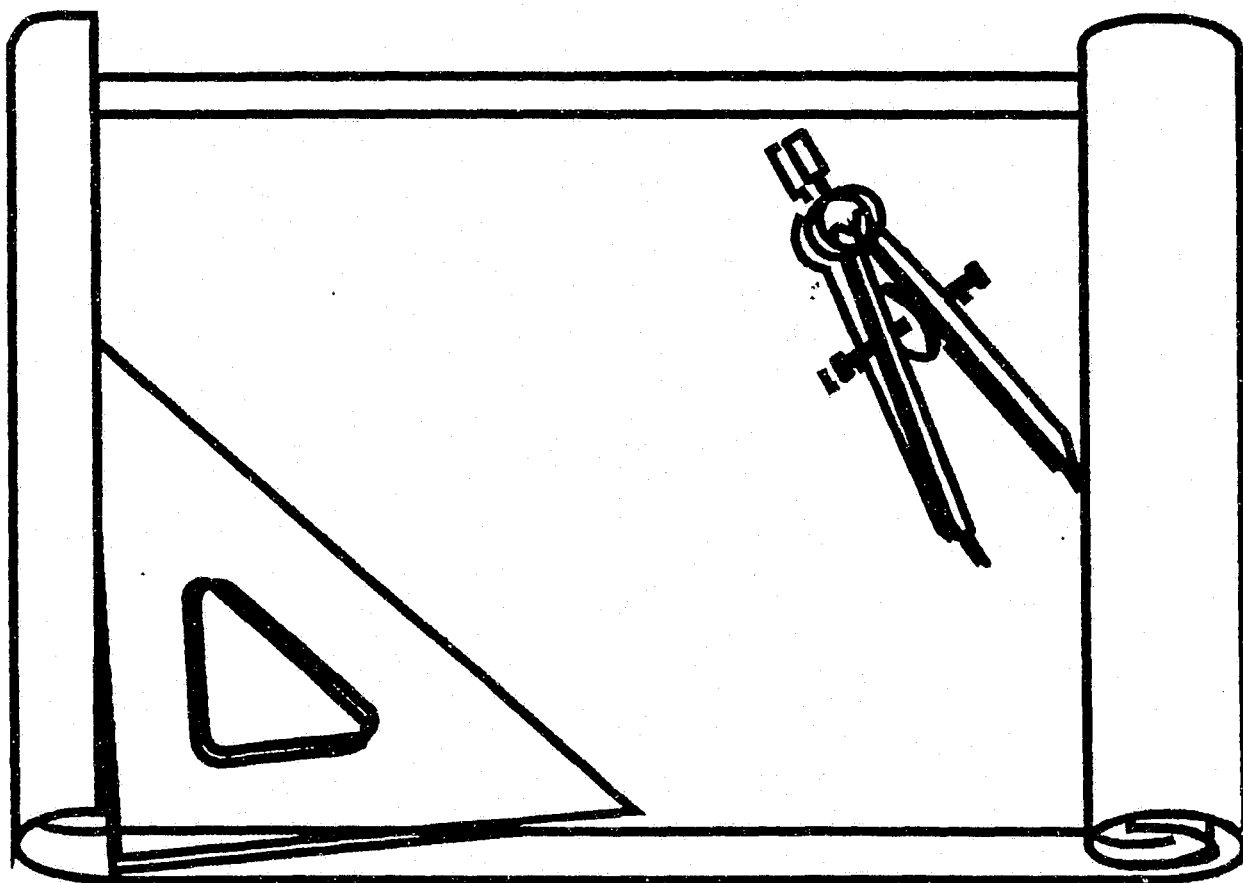
E. Morality

1. Students will understand the three attributes of moral principles:
 - a. They must be universal. "Do Unto Others as You Would Have Them Do Unto You." (Confucius 513 B.C.)
 - b. They must be independent of personal knowledge. "The End Does Not Justify the Means." (Emanuel Kant)
 - c. They must predict the outcome of a given set of circumstances. "You Reap What You Sow." (The Talmud)
2. Students will understand the role of morality in making decisions both from a personal and historical perspective.

F. Love

1. Students will understand the role of love in family, marriage, friendships, parenting, sexuality and spirituality.

SAMPLE LESSON PLANS
INTERGRATING
RESILIENCY OBJECTIVES
INTO
SUBJECT AREAS



**SAMPLE LESSONS INTEGRATING RESILIENCY OBJECTIVES
INTO SUBJECT AREAS**

Like all skill development, direct instruction can be used for initial mastery of these objectives. However, experiential activities provide a stronger reinforcement for true learning. Most of these lesson plans do not directly teach the resiliency objective, but provide the opportunity to experience the skill. It is important, though, for the teacher to take class time to directly address the resiliency issue embedded in the activity.

STUDENTS AT RISK ARE USUALLY THE MOST LACKING IN RESILIENCY. SCHOOL PERSONNEL MAY BECOME DISCOURAGED AT THE SLOW, AND SOMETIMES DISRUPTIVE, PACE OF STUDENTS AS THEY REACT TO THESE SHIFTS IN INSTRUCTION. THE TEMPTATION TO REVERT TO LESS EFFECTIVE, BUT MORE COMFORTABLE, TEACHING PATTERNS IS REAL. A SUPPORT TEAM AND A SYMPATHETIC ADMINISTRATION IS CRUCIAL IN THE INITIAL ATTEMPTS TO INTRODUCE LESSONS THAT INTEGRATE RESILIENCY OBJECTIVES.



**SOCIAL
STUDIES
LESSON
PLANS**



SOCIAL STUDIES

Teachers of different grades should look at the lesson plans from other levels. Most lessons can be easily modified to make them applicable for different grades.

The High School and Junior High/Middle School levels use the New Mexico Competencies for the different grades. The elementary lessons use the New Mexico Framework statements.

Also, Social Studies teachers should examine the high school science lesson on Academic Controversies. This technique can easily be used in Social Studies Classrooms.

SUBJECT: U. S. History. Geography, World History

GRADE: High School

DISTRICT OBJECTIVES:

STATE COMPETENCY:

Demonstrate knowledge of the discovery, exploration and immigration to the United States.

SUBJECT AREA CONTENT:

Exploration, colonization and immigration patterns in the U.S.

RESILIENCY OBJECTIVES:

(Self-Esteem, Autonomy, Social Skills) Develop a sense of uniqueness related to family heritage and personal history, Identify internal resources, Cooperation skills, Communication skills.

ACTIVITY:

Help students determine their family ethnicity and national origin. (If the students are Native American, be sure to include the theories of early immigration). In groups of three, using a world map, have students label points of origin, possible immigration routes and destinations.

This project could take from 2 days to 2 weeks depending on the depth desired by the teacher. Students also could develop theories on the causes for their family's immigration and determine the historic events that were taking place at the time of immigration.

This project could be school wide. A large world map could be centrally located presenting the immigration information of all the students' families.

SUBJECT: Civics

GRADE: High School

DISTRICT OBJECTIVES:

STATE COMPETENCY:

Demonstrate knowledge and understanding of the United States Political System.

SUBJECT AREA CONTENT:

Propaganda techniques, political persuasion, and the electoral process.

RESILIENCY OBJECTIVES:

(**Social**) Demonstrate understanding of the importance of agreement between verbal messages and external cues such as body language.

ACTIVITY:

Have students analyze a videotape of a presidential debate. Ask the students not to be as concerned with the content of the message, but to be attuned to the body language, tone of voice and other external cues. Have them determine which factors made each of the candidates persuasive.

SUBJECT: U.S. History, New Mexico History, World History

GRADE: High School

DISTRICT OBJECTIVE:

STATE COMPETENCY:

Demonstrate an understanding of specific historic events or periods.

SUBJECT AREA CONTENT:

Significant historic events and figures.

RESILIENCY OBJECTIVES:

(Social) Demonstrate a caring attitude towards others, Cooperation skills, Communication skills.

ACTIVITY:

Ask students to write and illustrate a small book suitable for elementary age students about one of the events or people who are listed in the New Mexico State Competency Test Domain Specification. A team approach toward this project would be especially appropriate. The team would research, write the text and illustrate the book. Each member of the team would then read their story to a group of elementary school students.

SUBJECT: U.S. History, World History, New Mexico History

GRADE: High School

DISTRICT OBJECTIVES:

STATE COMPETENCY:

Demonstrate the ability to analyze U.S. History relative to economic, political, social and cultural developments.

SUBJECT AREA CONTENT:

World and U.S. History from 1920-present.

RESILIENCY OBJECTIVES:

(Social, Self- Esteem) Use language style appropriate for different places, genders, position and age of individuals; Understand the factors contributing to their uniqueness, Cooperation skills, Identification of community models.

ACTIVITY:

Divide class into groups of four. Ask students develop questions eliciting information about the economic, political, social and cultural climate of the U.S. during the Depression, World War II, the Korean War, Vietnam, the Kennedy era and other important events in the life time of community people. Ask the students or the teacher identify individuals who lived through these times, such as Vietnam veterans or protestors and invite them to the class. (Have at least as many speakers as groups.) Provide time for each group to interview at least three community members. Take the information provided by the speakers and ask the students analyze their insights in relation to their textbooks or any other sources.

Make sure one part of the interview relates to the impact of the event on present life in the U.S. Ask them to determine how the event impacted their lives.

SUBJECT: Social Studies (New Mexico History)

GRADE: Junior High/Middle School

DISTRICT OBJECTIVES:

STATE COMPETENCY:

Demonstrate knowledge of New Mexico history and analyze that history relative to cultural, economic, political and social exploration.

SUBJECT AREA CONTENT:

The period of exploration in New Mexico History.

RESILIENCY OBJECTIVES:

(Cognitive Skills, Social Skills, Moral/Spiritual Understanding)
Understanding the role of spirit in life decisions, Understanding how individual's belief in higher power influenced historical, cultural, and political developments, Cooperation skills, Communication Skills, Systematic Decision-making and problem solving skills.

ACTIVITY:

Divide the class into three groups each representing a different religious group present in New Mexico during the time of exploration: Native Americans living in New Mexico, Spanish Missionaries, and Spanish Jews who left Spain during the Inquisition. (Teachers will need to provide some background material on the Spanish Jews since information is not often found in traditional texts.) Ask each group to develop a position paper explaining the importance of their spiritual framework in relation to New Mexico's early history. The papers should address any source of conflict and how it might have been resolved differently. The teacher should provide a set of questions each group should address such as (a) how is your belief system the same or different from the other two, (b) who was in charge of spiritual practices in each community, (c) what was the reason for settling in the New Mexico area, (d) in the case of the missionaries and the Jews what was the reason they left Spain, and (e) what role did spiritual practice play in each community?

SUBJECT: Social Studies (U.S. History)

GRADE: Junior High/Middle School

DISTRICT OBJECTIVES:

STATE COMPETENCY:

Identify general concepts associated with the history of United States. (Prejudice)

SUBJECT AREA CONTENT:

Religious prejudice in the colonies, Prejudice against the immigrants, Civil Rights Movement, Civil War Reconstruction.

RESILIENCY OBJECTIVES:

(Autonomy, Self-Esteem, Cognitive Skills, Social Skills and Understanding, Moral/Spiritual Understanding) Understanding that the actions affect other individuals, Understanding the characteristics of positive relationship between individuals, Recognition that unproductive attitudes and habits can be consciously changed, Communication Skills, Cooperation Skills, Demonstration of a caring attitude towards others, Understanding the role of family in development of patterns in human relationship, Understand how moral principles guide decision making.

ACTIVITY:

(3 days) (This activity was adapted from a lesson from A World of Difference. A Prejudice Reduction Program of the Anti-Defamation League of B'nai B'rith, 1986.) This activity could be done before many units in U.S. History including Colonial Times in relation to religious prejudice, Reconstruction times, Civil Rights movement. If this activity were done early in the year, it could be used as a basis of discussion throughout the year, when issues of intolerance is raised.

Role play the following scenarios with the teacher playing the administrator of the rules:

- a. Only pupils wearing Levi jeans can participate in gym.
- b. Only pupils wearing a digital watch may take the Social studies exam. Everyone else fails.
- c. Only pupils wearing Reebok sneakers may go to lunch. The others must stay in the classroom during lunch.

After the role playing, have the class discuss how it felt to be one of the individuals who was "in" and one who was "out." Discuss whether they have ever been the victim of prejudice or discrimination. Why? What happened? How did it make them feel? (This topic is probably going to touch some deep feelings, so as a teacher you should set down some guidelines before the discussion begins, emphasizing that individuals should only talk about their experiences and not directly excuse anyone in the class.) **Before class ends turn the conversation to what steps can be taken in our society to prevent prejudice. Do not let the class end on the negative aspect of how individuals have experienced prejudice but on the note of what can be done about it.**

(Second Day) Make sure the class knows what the following terms mean: Klu Klux Klan, bigotry, ethnic, rationalize, self-esteem. Ask the class to first define prejudice. You might want to use the reading, Prejudice: A Definition by Gordon Allport. After they have some kind of understanding of what it means, ask them how and why they think people become prejudice against other.

Have them read the article How Prejudice is Learned. (Included on the next page.) After they have read it, as a class, outline the stages and ages that the article states are critical in the learning of prejudice.

(Third Day) In groups of four, have the students develop a plan by which they could help others at these different stages become free from prejudice.

After this three day discussion on prejudice, other history lessons that involve intolerance can include students' analysis of how history demonstrates the harm in prejudicial thinking.

HOW PREJUDICE IS LEARNED

A Ku Klux Klansman would probably argue that humans are born racially prejudiced, that prejudice is a natural state of mind everyone inherits.

He would be dead wrong, however, in light of modern psychological research. Prejudice is not inherited; it is learned, first from parents and then from an ever widening circle of people and institutions ranging from relatives to schools. One of the pioneer scholars of racial prejudice, Gordon W. Allport, found that children can learn bigotry in two basic ways: by adopting the prejudice of their parents and other family members and from the cultural environment, or by being raised in such a way that they acquire suspicions, fears and hatreds that sooner or later focus on minority groups.

But the learning of prejudice is a complicated matter for children and it takes a long time. It begins with the child grasping the concept that some children are different from himself, but that is more a matter of curiosity than anything else. Children get their first hint of what prejudice really means from language, from certain powerful words loaded with emotional impact that can wound their fragile self-esteem. These words may vary from region to region depending on the ethnic composition of a particular area. In the Northeast "kike", "dago", "wop" or "spick" might be examples; in the South "nigger," "cracker" or "redneck" might produce the same reaction. But it takes children time to learn to whom these words refer and to completely understand their parents' rejection and hatred of those categories of people.

The next learning stage may take place between the ages of about seven through eleven and is characterized by the child's rejection of those who are the objects of the parents' prejudices.

In this stage, Allport and other researchers found, the child tends to go overboard. If blacks are the hated category then the child blindly condemns all blacks, viewing them all as having no good qualities, no redeeming features. The prejudiced child at this stage, often around the fifth grade, has mastered the proper bigoted phrases, even if he or she still hasn't quite given up a fairly democratic style of behavior toward the hated category.

A child at this point often says harshly bigoted things but may still play with children of the group she or he is talking against. It takes the child another few years to learn to modify his or her total verbal rejection into something more realistic and easier to rationalize and defend.

At this stage the child, now a teenager, no longer claims all people of the hated category have no good features and is willing to concede them some good attributes. But the behavior of the prejudiced young person at this point begins to harden into the familiar pattern of adult bigotry that is shared by his or her parents or family circle.

In short, it takes the entire period of childhood and much of adolescence to master prejudice.

Taken from Special Report, The Ku Klux Klan: A History of Racism and Violence, published by Klanwatch, Montgomery, Alabama, 1982.

PREJUDICE: A DEFINITION

Gordon Allport

Let's look at the stages of hostile relationships--- starting with "predilection."

Predilection simply means that someone prefers one culture, one skin color, or one language as opposed to another. If you like Mexican culture and I do not, there is no use arguing about taste. We may disagree on such matters, but, as a rule, we respect one another's choice. Predilections are natural. But they are the first step toward scapegoating if they turn into more active biases, that is to say into---

Prejudice. A prejudice is an attitude in a closed mind. ("Don't bother me with facts, I've already made up my mind.") Some Europeans may think that all Americans are loud-mouthed spendthrifts. This stereotyped view is hard to change. It is a prejudice. An Oxford student is said to have remarked, "I despise all Americans, but I've never met one I didn't like." This anecdote suggests that prejudgments may stand even when available evidence is against them. Some people with prejudices may think blacks have rhythm, that Scotsmen are thrifty, or that a woman's place is in the home.

Prejudice, if kept to oneself, causes no great harm except to the mind that possesses it. But prejudice expressed leads to--

Discrimination. That means leaving somebody out because of prejudiced thinking. Generally it is based not on an individual's qualities but on a "label" branding the individual as a member of a group to be looked down upon. It means separating a group forcibly and unjustly from our neighborhoods, our schools, our churches, our labor unions, and our professions.

Scapegoating is hostile behavior by word or deed. The victim usually cannot fight back, for scapegoats are usually members of vulnerable minority groups. The essential cowardice of scapegoating is illustrated by the persecution of the Salem "witches," a small, frail handful of people who could not fight back.

Adapted from Gordon Allport, ABC's of Scapegoating. New York: Anti-Defamation League of B'nai B'rith, 1985.

SUBJECT: Civics, U. S. History

GRADE: Junior High/Middle School

DISTRICT OBJECTIVES:

STATE COMPETENCY:

Identify basic government documents, Identify Basic rights of the citizens as defined in the Bill of Rights.

SUBJECT AREA CONTENT:

Bill of Rights, Rights and Responsibilities of American citizens.

RESILIENCY OBJECTIVES:

(Autonomy, Self-Esteem, Social Skills, Moral/Spiritual Understanding) Understand that they have the right to enjoy work and relationships, Communication of personal history, Belief that they can affect their environment through their own actions, Communication Skills, Cooperation Skills, Ability to modify their decisions if not in violation of important values, Understanding of the role of morality in making decisions both in a personal and historical perspective.

ACTIVITY:

(3 days) (This activity was adapted from a lesson from A World of Difference. A Prejudice Reduction Program of the Anti-Defamation League of B'nai B'rith, 1986.)

Show to the class the items which many Americans might normally carry in their wallets: A driver's license, Social Security Card, Student I.D., library card, a photograph of loved ones, an insurance card, a video rental card etc.

Tell the students the following:

"It is the year 5,000. A group of anthropologists has recently uncovered a sealed capsule buried in the earth late in the 20th Century. It was intended to show future generations something about life in the United States in that year. One packet contains the items found in a typical American wallet. What can you determine about society in late 20th century America from these items? What values did Americans hold dear then?"

Ask students to look at the items which many Americans might carry in their wallets. Allow a few minutes of general discussion,

then divide the class into groups of 4. Allow about ten minutes for group discussion of the questions stated above. Then have a recorder for each group report their answers to the class.

Discuss other values which exist today, both positive and negative. End the class by coming to consensus of the top 10 most valued rights in our society today.

(2nd day) Have students read and discuss the excerpts from the Declaration of Independence and the United States Constitution include here.

In groups of four, have the students complete the following chart.

**American Values in the Declaration of Independence
and the Constitution**

VALUES	EXAMPLES FROM CONTEMPORARY AMERICAN LIFE THAT ILLUSTRATES THE IMPORTANCE OF EACH VALUE	EXAMPLES OF PREJUDICE OR DISCRIMINATION CONTRADICT THE VALUE
---------------	---	---

EQUALITY

LIFE

LIBERTY

FREEDOM

JUSTICE

HAPPINESS

Ask a representative from each group to tell the class their examples. Have a discussion about the different examples that the groups developed.

(3rd day) Have the class read the excerpt from Franklin D. Roosevelt's Four Freedoms speech to Congress in January, 1941. Pay special attention to his statement of four essential freedoms for a secure world. Divide into groups of 4 and have the groups answer the following questions:

1. What did Roosevelt consider the basic values of a healthy and strong democracy? Are they the same today? If not what other fundamental values would you add?
2. Suppose you were advising a group of visiting teachers from other countries on how to teach about America in their schools, what advice would you give them? What would you want them to teach about?
3. How do you define "freedom?" How did Roosevelt define it?
4. Have we reached the kind of world Roosevelt envisioned? Give examples of how we have and have not reached this world. Why haven't we reached the goal of freedom as defined by Roosevelt?

After the groups have responded to the questions, have the students individually write a paper about how Roosevelt defined freedom, and what they can do individually for this kind of freedom to exist for everyone.

DECLARATION OF INDEPENDENCE - 1776

We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness.

That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.

CONSTITUTION OF THE UNITED STATES - 1787

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

-Preamble to the Constitution

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

- Amendment I

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

- Amendment XIV

THE FOUR FREEDOMS**Franklin D. Roosevelt**

In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

The first is freedom of speech and expression - everywhere in the world.

The second is freedom of every person to worship God in his own way - everywhere in the world.

The third is freedom from want - which translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants - everywhere in the world.

The fourth is freedom from fear - which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor - anywhere in the world.

Annual Message to Congress, January 6, 1941.

SUBJECT: Social Studies

GRADE: 4th through 9th grade

DISTRICT OBJECTIVES:

STATE COMPETENCY:

SUBJECT AREA CONTENT:

U. S. History: The Bill of Rights.

RESILIENCY OBJECTIVES:

(Social Skills, Moral/Spiritual Understanding) Development of an understanding of how others are feeling, Development of understanding of the role of morality in making decisions both from a personal and global perspective, Communication skills and Cooperation Skills.

ACTIVITY:

1. Lead the class in "clustering" ideas about the term human rights on the blackboard.

2. Clustering is a visual, non linear strategy that takes place prior to writing that enables writers to map out their thoughts on a subject. Another term used in whole language for this exercise is webbing.

Clusters look like flowers or wheels. The main idea of the writing is encircled in the center and supporting details are placed on lines radiating outward like petals.

3. Distribute "Universal Topics." Divide the class into small groups to analyze and discuss one or two of the universal topics to determine whether it should (or should not) be a right.

4. Compare the topics with the U.S. Bill of Rights.

5. Have each group present its topic(s) to the entire class. Let the class decide, through a discussion culminating in a vote, whether the idea should be considered a right and if it is a right whether or not it entails individual responsibility.

6. Have each group develop its own Universal Bill of Rights and

compare them. Display them in the classroom and the school if possible.

7. Compare the groups Universal Bill of Rights with the Universal Rights of the Child.

UNIVERSAL TOPICS

FOOD: Should this be a right? Who is hungry? Why? Is this a form of prejudice? How could this become a right? Who would oppose this being a right?

EDUCATION: Is this a right or a law? Does this mean that everyone gets an equal education? Does prejudice play any part? How could that be eliminated?

RELIGION: Is free exercise of religion guaranteed by the Constitution? How can prejudice play a role in the way a right is perceived?

WORK and LEISURE: Should everyone have a right to a job? How much should the job pay? Should anyone have to have a job? Should everyone be able to afford vacations and play time? How is this decided?

EQUALITY: Is this possible without more rights? Can someone have real equality before the law without equality in economics? Does prejudice play a part in this? How?

HOUSING/PROPERTY: Should this be a right? Should housing be available to everyone at a certain price? How could this be a right instead of a privilege? Who would have to pay if this were a privilege? Who would have pay if this were a right?

UNIVERSAL RIGHTS OF THE CHILD

The right to affection, love and understanding.

The right to adequate nutrition and medical care.

The right to a free education.

The right to full opportunity for play and recreation.

The right to a name and a nationality.

The right to special care, if handicapped.

The right to be among the first to receive relief in times of disaster.

The right to learn to be a useful member of society and to develop individual abilities.

The right to be brought up in a spirit of peace and universal brotherhood.

The right to enjoy these rights regardless of race, color, sex religion, national or social origin.

(This activity was adapted from The World of Difference published by the Southern California B'nai B'rith Association.)

SUBJECT: Social Studies

GRADE: Elementary grades (1st through 3rd)

DISTRICT OBJECTIVES:

STATE COMPETENCY:

SUBJECT AREA CONTENT:

Differences and similarities between peoples and cultures.

RESILIENCY OBJECTIVES:

(**Social Skills, Self-Esteem**) Attempts to understand how others are feeling, Understanding the factors which contribute to his/her uniqueness, Communication Skills and Cooperation Skills.

ACTIVITY:

Bring a bag of roasted peanuts into the classroom.

1. Begin with a problem story such as: "My friend told me I'm just like a peanut! In fact, she said that all people are like peanuts. Can you help me figure out what she meant?"
2. Divide the class into pairs or small groups. Distribute enough peanuts so each student has two. Give instructions that the peanuts need to stay in the shell until after the activity is over then the students may eat them if they choose. As a group have the students investigate the similarities and differences of the peanuts.
3. Have each pair or group write down first all the similarities of each peanut then the differences.
4. The following are some suggestions for this procedure:
 - A. Have the students close their eyes and compare the peanuts. Describe how each peanut feels. How do people feel?
 - B. "Look at the peanut."
How would you describe the outside of the shell?
How does it compare to the outside of your body?
 - C. "Hold up the two peanuts side by side."
Are the peanuts the same height or shape?

How about people?

D. "Look at the color of the peanuts."
Are the peanuts the same color? Are people?

E. "Shake the peanuts."
What sounds do you hear?
What sounds do you hear people make?

F. "Open the peanuts."
Is the inside like the outside?
How are they different?
How about with people?

G. Now you may eat the peanuts as long as you are not allergic to them.

Additional follow up questions:

1. Are differences okay?
2. Should we be exactly alike?
3. Have the groups list all the reasons why both the outside and the inside of a person are important and valuable. Compare the lists and display them in the room and around the school if appropriate.

(This activity was adapted from The World of Difference published by the Southern California B'nai B'rith Association.)

SUBJECT: Social Studies

GRADE: Elementary grades (4th-8th)

DISTRICT OBJECTIVES:

STATE COMPETENCY:

SUBJECT AREA CONTENT:

U.S. History, World History: The world of immigrants.

RESILIENCY OBJECTIVES:

(Social Skills, Self-Esteem, Moral and Spiritual Understanding)

Understanding of how others are feeling, Understanding the factors which contribute to his/her uniqueness. Understanding how natural life transitions affect one's sense of meaning.

ACTIVITY:

1. Read the letter from 1866. Discuss the feelings of the writer in small groups using questions provided by the teacher.
2. Read the letter from 1988. Compare the feelings expressed by the writer with those of the first letter.
3. Have the groups write a letter from the perspective of a newly arrived immigrant to the United States.
4. Assign each member of the group to represent an ethnic group that came to this country in the past ten years.
5. Each group should include references to the following:
 - A. The trip over,
 - B. Immigration procedures when entering the United States,
 - C. Living conditions here as compared with their country of origin,
 - D. First impressions of the United States,
 - E. New friends compared with those back home,
 - F. Language difficulties,
 - G. Employment and educational opportunities, and
 - H. What is missed most about the homeland.
6. Each group takes a turn talking about common characteristics and differences in their letters with the other groups.

Other possible extensions:

1. Have someone from the community who has recently immigrated speak to the class about his/her experience.
2. Discuss the important role immigrants have played in the development of this country. Everyone except Native American people have come from immigrant families.

(This activity was adapted from The World of Difference published by the Southern California B'nai B'rith Association.)

LETTER FROM NOV. 8, 1866

My Dear Wife Peral Orenstein,

I am really surprised that you would even think that I am so foolish as to return home..to become the laughing stock of all our friends.

Should I leave a land where freedom lives in every corner; a land where the old ways are not hallowed; where there is no trace of that old nonsense; a land of freedom of thought; and above all, a land where there are things more important than good digestion? Shall I return to that accursed and foolish environment which I left: And what kind of society can I be part of there?

I do believe that even in Warsaw one can be happy if fortune smiles on him. But as for myself, I would not want it, even if I would find great wealth there. Here my soul is free, there she would be fettered..In the meanwhile, I have not been able to do much business because I do not know the language, and that is an absolute must. I never learned a trade, and to begin now is so difficult...

I have found few friends among those I have met here because I have not been able to become part of a cultured group. Those who know me show me little compassion. So I waited until I could save some money to send to you because the money I brought with me went before I could even turn around. Now, thank God, my situation has improved a little, and I will get to some money. So I write you this letter., You shouldn't think that I have forgotten you and our children.

Your eternally faithful and loving husband,

Alter Orenstein

P.S. At present I cannot tell you where to write to me because I do not know where I will be. I am leaving New York because I have no prospects here.

LETTER FROM OCTOBER 16, 1988

Dear Won Hui:

How are you and your family? I hope that you are all doing fine. At about this time I remember, you and I would have been with your friends on retreat to the mountains. Didn't we have fun camping? And what about our visits to the Buddhist Temples? Oh, I miss Korea! I miss the fun we had together back home. I miss friends. I miss school.

I was so thrilled with the idea that I would be going to a co-educational school while I left you there bored with an all girl school. But it is not what I thought it would be. Being a newly arrived immigrant in an American school is frustrating. I don't know where I belong. My classmates have their own sets of friends. They have their own style of doing things. I don't know if I have to wear heavy metal, streak my hair, or wear big dangling earrings on earholes pierced one after the other in order to become one of them. I thought I would dress up the way they do and be "cool" like most of them, but you know how strict and old fashioned my father is. It's either I follow his rules, especially in dressing up like a decent Korean girl or I leave his house for good.

I have Korean classmates, too. But most of them have been living here for a long time. They do not speak with an accent like I do and they get impatient when I cannot pronounce the words right or when I ask the teachers to repeat what they say. I have difficulty understanding the lesson, but I am afraid to ask questions. The students make fun of me--the way I talk, the way I dress, the way I am when I try to be "in" with them.

I try very hard to learn English. I read a lot. I practice speaking to myself. My English teacher is particularly encouraging. The teachers here are not as strict and stiff as our teachers there. You can talk to them. They smile a lot, too.

You would not believe it but somehow I miss Korea so much that I miss even those stern looking faces who make it their serious business to check on our manners especially when guys from the boys' high schools were around.

I miss home, Won Hui. I miss the friendly smiles on familiar faces. I miss the feelings of being welcomed and accepted for what I am. I wish for you to be here but I look forward to visiting with you there again someday. Please write. Tell me stories about our old friends in school.

SUBJECT: Social Studies

GRADE: Elementary and Intermediate grades (3rd - 8th)

DISTRICT OBJECTIVES:

STATE COMPETENCY:

SUBJECT AREA CONTENT:
American Culture.

RESILIENCE OBJECTIVES:

(Social Skills, Self-Esteem, Moral/Spiritual Understanding)
Understanding how others are feeling, Understanding the factors which contribute to his/her uniqueness, Understanding the role of morality in making decisions both from a personal and historical perspective, Communication skills and Cooperation skills.

ACTIVITY:

Tell you (class they are all going to imagine they are part of a team of outer space scientists that have come in a UFO to visit and study our planet earth.

Put the following list of specialties on the board and split the class into teams of three to five students for each specialty, depending on the size of your class.

UFO OUTER SPACE TEAM SPECIALTIES

1. Religion and morality
2. Economic and money system
3. Food and energy sources
4. Use of the natural environment
5. Law enforcement and governmental systems
6. Educational system
7. Recreation and entertainment

Have each team gather in a separate part of the room. Then announce each team will be given the name of familiar location on earth as the basis for their report. They must imagine various observations of how Earth people do things with regard to their specialties. The teacher can make the locations congruent or incongruent depending on the age and ability level of the group. For example:

The religion group: a football game or a Catholic church

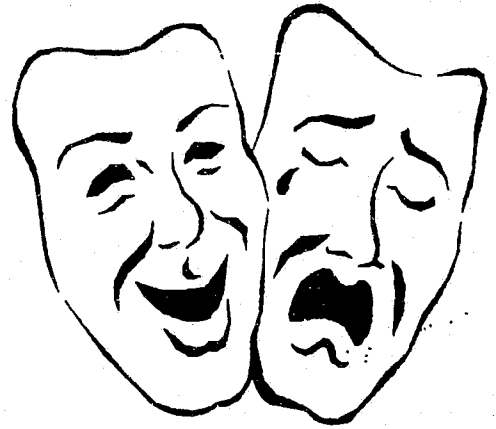
The economic group: McDonalds or an amusement park

After each group has the opportunity to write its report, they should select one of their members to report their findings. The rest of the class must now guess where the reporting team made their observations. The team with the least guesses is the winner.

Questions to be answered in the report:

1. How did people treat each other at the site ?
2. Did people tend to do things just because everyone else was doing it ?
3. Do you think the UFO scientists would have a better or worse view of Earth people if they were to visit Japan? Mexico?

Adapted from Investigating Morals and Values in Today's Society

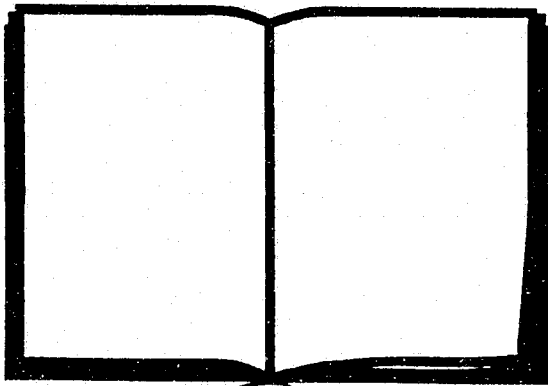


LANGUAGE

ARTS

LESSON

PLANS



ENGLISH

English is a natural class for integration of resiliency objectives. Literature selection, writing and speech assignments, can all be selected to address resiliency issues.

Teachers of different grades should look at the lesson plans from other levels. Most lessons can be easily modified to make them applicable for different grades.

The High School and Junior High/Middle School levels use the New Mexico Competencies for the different grades. The elementary lessons use the New Mexico Framework statements.

SUBJECT: English

GRADE: High School

DISTRICT OBJECTIVES:

STATE COMPETENCY:

Read, understand and appreciate a range of literature rich in quality and representative of different literary forms and various cultures.

SUBJECT AREA CONTENT:

Character Analysis.

RESILIENCY OBJECTIVES:

(Self-Esteem, Social) Understand the characteristics of positive relationships between individuals in the family and the school, Summarize and explain another person's point of view, Communication skills, Demonstrate a caring attitude towards others, Cooperation Skills.

ACTIVITY:

Divide the class into groups of three. This group will be called your base group. Ask the students to read "The Split Cherry Tree" by Jesse Stuart (Patterns in Literature, Classic Edition Scott, Foresman) out loud in their base group.

Assign one of the main characters to each one of the members in the group. (Professor Herbert, Pa and the boy.) All those students who have been assigned the same character meet in what are called expert character groups. Ask them to determine in their expert groups, the character's attitudes towards school, the other characters and education. After the expert character groups come to agreement, ask the members to go back to their base groups. Ask these groups to list similar and dissimilar attitudes among the different characters.

Have students individually write a comparison and contrast paper on the different characters' attitudes. Have them include the attitude that their families have toward school, and have them compare that attitude to the attitude in the story.

[Note: This lesson is an example of the Jigsaw Method in small group cooperative learning.]

SUBJECT: English

GRADE: High School

DISTRICT COMPETENCY:

STATE COMPETENCY:

(Related to all competencies is the area of writing production).

SUBJECT AREA CONTENT:

Composition.

RESILIENCY OBJECTIVES:

Writing assignments can all be related to resiliency objectives. [i.e. The Effect of Gang Membership, What do I need to get a job?, How does the character of Rainsford in the story "The Most Dangerous Game" draw from inner resources to survive his ordeal?(adaptability).]

The teaching strategy of "peer response groups" addresses communication skills, sense of responsibility for self and others, the development of positive relationship between peers and cooperation skills.

ACTIVITY:

(This activity is based on the Bay Writing Project as reported by Johnson, Johnson and Holubec, Cooperation in the Classroom, (revised) Edina, MN.: Interaction Book Company, 1988).

1. The teacher assigns students to pairs with at least one good reader in each pair. The task of writing individual compositions is given. (Remember it is easy to find topics that related to resiliency characteristics)
2. Student A describes to student B what he or she is planning to write. Student B listens carefully, probes with a set of questions, and outlines Student A's composition. The written outline is given back to Student A.
3. This procedure is reversed with Student B describing what he or she is going to write and Student A listening and completing an outline of Student B's composition, which is given to Student B.
4. The students individually research the material they need to write their compositions, keeping an eye out for material useful to their partner.
5. The two students work together to write the first paragraph of

each composition to be sure that they each have a clear start on their compositions.

6. The students write their compositions individually.

7. When completed, the students proofread each other's compositions, making corrections in capitalization, punctuation, spelling, language usage, topic sentence usage and other aspects of writing specified by the teacher. Suggestions for revision are also encouraged.

8. The students revise their compositions, making all of the suggested revisions.

9. The two students then reread each other's compositions and sign their names indicating that they guarantee that no errors exist in the composition.

Grades can be determined by the total number of errors made by the pair, as well as the individual quality of the composition.

10. Teacher and students should always discuss the success of the process of working in pairs and what in the relationship could be modified to make it more successful.

SUBJECT: English

GRADE: High School

DISTRICT OBJECTIVES:

STATE COMPETENCY:

Respond to written materials by: comparing and contrasting, summarizing, analyzing, critiquing, and making inferences.

Write in the appropriate mode for a variety of purposes, using the writing as a process of communication and using standard grammatical construction, spelling and mechanics.

SUBJECT AREA CONTENT:

Theme, character, plot analysis.

RESILIENCY OBJECTIVES:

(Social, Self-Esteem, Autonomy) Understand and use language styles appropriate for different ages and genders, Understand the characteristics of positive relationships, Demonstrate a caring attitude towards others, Provide role models for younger children. (The subjects of the books will involved many of the resiliency issues.)

ACTIVITY:

Select a variety of children's books that relate to social issues such as divorce, death and peer pressure. (Children's librarians should be able to assist in identifying these books.) Divide the class into groups of three. Ask the students to analyze the books for theme, character and authenticity of emotions. Discuss in the groups whether the books provide helpful insights on how to handle such emotional topics.

Brainstorm topics causing young children concern in their community. Each group will then write a small, illustrated book on a topic which would be of interest to the children.

The students will then read their books to small groups of elementary students and lead a discussion about their book's topic.

After reading and discussing the book with the children, the authors will discuss how the elementary school students responded.

SUBJECT: English

GRADE: High School

DISTRICT OBJECTIVES:

STATE COMPETENCY:

Related to all writing production components.

Read, understand and appreciate a range of literature rich in quality and representative of different literary forms and various cultures.

SUBJECT AREA CONTENT:

Character Analysis.

RESILIENCY OBJECTIVES:

(Self-esteem, Social, Cognitive, Moral/Spiritual) Identification of role models that provide standards and values, Systematic decision making, Communication Skills, Cooperation skills, Analysis of how individuals perform difficult tasks, Understanding the relationship between "inner meaning" and life decisions.

ACTIVITY:

Divide students into groups of four. Assign to each student in the group a different societal hero such as Gandhi, Martin Luther King, Black Elk, and Caesar Chavez. Help the students use secondary reference material such as encyclopedias to find out about the life and actions of the individual. Form expert groups composed of students who investigated the same individual. In their groups ask them to discuss what characteristics these individuals have that has lead society to consider them heros.

After they come up with a theory of what makes a hero, have them go back to their base group. Each student should summarize their findings concerning their hero and present their expert group's definition of a hero. The base group come will develop a consensus on a definition of hero or heroine.

Through class discussion, come up with a working definition of hero/heroine, which will be evaluated periodically through out the year as other examples of heros/heroines are discussed through literature and other sources.

This activity could be a major theme throughout the year, with a bulletin board set aside for the list of heroic qualities, articles on modern heros etc. Have students read various pieces of literature, beginning with myths and tall tales and preceding to any other stories that have strong central figures. Have the students analyze the heroic qualities of the characters based on the prior definition, and modify their definition if appropriate.

SUBJECT: English

GRADE: High School

DISTRICT OBJECTIVES:

STATE COMPETENCY:

Read, understand and appreciate a range of literature rich in quality and representative of different literary forms and various cultures.

SUBJECT AREA CONTENT:

Role of human relationships in development of a theme in literature.

RESILIENCY OBJECTIVES:

(Autonomy, Social, Moral/Spiritual) Accomplishment of complex and long term tasks, Communication Skills, Cooperation Skills, Development of a caring attitude towards others, Understanding the role of love in relation to the meaning of life.

ACTIVITY:

Ask students to read "A & P" by John Updike and "Ancestor" by Jimmy Santiago Baca or two other books that deal with issues of love and relationships from different cultural viewpoints. Divide the class into a group of judges, jurors, defense attorneys and prosecutors. The teacher can decide if students representing a character(s) should be tried in absentia. This depends on the maturity of the class and the nature of the story.

Students can choose or they can draw their position by lots. Put on a trial for each story. Each group must work together on their respective roles. In each story, find a theme and a character to put on trial. In the case of "Ancestor" it could be the father who is on trial for not being a loving parent. After the trials, have the class compare and contrast the different cultural or social ideas that came forth in each trial. (This activity could also be done with just one story.)

SUBJECT: Language Arts

GRADE: Junior High/middle school

DISTRICT OBJECTIVES:

STATE COMPETENCY:

Reading - Compare and Contrast.

SUBJECT AREA CONTENT:

Myths.

RESILIENCY OBJECTIVES:

(Self-Esteem, Social Skills, Moral/Spiritual Understanding)
Establishment of positive affiliation Communication skills,
Cooperation skills, Understanding of the role of Higher power in
cultural developments.

ACTIVITY:

(2 days - one week depending on depth of cultural analysis)
Divide the students into groups of four. Give to each student in
the group, one of the following creation stories taken from the
book In the Beginning: Creation Stories from around the World (
Author, Virginia Hamilton Harcourt Brace Jovanovich, 1988)
a) " The Angry Gods: Ta-aroa, the Creator" , b) "The Woman who Fell
from the Sky" Divine Woman the Creator, c) "The God Brings Fire to
Man:Prometheus the Creator" and d) "Traveling to Form the World:
Old Man the Creator."

Move the students with the same story into a group. This group
will be considered an expert group. If the groups are too large you
might need two expert groups for each story. Have the students
read their selection in their group, and answer the following
questions:

1. What was actually created in the story, and who created it?
2. What was the role of animals in the story?
3. How was man depicted in the story? How was woman depicted?
4. What did the story say about good and evil?

After the expert groups are satisfied with their answers, the
original groups or base groups are reformed. The experts summarize
their stories to their group and discuss the answers to the
questions. Each group lists the similarities and differences to
the answers of the questions.

comparing and contrasting the stories on the points covered in the questions.

If the teacher would like the lesson taken further, the expert groups could speculate on what the myths tell about the culture of the stories' origin. The students could then investigate the culture and see if their speculations were accurate. They could then report back to their base groups and write a report on what myths say about a peoples' culture.

SUBJECT: Language Arts

GRADE: Junior High/Middle School

DISTRICT OBJECTIVES:

STATE COMPETENCY:

Describe a person, place or thing using vivid modifiers.

SUBJECT AREA CONTENT:

Composition (This lesson could be a prelude to the study of characterization in short stories or novels).

RESILIENCY OBJECTIVES:

(Autonomy, Self-esteem, Social Skills) High Expectation of self Cooperation skills, Communication Skills, Understanding how others are feeling, Establishing a positive affiliation with a group.

ACTIVITY:

(2-3 days) (See the High School English lesson plans for the description of the Bay Writing Project format for team writing. This process increases communication skills, empathy and many other resiliency skills.)

Give each student a picture of a person. Sources of powerful pictures can come from such books as Family of Man, Children and Their Fathers by Hanns Reich or The Old Ones of New Mexico by Robert Coles. Magazines such as Newsweek, Time, Life, New Mexico Magazine all have moving depictions of people. Do not use pictures from ads or entertainment type magazines, but only those pictures that would elicit a deep emotional response. Every student should have his or her own picture.

Give the students time to write short responses to the following questions about their picture.

- 1) What do the person or people physically look like?
- 2) What does the surroundings around the people look like?
- 3) What do you think the person or people are thinking about in the picture?
- 4) How do you think the people feel in the picture?
- 5) How does the picture make you feel? Have you ever felt the way the people in the picture might feel?
- 6) If you could talk to the person or people in the picture what would you ask them?

Ask the students to share their responses to their picture with their writing partner, and have the writing partner write down the descriptive words that the person uses to describe the picture.

Have the students follow the rest of the process as described in the Bay Writing Project to write three paragraphs, one describing the physical characteristics of the people, one describing the emotional aspects of the picture and one describing their emotional response. Have as part of the grading criteria the stipulation that they use at least 20 descriptive words.

In order for students to recognize that they must make an effort to do their best, have the students revise their descriptions as many times as needed to make them mechanically perfect. Have fun activities such as comics or quiet talk for those partners who turn in satisfactory papers quickly. (Although this process might initially take some time on both the students' part and the teachers because of longer checking time, it will not take too long before the students realize that they might as well do it right from the beginning because they will have to do it over again until it is satisfactory.)

Develop a bulletin board with the pictures and the students' writing. If the assignment is given to more than one class, the students will be able to compare the different descriptions of the same pictures.

SUBJECT: Language Arts

GRADE: Junior High/Middle School

DISTRICT OBJECTIVES:

STATE COMPETENCY:

Speaking - Select techniques to achieve desired outcomes.

SUBJECT AREA CONTENT:

Persuasive Speaking.

RESILIENCY OBJECTIVES:

(Autonomy, Cognitive Understanding, Social Skills, Self-Esteem)
Recognition that an individual has a right to enjoy work and relationships, Evaluation of interests to determine career interests, Communication skills, Cooperation Skills, Establishing a positive affiliation with a group.

ACTIVITY:

Ask the students to write down 5 things that they really enjoy doing. These things can not be illegal, or harmful in any way towards themselves or others.

Divide the class into groups of three. Ask the students to read their lists to each other. Have them brainstorm a job that would suit their interests. The sillier the better. For instance, for a person who likes sports, people, good money and the outdoors, the job that they could do is "bonjie cord jumping instructor." Encourage silliness within the guidelines stated above.

Have the students individually write an outline of a three minute speech for the purpose of convincing their parents to support them while they are training and beginning their chosen career. After writing the outline, have the students return to their group and take turns giving them. After each speech, the other members of the group should provide suggestions to improve their persuasive arguments.

Based on the teachers' discretion, either randomly select one member of the group to present his or her speech to the rest of the class, or let the groups choose their representative. Discuss the concept of whether it is important to enjoy your work, or do you work to just get a paycheck? Further writing and reading assignments based on this theme can be developed.

SUBJECT: Language Arts

GRADE: Junior High/Middle School

DISTRICT OBJECTIVES:

STATE COMPETENCY:

Reading: Identify theme and story mood.

Studying: Use a variety of references to locate specific information.

SUBJECT AREA CONTENT:

Theme, reference skills.

RESILIENCY OBJECTIVES:

(Moral/Spiritual Understanding, Social Skills, Self-Esteem)
Understanding of how natural life transitions affect one's sense of meaning, Communication skills, Cooperation skills, Analysis of how individuals perform difficult tasks, Understanding of personal history on his or her actions, Establishing a positive relationship with a group.

ACTIVITY:

(5 class sessions) Break students up into groups of three with one very good reader, and two of progressively less proficiency. Have available reference materials such as encyclopedias, cultural atlas, etc that have the information about initiation rites of various cultures in the classroom such as the Initiation rites of the various Native American tribes, Jewish Bar Mitzvah, Catholic Confirmation, Australian Aboriginal rites, and rites of various South American cultures such as Guarani, Yurupary, and Tikuna. (This information can be found in most encyclopedias). Assign one culture to each group, and have them develop a one paragraph summary of the initiation rite which they will then share with the class. Make sure that their summary is not directly copied from their reference material. (One Class Session)

Discuss with the entire class the different initiation rites that exist in our society such as gang initiation, graduation ceremonies, getting a driver's license. Discuss that the purpose of initiation rites is to provide a dramatic symbol that gives the message that a person has different rights and responsibilities after the ceremony. Have the students go back into their groups and discuss whether the present initiation rites accomplish that

purpose as compared to the initiation rites of other cultures, providing three reasons why they do and why they do not. Let the groups develop an initiation rite that would honor the transition from the childhood (age 12) to being a teenager (age 13) that would not be illegal or be physically or emotionally harmful to the individual. Have each group present their idea to the class. (One Class Session)

Assign a different story that deals with transition into adulthood to the different group members. A difficult story such as "The Bear" by William Faulkner can be assigned to the proficient readers, while simpler stories such as "By the Waters of Babylon" by Stephen Vincent Benet and "If I Forget Thee, Oh Earth..." by Arthur C. Clarke can be assigned to the other two students.

Regroup the students into expert groups with the individuals who have the same story. Have them read the story orally to each other and answer the following questions:

1. Describe the main character at the beginning of the story?
2. What specific event happened in the story that marked a transition for the character in the way he/she saw himself in relation to others?
3. How had the character changed by the end of the story?
4. Did any of the other characters help the main character to understand what had happened to him/her? (One day with follow through on the next day)

Return the students to their base group and have them give a summary of the story to the other members. Have the group discuss the similarities and differences between the stories in regards to the events related to the transition. Have them discuss any events which caused a transition in their life. (one day)

Individually have the students write about something in their life which caused them to be different in some way then when they were younger. Have the students revise their work until it is mechanically perfect using their editing partner if they have one. (One Day)

SUBJECT: Language Arts

GRADE: Elementary grades

DISTRICT OBJECTIVES:

STATE COMPETENCY:

Recognize and utilize a variety of reading and listening strategies for appropriate purposes.

SUBJECT AREA CONTENT:

Reading groups.

RESILIENCY OBJECTIVES:

(Cognitive Skills, Social Skills) Systematic decision making and the development of an action plan to carry out the decision. Development of a mutually satisfying plan to accomplish various tasks, Communication skills, Cooperation skills.

ACTIVITY:

(Adapted from Johnson and Johnsons' work on small group cooperative learning.) This simple format can be applied to reading groups in any of the elementary grades. It is an excellent way to begin small group cooperative learning in the class. Divide the class into groups of three's. Students read assigned material together and answer questions. One person is the READER, another is the RECORDER, and the third the CHECKER, who checks to make certain everyone understands and agrees with the answers. (They can change these roles periodically during the group time.) They must come up with three possible answers to each question and circle their favorite one. When finished, they sign the paper to certify that they all understand and agree on the answer.

SUBJECT: Language Arts

GRADE: Elementary grades

DISTRICT OBJECTIVES:

STATE COMPETENCY:

Speak and write using conventions of correctness.

SUBJECT AREA CONTENT:

Spelling.

RESILIENCY OBJECTIVES:

(Autonomy, Social Skills) Understand that actions affect other individuals and situations, The ability to work with others to develop a mutually satisfying plan to accomplish various tasks, Communication skills, and-cooperation skills.

ACTIVITY:

(Adapted from Johnson and Johnsons' work on small group cooperative learning.) This is a basic activity that promotes intergroup cooperation. Spelling groups are assigned according to ability levels. If all students are working at approximately the same level then groups are divided at random. Each group works together to learn their spelling words and are rewarded bonus points if everyone in the groups meets a specific criterion as set by the teacher. For example the group might get 10 points if 20 words are spelled correctly in the group, 9 points if 19 words are spelled correctly and so forth. Each student also receives an individual grade or score for his/her test.

Intergroup cooperation is structured by setting a criterion for the whole class to reach. Thus, the number of words spelled correctly by the total class can be recorded each week. Some type of point system can be set up to reward everyone when the class improves or reaches a desired goal.

It is important to emphasize the words spelled correctly each week as opposed to the words missed. This will help students focus positive accomplishments.

SUBJECT: Language Arts

GRADE: Elementary and upper Intermediate grades

DISTRICT OBJECTIVES:

STATE COMPETENCY:

Speak and write using the conventions of correctness.

SUBJECT AREA CONTENT:

Composition.

RESILIENCY OBJECTIVES:

(Autonomy, Cognitive Skills, Social Skills) Understand that actions affect other individuals and situations, Systematic decision making and the development of an action plan to carry out the decision, The ability to work with others to develop a mutually satisfying plan to accomplish various tasks, Communication skills, and cooperation skills.

ACTIVITY:

(Adapted from Johnson and Johnsons' work on small group cooperative learning.) Have students individually write their compositions. All group members must verify each member's composition is perfect according to the criteria set by the teacher. One of the their scores for the composition will be the total number of errors made by the pair or the group (the number of errors in his/her composition plus the number of errors in the other members of the group). Each student will also receive an individual score.

Procedure:

1. The teacher assigns students to pairs or small groups with at least one good reader in each group. The task of writing individual compositions is given.
2. A student describes to the group what he or she is planning to write. The group listens carefully, probes with a guideline provided by the teacher and helps each student make a written

outline for his/her composition.

3. The procedure continues with each student describing his or her plan to the group. If the teacher chooses to work in pairs instead of small groups the procedure moves somewhat faster.

4. If research is involved in the composition, then each student researches the material individually but keeps an eye open for material useful to their partner.

5. The group or pairs work together to write the first paragraph of each composition to ensure that both have a clear start.

6. The students write their compositions individually.

7. When completed, students proofread each other's compositions, making corrections in capitalization, punctuation, spelling, language usage, topic sentences, and other aspects of writing as specified by the teacher. Suggestions for revision are also encouraged.

8. The students revise their compositions, making all of the suggested revisions.

9. The students then reread each other's compositions and sign their names (indicating that they guarantee that no errors exist in the composition).

While the students are working the teacher monitors the groups, intervening where appropriate to help students master the needed writing and cooperative skills. When the composition is completed, the students discuss how effectively they worked together, being as specific as possible. Finally they evaluate what could have happened to improve the process for the next time.

SUBJECT: Language Arts

GRADE: Elementary grades

DISTRICT OBJECTIVES:

STATE COMPETENCY:

Use language to share experiences as a means of reflecting, understanding themselves, others, and our world in general.

SUBJECT AREA CONTENT:

Reading Comprehension.

RESILIENCY OBJECTIVES:

(Autonomy, Cognitive Skills, Social Skills) Understand that actions affect other individuals and situations, Ability to break down a task into manageable parts, Systematic decision making and the development of an action plan to carry out the decision, The ability to work with others to develop a mutually satisfying plan to accomplish various tasks, Communication skills, and Cooperation skills.

ACTIVITY:

(Adapted from Johnson and Johnsons' work on small group cooperative learning.)

1. Divide class into small groups or pairs depending on the cooperative skill level of the class. Assign each group a story, a poem, or essay to read. Each member should have their own book or copy of the article.

2. Assign each group a set of questions based on the reading material. Questions should include subjective material about the "meaning" of the selected piece to generate in depth discussions.

As a group they need to turn in one set of answers but each member of the group has to be able to explain each answer.

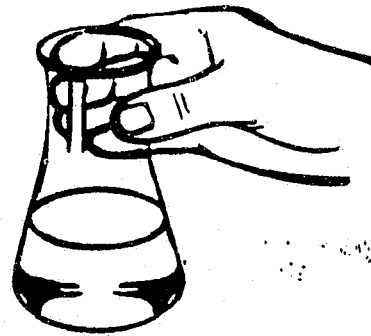
3. The teacher decides on a criteria that provides bonus points to each group that scores above the set number of correct answers.

4. Individual tests are given to be sure each member understands

the material.

5. Teacher may choose to assign specific roles to group members such as:

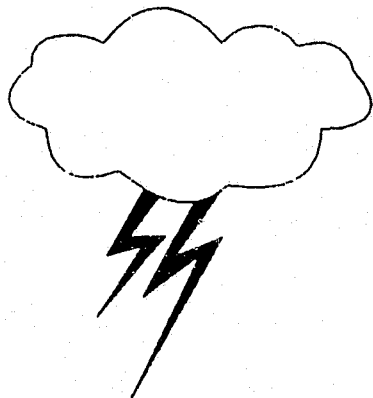
- A. Reader: Reads the problem aloud to the group
- B. Checker: Checks to make sure all group members understand how to solve each problem.
- C. Encourager: Watches to make sure everyone is participating and invites reluctant or silent members to join.
- D. Observer/Recorder: Records answers and actions of the each group member while the group is solving the problems.



SCIENCE

LESSON

PLANS



SCIENCE

Teachers of different grades should look at the lesson plans from other levels. Most lessons can be easily modified to make them applicable for different grades.

The High School and Junior High/Middle School levels use the New Mexico Competencies for the different grades. The elementary lessons use the New Mexico Framework statements.

SUBJECT: All the Science Areas (Can also be used in Social Studies)

GRADE: High School

DISTRICT OBJECTIVES:

STATE COMPETENCY:

Identify, describe and discuss contemporary issues in science.

SUBJECT AREA CONTENT:

Any controversial science topic that has two supportable positions. After a specific scientific concept has been taught, an academic controversy activity can assist students in applying the knowledge. For instance, an academic controversy concerning genetic engineering would make the study of genetics very meaningful.

RESILIENCY OBJECTIVES:

(Autonomy, Self-Esteem, Cognitive, Social) Systematic Problem Solving and Decision Making skills, Development of a sense of Responsibility for self and others, Knowing when and how to ask for help, Ability to take risks in making decisions and believing that one can affect one's environment positively through personal efforts, Cooperation Skills, Communication Skills, Ability to modify decisions and plans when such modifications do not compromise important values and will serve the needs of the group.

ACTIVITY:

(The following suggestion for structuring Academic Controversies is presented in Johnson, Johnson and Holubec, Cooperation in the Classroom, (revised). Edina, MN:Interaction Book Company, 1988. Further details on this process is presented in their book, Structuring Academic Controversies: Creative Conflict in the Classroom published by the same company that released in the Winter, 1992.)

1. Choose a topic that has content manageable by the students and on which at least two well-documented positions (pro and con) can be prepared. (i.e. nuclear energy, WIPP, global warming.)
2. Prepare the instructional materials so group members know what position they have been assigned and where they can find supporting information. For more sophisticated students, have them find the supporting material.
3. Structure the controversy by:
 - a. Assigning students to groups of four.

- b. Dividing each group into two pairs. Assign pro and con positions to the pairs.
 - c. Highlighting the cooperative goal of reaching a consensus on the issue and writing a quality group report on which all members will be evaluated.
4. Conduct the controversy by (four class periods are recommended:)
- a. Assigning each pair the cooperative task of learning their position and its supporting arguments and information.
 - b. Having each pair present its position to the other. The group discusses the issue, critically evaluating the opposing position and its rationale, defending positions, and comparing the strengths and weaknesses of the two positions.
 - c. Having the pairs reverse perspectives and positions by presenting the opposing position as sincerely and forcefully as they can.
 - d. Having the group members drop their advocacy, reach a decision, and write a group report that includes their joint position and the supporting evidence and rationale. A test on the content covered in both positions may be given with the groups whose members all score above the preset criteria receiving bonus points.

SUBJECT: All Science Areas

GRADE: High School

DISTRICT OBJECTIVES:

STATE COMPETENCY:

Related to the scientific process inherent in all the generic science competencies.

SUBJECT AREA CONTENT:

Any concept being studied.

RESILIENCY OBJECTIVES:

(Autonomy, Cognitive, Self-Esteem, Social) Demonstrate a caring attitude towards others, Systematic Problem Solving and decision making skills, Ability to determine what needs to be done and following through on the process, Establishment of a positive affiliation with a group, Communication Skills, Cooperation Skills.

ACTIVITY:

Assign students to groups of three. Assign or have each group select a specific scientific concept. Have the students develop a lesson plan for elementary children, including illustrations and an experiment that requires the elementary students to observe, formulate hypotheses, measure, and interpret data.

Provide minimal directions on how the group should work together to develop the lesson. Give very clear criteria for the parts of the lesson plan. Assist the students in processing how they plan to accomplish their task, and discuss how to improve the process. (Be ready to provide moral support to the groups as they go through the discomfort of negotiating this group process.)

Let the groups go to an elementary class and present their lesson to small groups of elementary students.

Discuss with the students how their lessons went, and help them revise their lessons so they will be more successful. If this procedure is to be followed more than once, let each class develop a book with all their lessons which they can present to the elementary school as a science resource book for the teachers.

SUBJECT: Science

GRADE: Junior High/Middle School

DISTRICT OBJECTIVES:

STATE COMPETENCY:

Develop a physical model of a model; Recognize impacts.

SUBJECT AREA CONTENT:

Water Cycle, Waste treatment.

RESILIENCY OBJECTIVES:

(Self-Esteem, Cognitive Skills, Social Skills) Communication skills, Cooperation skills, Believing that one can affect the environment positively through personal efforts, Establishing a positive relationship with a group, Systematic problem solving and decision making.

ACTIVITY:

(4 days up to two weeks depending on depth of coverage)
Modified from Keepers of the Earth by Michael J. Caduto and Joseph Bruchac. Fulcrum, Inc., Boulder CO.1989)

Divide the students into groups of three. Have the students as a group draw a graphic representation of the path of a drop of water from its source to the school. (one day)

In the group, brainstorm the uses of water at the school. If possible find out the school's average monthly consumption of water. Have the groups discuss ways of conserving water in the school. Using a systematic decision making process let them develop a conservation proposal to share with the administration and student council. There is an abundance of literature providing suggestions. (one-five days depending on the sophistication of the proposals.)

Have the groups develop a schematic drawing of where the waste water goes when it leaves the school. If possible, visit the sewage treatment center.

If a more in-depth study is desired, this subject can lead itself to an academic controversy format as described in the High School science lesson plans. The students could investigate the following issues:

1. Should chemicals such as fluoride and chlorine be added to public water sources?
2. Should treated water waste be disposed of in natural water sources?

SUBJECT: Science

GRADE: Junior High/Middle School

DISTRICT OBJECTIVES:

STATE COMPETENCY:

Inferring: Make inference about a real event or an object from a model.

Measuring: Use appropriate derived units for specific measurements.

Observing: Compare properties of two or more objectives.

SUBJECT AREA CONTENT:

Environmental Impact on animal body size and other functions.

RESILIENCY OBJECTIVES:

(Self-Esteem, Cognitive Skills, Social Skills) Communication skills, Cooperation skills, Systematic Decision Making and Problem Solving, Establishing positive relationship with a group.

ACTIVITY:

Modified from Keepers of the Earth by Michael J. Caduto and Joseph Bruchac. Fulcrum, Inc., Boulder CO.1989)

In groups of three, have students find the average length and height of various land and sea life using metric and standard measurements if desired. The following list could be used:

starfish	mouse
American lobster	domestic cat
common octopus	lion
bottlenose dolphin	dog
humpback whale	ostrich
swordfish	mouse
whale shark	giraffe
leatherback turtle	cow
blue whale	elephant
plankton	bacteria

After each group, has found the measurements for all the animals, assign five different animals to each group. Ask the groups to develop some kind of identification marker for their animals which will include a picture of the animal and answers to the following questions:

1. What kind of skeleton structure does the animal have?

2. How does the animal move?
3. What is the source of nourishment?
4. Where is their natural habitat?

The teacher can add other questions which seem appropriate.

On a large area such as the school football field or in the gym, have the students measure and mark the lengths showing the various sizes of the animals listed and place the markers on the lines. Do the same with the height measurements.

Have the students speculate on the various effect of the environment might have on size? i.e. Why are the largest of the land animals so much smaller in length than the water animals? Why are some of the land animals so tall?

Have the students in their groups come up with a statement which would summarize the impact of environment on the size of animals. Randomly select from each group, one individual to present their findings.

SUBJECT: Science

GRADE: Junior High/Middle School

DISTRICT OBJECTIVES:

STATE COMPETENCY:

Recognizing Impact, Discuss attitudes which contribute toward living in harmony with the environment.

SUBJECT AREA CONTENT:

Interdependence of the ecosystem.

RESILIENCY OBJECTIVES:

(Autonomy, Self-Esteem, Social Skills, Moral/Spiritual Understanding) Communication skills, Cooperation skills, Gaining a sense of power by believing that one can affect his/her environment positively through personal effort, Establishing Positive Relationship with a group, Taking responsibility for decisions and their consequences without blaming external factors for results, Understanding the relationship between "inner meaning" and life decisions, Understanding the role of spirit in life.

NOTE: Some people might find the word ceremony or ritual offensive. The word is not important. You might want to substitute the word activity when discussing this lesson with others.

ACTIVITY:

Ceremony or ritual is extremely important in focusing or deepening the understanding of the importance of knowledge. At the beginning or the end of the school year, a ceremony or assembly could be performed which would focus the student's attention on the interdependence of the environment and provide some indication of their individual role in that interdependence and why it is important for them to learn about the natural world.

These ceremonies should not be a spectator sport. All students should be directly involved so if the assembly is to be school wide care has to be taken that all students in some way are involved. If possible have the students develop their own ceremonies using models from other sources as suggestions. One such model is taken from Keepers of the Earth by Michael J. Caduto and Joseph Bruchac. Fulcrum, Inc., Boulder CO.1989)

Stand in a circle to represent the Earth and the circles and cycles that are vital to sustain life. Tell the students that the

circle represents the Earth and the circles that keep life going. Have one student or a small group of students enter the circle with some symbol of the "sun" and tell what it gives to the people and other living things. (Suggestions for format is provided at the end of this lesson plan). The symbol should be left. Now students carrying symbols of other parts of the Earth come into the center one at a time, present their meaning, leave their symbol and re-unite with the circle.

Prior to the ceremony, have each student write down on a piece of paper one or more things she/he promises to do to take care of the Earth. Once the symbols have been placed in the circle, the students will individually state their promise and place their paper in some type of safe container in the circle. The papers will then be burned and the ashes scattered on the earth.

Between 20 to 30 people is probably the maximum size for a strong impact on the participants. Perhaps this ceremony can be done at different times for various classes, or if an assembly is to be held more than one ceremony could be developed. Many of the books on Earth Day discuss appropriate activities.

Suggested Descriptions

Sun: I(we) give light, heat, and energy to make the plants grow.

Plants: I (we) use the sunlight and make food and oxygen for other living things.

Soil, rocks: I(we) feed the plants to make them grow.

Air: I(we) give breath of life to the living things.

Water: I(we) quench the thirst and bring life to all plants and animals (rain, clouds, rivers, oceans, lakes, ponds, and wetlands)

Seasons: I(we) spring, summer, fall and winter-bring change each year: heat and cold, wet and dry, sleep and wakefulness, new life and old.

Animals: I(we) feed people and each other, help pollinate flowers and sow plant seeds, and bring movement and sounds to earth

Stars and Moon: I (we) light the night sky, guide the way and bring the tides.

People: I (we) care for the Earth and hold all of the parts of the Earth in our hands.

Stories: I(we) bring the world to life in your imagination.

Life and Death: I (we) life, bring living things where there were none before. I(we) death, make room for new life. We, life and death, keep the circle of life and death turning.

Circle: I(we) keep the life on Earth going and keep everything in a good balance.

SUBJECT: Science

GRADE: Junior High/Middle School

DISTRICT OBJECTIVES:

STATE COMPETENCY:

All the science objectives related to the scientific process such as observation, measurement, hypothesis development and testing, data collection, etc.

SUBJECT AREA CONTENT:

Any scientific concepts that can be learned inductively through experimentation.

RESILIENCY OBJECTIVES:

(Autonomy, Self-Esteem, Cognitive Skills, Social Skills) Communication skills, Cooperation skills, Taking responsibility for decisions and their consequences without blaming external factors for results, Perseverance through the ability to break down tasks into manageable parts to reach goal, Systematic Decision Making and Problem, Establishing positive affiliation with a group.

ACTIVITY:

(This procedure for small group cooperative laboratory groups is adapted from Johnson and Johnson. Cooperative Learning Lesson Structures. Interaction Book Company, 7208 Cornelia Drive, Edina, Minnesota, 55435, 1991.)

According to Johnson and Johnson most science labs involve the teacher presenting a theory or concept and then having the students do a lab which reinforces the idea.

Johnson and Johnson suggests the following procedure which allows the students to practice the full range of the scientific method.

The students are assigned to lab groups of four. They are told that they will turn in one lab report that is signed and indicates that they have contributed their share of the work, agree with its content, and can present/explain it.

Students are assigned an initial problem and given the materials and procedures to use. **The principle being tested is not given at this time.**

The group solves the problem and prepares an initial written report of their results.

Only then does the instructor provide the relevant concept or theory behind the experiment.

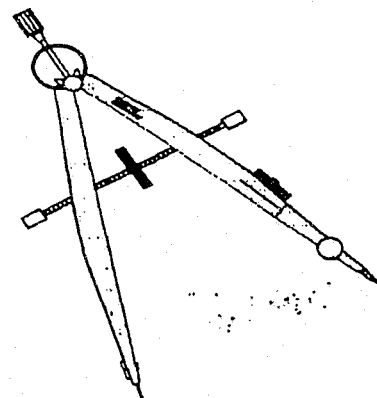
Students are given a more complex problem that requires them to apply the information just learned. The instructor observes and provides necessary coaching. An even more complex problem can be provide and the process repeated if deemed necessary.

Each group writes a report on their solution and hands the report with signatures to the instructor.

The teacher pairs each group member with a member of another group. Each presents their group's solution to the other.

The groups process how well they worked together.

Give an individual test on the content covered by the problem. Each student will be given an individual grade, and if all members in the group reaches 85% MASTERY, the students will be given a 5 point bonus on their scores.



MATH

LESSON

PLANS

4
217

Mathematics

The content of math classes does not lend itself as easily to resiliency objectives as English or Social Studies. However, structuring math classes for optimal cooperative interaction between students and opportunities for verbalization of math concepts and problem-solving process increases communication skills, problem-solving, responsibility, self-esteem and the understanding of the mathematical concepts tremendously.

Math classes are fertile grounds for the development of Small group cooperative learning.

The state competencies used in the High School and the Junior High/Middle School are presently from the Competency Guides, not the New Mexico Framework, while the Elementary lessons are using the New Mexico Framework.

Be sure to look at all the different grades' lesson plans. Most of them can be modified easily for different grade levels.

SUBJECT: Mathematics

GRADE: High School

DISTRICT OBJECTIVES:

STATE COMPETENCY:

Interpret a word problem and compute the answer.

SUBJECT AREA CONTENT:

Any mathematical operation.

RESILIENCY OBJECTIVES:

(Cognitive, Social, Self-Esteem) Systematic Problem Solving and Decision Making skills, Communication Skills, Cooperation Skills, Development of an understanding of the factors that contribute to their uniqueness.

ACTIVITY:

Assign students to work in groups of 4. Ask the groups to gather information themselves such as height, numbers of siblings, number of books being carried etc. Have them develop and solve word problems based on this information.

This activity can be changed according to content. The key is that the data for the math problems be something real.

(i.e. Students could measure their desks, or being given a floor plan to develop geometry problems including proving that one desk must be similar to another using theorems.)

SUBJECT: Mathematics

GRADE: High School

DISTRICT OBJECTIVES:

STATE COMPETENCY:

All Math Competencies.

SUBJECT AREA CONTENT:

All Mathematic content.

RESILIENCY OBJECTIVES:

(Cognitive, Social) Systematic Decision Making and Problem Solving Skills, Communication Skills, Cooperation Skills.

ACTIVITY:

Divide students into groups of three. After they have been instructed on the mathematical concept or process of the day, have them do their practice exercises in group. Instruct the students to be aware of the processes they used to solve the problems. (i.e. "You need to bring the x to both sides of the equation.") After completing the problems, they will jointly write down in their own words, the steps to solve the problems and give a rationale for each of the steps. As the students are working circulate around the class and periodically ask randomly one student from each group to discuss the steps that the group used to solve the problem and give the answer for that problem. If the student can give a satisfactory response, give bonus points to the group.

(NOTE: Since the students need time to write out the process of solving the problems, fewer problems should be assigned.)

SUBJECT: Mathematics

GRADE: Junior High/Middle School

DISTRICT OBJECTIVES:

STATE COMPETENCY:

Geometry: Use formulas for perimeter, area, and circumference of rectangles, triangles, parallelograms and circles.

Measurement: Estimate length, area, volume, mass using both standard and metric units.

SUBJECT AREA CONTENT:

Estimating and computing volume.

RESILIENCY OBJECTIVES:

(Autonomy, Self Esteem, Cognitive Skills, Social Skills)
Communication skills especially checking for understanding, Cooperation skills, Recognizing that one has a right to enjoy work. Systematic decision making, Establishing positive affiliation with a group.

ACTIVITY:

(This activity was modified from a lesson presented in Johnson, D.W. & Johnson R. Learning Mathematics and Cooperative Learning: Lesson Plans for Teachers. Interaction Book Company, 7208 Cornelia Drive, Edina, Minnesota, 55435, 1991.) Break the students into groups of three with one high, medium and low ability math student in each group. Tell the students that it is important for them to be able to estimate volume and develop strategies to estimate reasonable answers.

Show the students a ping pong ball. Tell them that they have 60 seconds to make an individual estimate to how many ping pong balls could fit into the room they are presently occupying. Have them write their answers. Ask the students for their estimates and list their responses on the board.

Give each group a ping pong ball. Have them work in their groups to come up with an agreed upon estimate. Have them also write out a description of the strategy that they used to get their answer.

After the students have worked on the problem for 15 minutes, instruct the students to find a partner from another triad and exchange strategies for estimating the number of ping pong balls.

Have each group present their strategy for estimating the volume, and try to carry out their strategy.

Support all strategies that have a strong logic to them, and reach a reasonable answer.

Only after all the student's strategies have been analyzed and if the use of the components of the formula have not been used in a strategy, present the students with the formula

Room Volume

$$\text{Volume (v)} = \text{Length (L)} \times \text{Width (W)} \times \text{Height (H)}$$

Volume of the ball (when treated like a cube)

Volume (V) = Diameter of the ping pong ball (D) to the third power.

Have students use various measuring devices, and find the dimensions to solve the equations and find out how many ping pong balls actually would fit into the room.

The procedure in this lesson can be repeated with any volume, area or other measurement problems such as how many pencils would it take to cover a desk, or how many jelly beans to fill a jar etc. You might want to continue this process until the students have inductively developed the formulas for all volume, area or other critical measurement problems.

The students are given a test on estimating volume, area and other measurements. If all the students in the triad score 90 percent or better the each member gets 5 extra points.

SUBJECT: Mathematics

GRADE: Junior High/Middle School

DISTRICT OBJECTIVES:

STATE COMPETENCY:

All computational objectives.

SUBJECT AREA CONTENT:

All computational and problem solving operations.

RESILIENCY OBJECTIVES:

(Self-Esteem, Cognitive, Social Skills) Communication skills especially checking for understanding, Cooperation skills, Systematic decision making, Establishment of a positive affiliation with an individual and provide a sense of support for others as well as gain it for themselves.

ACTIVITY:

This procedure used for **DRILL AND REVIEW** was taken from Johnson & Johnson, Cooperative Learning Lesson Structures, Interaction Book Company, 7208 Cornelia Drive, Edina, Minnesota, 55435, 1991.) Assign students to pairs. This assignment can be random or a higher ability student can be placed with a less capable student. The goal is to ensure that both pair members understand the strategies and procedures required to solve the problems correctly. Assign the pairs to a foursome. Have Person A read the problem and explain step-by-step the procedures and strategies required to solve it. Person B checks the accuracy of the solution and provides encouragement and coaching if it is needed. Person B then solves the second problem, describing step-by-step the procedures and strategies with person A checking for accuracy and providing encouragement and coaching if necessary.

When two problems are completed, the pair checks their answers with another pair. If they do not agree, they resolve the problem until there is consensus about the answer. If they do agree, they thank each other and continue work in their pairs. The procedure continues until all problems are completed.

Towards the end of the practice, the teacher should circulate around to the pairs and randomly pick one member to explain how to solve a randomly selected problem. If the member can not explain, provide more practice for the partners.

SUBJECT: Mathematics

GRADE: Junior High/Middle School

DISTRICT OBJECTIVES:

STATE COMPETENCY:

All computational objectives.

SUBJECT AREA CONTENT:

All computational and problem solving operations.

RESILIENCY OBJECTIVES:

(Self-Esteem, Cognitive Skills, Social Skills) Communication skills especially checking for understanding, Cooperation skills, Communication of personal history, Establishment of positive affiliation with a group, Systematic Decision-Making and Problem Solving.

ACTIVITY:

Instruct the class in any mathematical operations such as addition, subtraction, fractions, percentages etc. Have the students do the word problems that accompany the lesson and check them immediately. Have the students then develop three word problems based on their own experiences that require the use of the mathematical concept being studied. The data used for these problems should be personal enough that someone who read the problem, if they knew the student would be able to recognize the author of the problem, but the author should not use his or her name in the problem. For instance. the problems could talk about brothers and sisters, friends, hobbies, sports accomplishments, etc. Then divide the students into groups of three. Have the students in the groups solve each others' problems and discuss how to improve them. Tell the students not to discuss their problems outside of their group. After the lesson, collect all the students' papers. As a review exercise, develop a worksheet, using the students' problems. Tell the students that they will get one point extra for every problem that is answered correctly and the author correctly identified. If you do this procedure more than once for reviewing different lessons, you might want to allow the students to interview other students to find out information to help determine authors. As the year progresses you might want them to try to identify authorship without talking to other students.

SUBJECT: Mathematics

GRADE: Junior High/Middle School

DISTRICT OBJECTIVES:

STATE COMPETENCY:

All computational objectives.

SUBJECT AREA CONTENT:

All computational and problem solving operations.

RESILIENCY OBJECTIVES:

(Self-Esteem, Cognitive Skills, Social Skills) Communication skills Cooperation skills, Communication of personal history, Establishment of positive affiliation with a group, Systematic Decision-Making and Problem Solving, Understanding the tasks necessary to find, apply for and keep a job, Identification of role models that provide positive standards and values.

ACTIVITY:

At the beginning of the year, have students list the careers that they would enjoy and are not illegal. Get into groups of three and have the students brainstorm how they would use mathematics in their jobs. Since all jobs have some tasks that relate to mathematics do not let them off the hook.

As the year progresses, invite guest speakers from the community that will discuss how they use math in their jobs. Before the guest speakers arrive, break the students into three groups. Have them develop questions dealing with how they think math might be used by the guest speakers. Have three speakers per class session and have them each spend ten minutes with each group answering and discussing the question that the students ask. The following day, have the students discuss the guest speakers' responses and identify in their textbooks where they are being taught the skills discussed.

This activity can be done periodically throughout the year. A classroom Career bulletin board can be maintained, with information added as the year goes on.

**INSTRUCTIONAL STRATEGIES WITHIN PRESENT CLASS STRUCTURES
PROVIDING AN ENVIRONMENT THAT FOSTERS
DEVELOPMENT OF RESILIENCY SKILLS**

There are various teaching strategies that increase the likelihood that students will gain experience in using skills that foster resiliency. These strategies can be established within present organizational structures. However, they do require a strong commitment to changing the way most teachers presently conduct their classes. What is expected of students will also change. Whenever new teaching strategies are attempted there is always a period of discomfort for the teacher and the student. Teachers must be provided training and a strong support system during this time. This investment in time, money and energy will be worth it. These approaches increase academic achievement, and provide the environment to develop resilient human beings.

A. Small Group Cooperative Learning. Although not a panacea, when done well, small group cooperative learning is the most effective instructional strategy in assisting students acquiring resiliency. Many different models are labeled small group cooperative learning. However, they all include these necessary components:

1. Positive Interdependence - Students must realize that they need each other to complete the task.
2. Face-to-face Interaction - Students must be working physically together in small groups.

3. Individual Accountability - Assurances must be made that each student in the group has helped to do the assignment and mastered the task.

4. Interpersonal and Small Group Skills - Social skills necessary for working cooperatively are directly taught, practiced and monitored during the accomplishment of the academic task.

5. Group Processing - Students are given the time and procedures to analyze their cooperative skills and directed on how to improve them.

Joyce, Showers and Rolheiser-Bennett analyzed the research on small group cooperative learning. They found it increased academic achievement especially in higher order learning. It also has "substantial effects on the cooperative behavior of the students, increasing feelings of empathy for others, reducing inter-group tensions and aggressive and antisocial behavior, improving moral judgment and building positive feelings toward others, including those of other ethnic groups." ("Staff Development and Student Learning: A Synthesis of Research on Models of Teaching," Educational Leadership, V. 45, October 1987, pgs.11-23.)

B. Math/Reading Elementary Tutoring Program. Cross-age tutoring is a powerful strategy for providing experience in resiliency skills. Older students have opportunities to practice empathy, communication skills, and responsibility. They will increase their understanding of positive relationships. They also can become models/heroes for the younger children.

High school remedial math and reading students can be used effectively as tutors for beginning learners. Small districts have the advantage in developing tutoring programs because often the elementary and secondary schools are on the same campus.

Individual science, math, English or any other classes could adopt an elementary class, and maintain close contact. The high school students can provide demonstrations, read stories, etc.

C. Activity "Menus" for Reaching Instructional Objectives. In order for students to gain a sense of power and responsibility, and to allow for individual differences, teachers can develop activity "menus" appropriate for assisting students in reaching specific instructional objectives. A variety of activities can be developed and presented to students. For instance, the teacher could identify the facts and ideas that students must master for an understanding of the World War II period. Students would then be given the option of reading and answering the questions at the end of the chapter, outlining the chapter, writing a summary of the key points, writing a short story with a World War II character that includes key material, or developing a collage that represents key concepts. Students can also negotiate with teachers on how they would like to master the material. They could then be tested on the material to see if they have mastered it.

Teachers must establish careful boundaries related to time, amount of assistance, and criteria for evaluation that meets their needs as well as the students' needs.

D. Strategic Planning for Long-Range Project Completion. Long term projects provide the best experience in many skills related to responsibility, adaptability, problem-solving, goal setting and decision making. These include research reports, experiments, simulations, etc. The processes necessary for such tasks include goal setting, task analysis, decision making, action planning and scheduling. Mastering these processes is often as important as the product that is developed. However, students often lack the skills necessary for such projects. They treat them like less complex tasks, waiting until the last minute. Teachers can assist students in learning how appropriately to manage complex tasks by spending instructional time on the processes of planning and careful monitoring. Decision making, goal setting and task analysis strategies can be taught using the project objectives as the content of the activities. On going evaluation is critical and may include grading the project at various stages of completion. It is also critical to evaluate the processes that the students used to undertake the task.

E. Controversial Issues/Universal Themes as Basis for Curriculum organization

A powerful approach to make learning meaningful and help to develop resiliency is to have students apply the concepts of a subject to an immediate societal or individual concern. Current class textbooks can provide background information for various controversial issues developed by the teacher. Social studies, English and Science have an abundance of such issues. The students would find the background information of the issue, develop

arguments, and find parallels with present situations. This type of curriculum helps the students gain a larger perspective on their lives and contributes to a greater tolerance for others. It also shows by action planning, they can make a difference in their environment. The learning process of group interaction provides opportunities to practice communication skills, empathy, decision making, and faith in personal understandings.

Various curriculum organizations have already developed support materials for such programs. In Social Studies, the Social Science Education Consortium(3300 Mitchell Lane #240, Boulder, CO 80301-2272) has developed a Public Issues Series that can be used in U. S. History classes. Topics such as the American Revolution: Crisis of Law and Change, Pluralism and National Identity are included in the series. The elementary school can use the modified Great Book Series developed for classroom use. Science textbooks that are based on the inquiry method are also available.

PROGRAMS THAT COULD FIT INTO RE-STRUCTURING PLANS

This section is quite short. This conciseness is not an indicator that the topic is unimportant, but results because of the complexity of the suggestions. Each section would require an entire paper of its own. However, if the schools wish to develop a supportive, caring and demanding environment for the students to learn resiliency, school staffs should carefully consider making the necessary and difficult steps to integrate these strategies.

A. Youth Service Programs:

Student involvement in service/social action programs either within the school or the community can produce dramatic changes in student attitudes and motivation. Such programs increase self-esteem, positive relationships with community, sense of responsibility, empathy etc. June 1991 issue of Phi Delta Kappan discusses the issues related to youth services and the potential impact of student development.

B. Schools-Within-a-School:

Establishing teams of teachers who are responsible for manageable groups of cross grade students has proven successful in providing an environment that personalizes the educational experiences and allows for more in-depth, cross disciplinary process based curriculum.

C. De-tracking Schools:

Tracking students has been the traditional manner of dealing with individual differences. However, by changing traditional teaching strategies and integrating more effective ones such as small group cooperative learning, project based learning, and inquiry methods, students of various academic achievement can successfully take advantage of challenging curriculums. This encourages problem solving, decision making and other cognitive processes. Heterogeneous grouping also helps eliminate negative self-concept development and inflated egos leading to lack of empathy.

D. Thematic Approach:

Once interdisciplinary teams have been established, themes relating to resiliency concerns can easily be integrated into the curriculum. Themes as Life Transitions, Career Studies, Friendship, etc. can be developed.

These suggestions require radical re-structuring of the present school organization, not merely curriculum. Teachers must have time for planning. The usual forty minute class sessions would need to become more flexible. Educators would need to view the entire community as the school. However, if we are to educate resilient children, we will need to start moving to these types of programs.