The Deepen Impact Resilience Project
25 points total
Due December 9

This assignment will enable you to accomplish ECC #2 (collaborate with others, overcome differences, form consensus, and/or negotiate compromises).

Introduction:
This project is your opportunity to take the next step, to take action, and deepen the impact you can make with your students and your partner school. You will go through a process of identifying both the needs and the strengths of your students, the school, and the community and use tools like asset mapping, root cause analysis, and the Resilience Doughnut to identify a "solution", a product that will be delivered to your students during your Seeds Celebration or at the end of the semester. Your **Seeds Reflection #7** will be used to summarize your group process and your learning.

Steps in the Process:

1. Using a **Strengths-Based Approach** to community engagement, conduct an assets and challenges mapping of the community, school, and the children.

2. Considering the **"Upstream Thinking"** model of community development, conduct a **Root Cause Analysi**s leading to potential solutions.

3. Using the **Resilience Doughnut** model, brainstorm products will best enhance key beliefs (I Have, I Am, I Can) and build on positive external factors.

4. Consider your gaps in understanding, **develop questions** that may be appropriate to ask your partner teacher, staff, and/or children.

5. **Develop a plan f**or creating your product. Consider which tools from your Ipad can be used (Pages, Keynote, IMovie, Garage Band). Decide who will do what in your group so the work is evenly distributed.

6. Consider needs for funding and apply for a **Community Impact Gran**t program to finance the product where needed. Grant awards are not guaranteed, but a strong application should be approved.

7. Use effective **group work skills** when developing this product including collaborating with others, overcoming differences, forming consensus, and negotiating compromises. Each person should have a **role to play and clearly defined responsibilities.**

8. Develop a plan for when and how you will **deliver the product**. Will this be during the final Seeds Celebration or during another time?

Examples:

1. **Resilience Toolkit:** A Resilience Toolkit would provide ways for your Seeds students to continue their learning about resilience relevant to their interests and needs, in collaboration with their caregivers. Toolkit items may contain the following:
   o Created game on resilience
   o One or more books from the Seeds curriculum
   o Created activity pages (word searches, mazes, games)
   o Fidget pup-ups, stuffed animals, or other items for stress reduction
   o Created 10 minute video that creatively explains the resiliency principles or tells a story
   o Created children's book highlighting the resilience principles through a story
   o Created song on resilience for the classroom.

2. **Reading and Writing Toolkit:** A Reading and Writing Toolkit would contain items to support your Seeds students' literacy development, in collaboration with their caregivers. Toolkit items may contain the following:
   o One or more favorite books from the Seeds curriculum
   o An Audio book or list of on-line sites where that the child could listen to books.
   o Word Games or Board games that promote vocabulary and reading
   o Toys that promote fine hand eye coordination, creativity, and problem solving
   o Created literacy activity pages.

3. **Going to College/ Broadening Career Options Toolkit:** This toolkit will provide resources that will help your Seeds students learn what careers could be available to them in their future, what college is like, and steps for getting into college, in collaboration with their caregiver. Toolkit items may contain the following:
   o Games such as "Life".
   o Handouts of resources about college and careers geared towards young children
   o Books that talk about careers and college.
   o Created short video that creatively explains college and provides a tour of SJFC or describes a range of career occupations.
   o Toys that focus on career options

4. **Classroom or School Resources:** Groups may choose to focus on supporting the needs of the classroom or school relative to SEL or literacy. Options under this category could include:
   o A bulletin board with a created display on resilience, including children's art wor
   o Professional posters on resilience for the classroom
   o Library of resilience books and/or mindfulness books
   o Library of activities for the classroom on SEL
   o Handbook that contains information on resources for students include free or discounted summer camps, after-school programs, music opportunities, parks and nature excursions.

Assessment:

Grades will be given for both group and independent work.

Rubric:

1 = Not Completed
2 = Novice
3 = Approaching
4 = Proficient
5 = Advanced Understanding

ECC	Milestone	1 - 5	Individual or Group
Context, Audience, and Purpose	Product demonstrates adequate consideration of context, audience, and purpose and meets the community needs that have been identified.		Project Activity Sheet Presentation
Contributions to the Team	Offers suggestions that build on the ideas and proposals of others. Facilitates group work by asking questions.		Project Activity Sheet; Participation
Conflict Resolution	Identifies and acknowledges conflict and stays engaged with it; seeks collaboration to find constructive resolution.		Participation
Presentation	Presentation of the product including identifying goals, method and process, and outcome is clearly communicated, organized, and engaging.		Presentation
Professionalism	Product is creatively developed using resources, is professionally developed, and is well written and organized.		Final Product

Final Seeds of Success Presentation Outline:

1. **Introductions** (group)

    a. Team member names
    b. Community partner (School) and Teacher (Staff) names
    c. Seeds of Success student names

2. **Context and Culture** (group)

    a. What did you enjoy about working with the children? What strengths and gifts do they have that you enjoyed? Provide an example. How will these strengths help them be successful (integrating course content where relevant)?

    b. What was especially challenging about working with your students? Provide an example. What have you learned from the class that gave you a window into what these challenges may be a result from? Provide one or more *examples and details* from the class content (as with Reflection #7, refer to readings, Power Points, etc.)

3. **Your Product** (group)

    a. Introduce what your group created (show photos of gifts and show the video to the class if created one). Feel free to share other photos from some of the activities you did with the kids if you have them.

    b. How do you hope this product will help address a challenge faced by the children and use the strengths and gifts they have? What was the reaction by the children when they received it during the Celebration (if it took place before the presentation)?

4. **Next Steps** (individual) – *Each person on your team should present a response to* **one** *of these questions. Be prepared to provide context and details in your response so that it is thoughtful, thorough, and engaging.*

    a. What is one way you can extend your experiences with the Seeds program or your learning from this course to your personal and/or professional life?
    b. How might you further impact children regarding resilience?
    c. How might you use your increased knowledge, perspective, and skills to address childhood poverty?
    d. How might you use your privilege to address racism and other inequities?
    e. Do you have a new or deepened personal commitment to community engagement and civic live? If so, in what way?
    f. What is the biggest take-away from this experience regarding new academic learning, professional development, and/or civic growth?