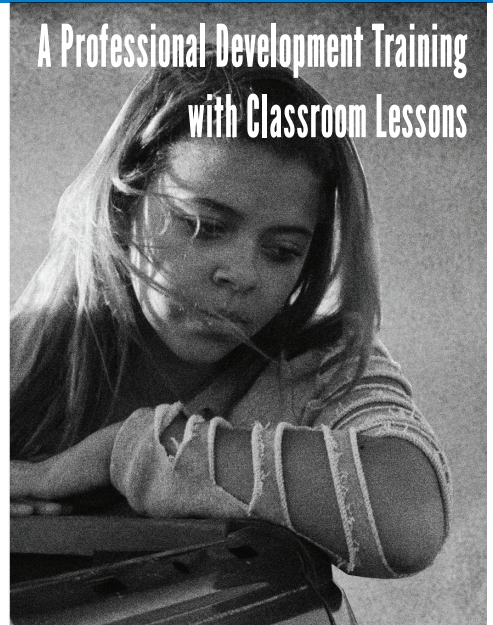
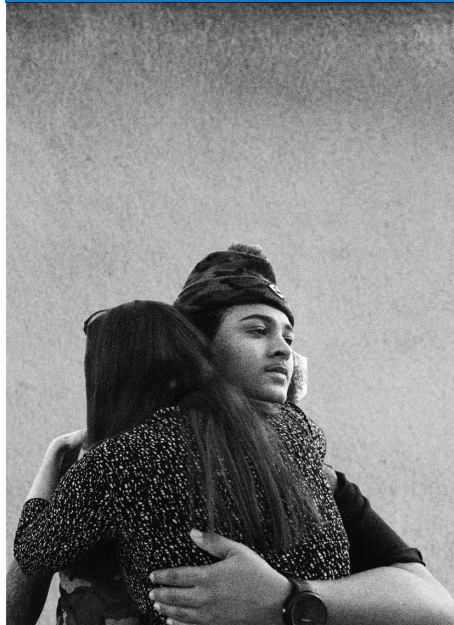
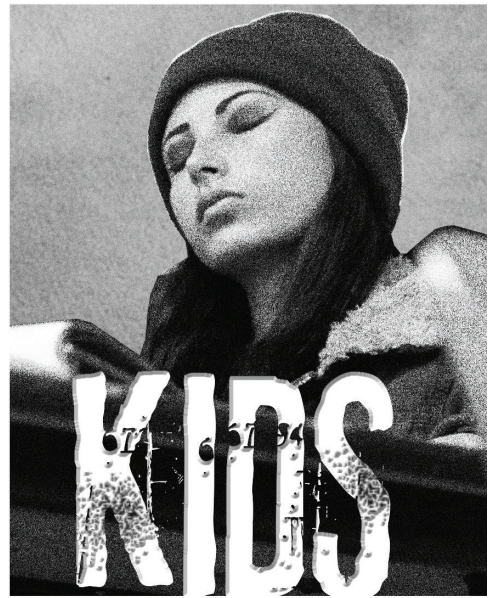
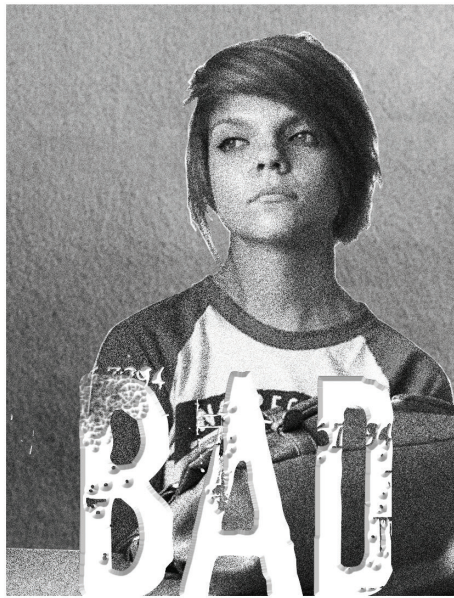
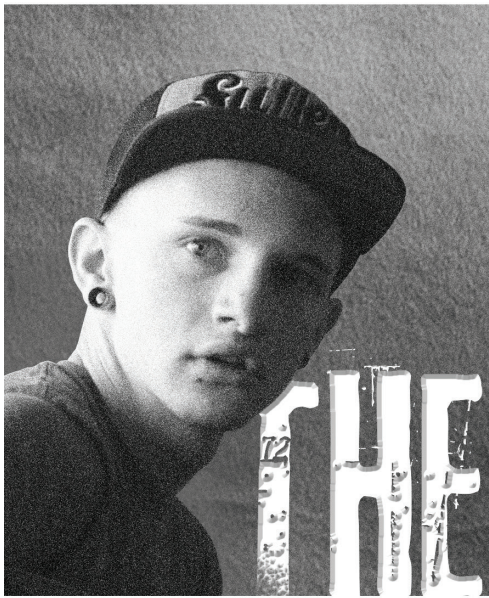




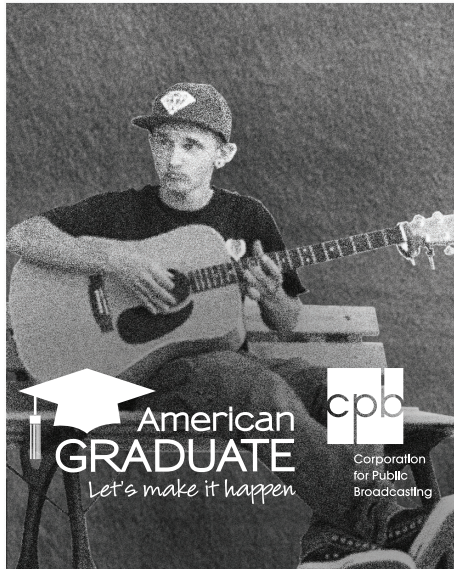
The Bad Kids Educator Toolkit:



A Professional Development Training
with Classroom Lessons

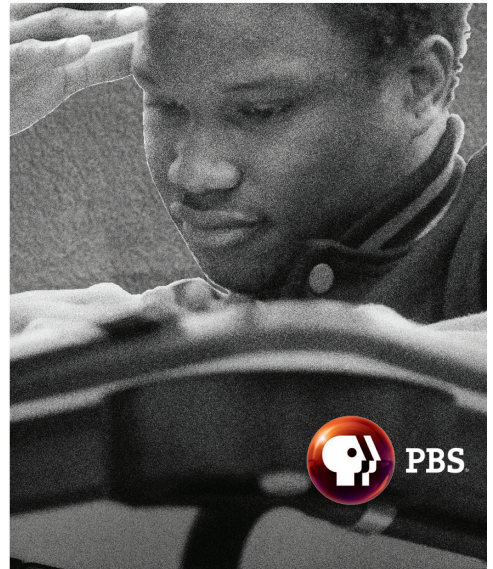


www.pbs.org/independentlens/films/bad-kids/




 American
GRADUATE
Let's make it happen

 Corporation
for Public
Broadcasting



 PBS



“These students are the greatest untapped resource our country has. They’re full of potential. If we cast them off, we waste that resource instead of advancing them to be productive members of society.”

—**Principal Vonda Viland,
Black Rock High School**

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Using the Toolkit: FAQs

The Bad Kids Educator Toolkit is developed for education professionals, especially those working with students who are at risk of not graduating high school. The toolkit is accessible to all and is developed to be flexible. It is adaptable to both school-based student learning opportunities and districtwide professional development opportunities whose focus is strengthening and supporting at-risk students.

What is The Bad Kids Educator Toolkit?

The Bad Kids, an *Independent Lens* documentary, chronicles one extraordinary principal's mission to realize the potential of students who attend Black Rock Continuation High School. Located in an impoverished community in the Mojave Desert, Black Rock is one of California's alternative schools for students at risk of dropping out of high school.

The Bad Kids Educator Toolkit includes three resources:

1) The Bad Kids Discussion Guide

The ITVS-developed discussion guide for *The Bad Kids* is a tool to support organizations, community groups, and educators hosting Indie Lens Pop-Up screening events for *The Bad Kids*. Developed primarily for facilitators, the discussion guide offers background information and resources as well as engagement strategies to deepen understanding and foster dialogue about how our current school system educates and addresses the needs of some of our most vulnerable students.

2) Professional Development Training with Classroom Lessons

The professional development (PD) training is organized around five topic areas: self-care for educators, social and emotional learning in safe and inclusive schools, fostering resilience, building trusting relationships with adults, and using trauma-informed practices. Each topic is supported by one or more video segments.

PD training: *The Bad Kids* offers educators and other professionals an opportunity to engage deeply with five topic areas central to the film and central to successfully working with students at risk of dropping out of high school. Each topic is explored through viewing one or more short video segments (described in the next column), key terminology, discussion prompts, and engaging professional activities to deepen and enrich practice with students and colleagues both within and outside of the classroom.

Classroom lessons: The classroom lessons enable educators and/or community facilitators to address the topics in a classroom setting as well as in other educational settings. Written with a student audience in mind, the lessons pair the video segments within each section with reflective writing exercises connecting the given topic to their lives, experiences, and future goal setting.

3) Video Segments

A unique element of the Educator Toolkit is the video segments created by the filmmakers of *The Bad Kids*, Keith Fulton and Lou Pepe, specifically for professional development and classroom use. Several of the video segments are character profiles, some are directly excerpted from the film, and others are sequences that bring to life the topics in the supporting training materials. The video segments help educators and other professionals reflect deeply and engage in critical dialogue on a full range of educational, emotional, and intellectual issues. All video segments are available online on PBS LearningMedia at: <http://pbslearningmedia.org/collection/the-bad-kids-educator-toolkit/>.

Educators can also purchase the full documentary (84 minutes or 101 minutes) for your staff development or classroom work at: <http://www.gooddocs.net/the-bad-kids>.

How much time should I allow?

For each professional development session, allow at least one hour for viewing one or more video segments and working through the related discussions and suggested activities. We highly recommend beginning with the section “Getting Started” and working through each section in the order presented.

If time is limited, begin with “Getting Started” and then select any one or more of the sections to use with your staff or community.

How can I use it with my staff or community?

1) Watch the full documentary as a staff, use the Discussion Guide, and implement the Educator Toolkit with the suggested video segments.	After debriefing the film with the Discussion Guide, consider using the Professional Development Training Materials with the related video segments. This full sequence of resources offers multiple professional and personal entry points that enable professionals to engage in and reflect upon their practice inside and outside the classroom.
2) Use the Professional Development Training Materials with the suggested video segments.	The supplemental video segments are paired with educational resources on the five topic areas: self-care for educators, social and emotional learning in safe and inclusive schools, fostering resilience, building trusting relationships with adults, and using trauma-informed practices. Used together, the materials can deepen content knowledge, spark dialogue, and integrate best practices into school communities working with at-risk students. The training materials and video segments are designed to be flexible and can be used in various settings, including professional development workshops and trainings.
3) Use the individual lessons.	Lessons to engage students or other young audiences are included with each topic. The video segments are integrated with writing exercises and aligned with English Language Arts, Social Studies, and Health standards. The lessons were created with classrooms in mind, but the resources, coupled with the writing prompts and additional resources, can easily be adapted for other educational settings, such as after-school programs, community events, professional meetings, and more.

General Resources

The below resources can be helpful in conjunction with all of the professional development training materials and lesson plans in this toolkit.

The Bad Kids

Film website:

<http://www.thebadkidsmovie.com/>

Independent Lens webpage:

<http://www.pbs.org/independentlens/bad-kids>

Lessons from the Bad Kids: Challenges and Inspiration

This book, written by Principal Vonda Viland and Deborah Turner, is a collection of insightful narratives of the authors' decades of experience working with at-risk students. Every chapter from this text can be used as a companion reading for one or more of the sections, offering helpful strategies as well as inspiration. <https://www.amazon.com/Lessons-Bad-Kids-RealitiesInspiration/dp/1475833156>

PBS LearningMedia

PBS LearningMedia is the destination for high-quality, trusted, free digital content and solutions that inspire students and transform learning. With 120K+ innovative, standards-aligned resources that span a variety of subjects, teachers can integrate content into their lessons to help students connect with what they are exploring in the classroom. Developed in partnership with the WGBH Educational Foundation and supported by public media stations nationwide, PBS LearningMedia engages millions of educators and students nationwide! Learn more on pbslearningmedia.org.

About the Filmmakers



Keith Fulton (producer / director / sound) and Lou Pepe (producer / director / cinematographer) are award-winning filmmakers of both documentary and fiction films, among them *Lost in La Mancha*, which was nominated for the European Film Award for Best Documentary, was short-listed for the Best Documentary Oscar, and was the winner of the 2003 Evening Standard British Film Awards' Peter Sellers Award for Comedy. *Lost in La Mancha* stands as the first and only verité chronicle of the collapse of a major motion picture and was an international theatrical success. Fulton and Pepe also directed the narrative feature film *Brothers of the Head*, which won the coveted Michael Powell Award for Best British Feature in 2006.

As Low Key Pictures, the directing team received numerous documentary commissions from the Gates Foundation's Teaching Channel, for which they produced a series of short films about excellent teachers and practices in California public schools. For Participant Media, they created *I Am Education*, a web series that explored pressing issues in education entirely through the voices and perspectives of schoolchildren.

Fulton and Pepe are also the authors of numerous screenplays, including *The Wizards of Perfil*, which made the Hollywood Black List in 2007. The team also created *Malkovich's Mail*, one of the first original documentary programs for AMC. Fulton and Pepe both hold an MFA in film production from Temple University, and both are alumni of the Sundance Institute's Writing and Directing Labs. As a result of *The Bad Kids*, they were invited to participate in the 2014 Sundance Catalyst Forum and have recently become recipients of the Sundance Institute's Documentary Film Program Grant.

American Graduate: Let's Make It Happen



The *Bad Kids* documentary and national engagement campaign are part of American Graduate: Let's Make It Happen, public media's long-term commitment to supporting community-based solutions to the dropout crisis. Supported by the Corporation for Public Broadcasting, more than 128 public radio and television stations have joined forces with more than 1,700 partners and at-risk schools across 48 states and one territory.

American Graduate is a multifaceted effort that harnesses the unique role of public media stations as trusted providers of both nationally distributed and locally produced content that increases understanding of all facets of the dropout issue, including the important role that caring adults play in the lives of young people.

The *Independent Lens* series on PBS is supporting the American Graduate initiative by presenting documentaries that will inspire audiences and offer tools to foster effective community action to address the high school dropout crisis and ensure greater college success in communities nationwide. Harnessing the power of film to spark dialogue and action, *Independent Lens* is partnering with PBS stations and local leaders nationwide to engage communities in being part of the solution through programming and activities centered around the important stories told in documentaries like ***The Bad Kids***.

These documentaries and community engagement activities will bring together audiences through powerful stories about what's achievable when youth, parents, teachers, mentors, and leaders come together with a united vision of supporting young people to reach their fullest potential.

Since 2011, more than 17,751 hours of national and local content have been produced and broadcast on PBS stations across the country, reaching more than 121 million Americans with quality programming from *Independent Lens*, *POV*, *Frontline*, and more. In addition, more than 64 million people listen to public radio each week. Learn more at www.americangraduate.org.

Getting Started: A Note on Self-Care



Introduction

Black Rock High School is located in the California Mojave Desert in the community of Twentynine Palms. The foundation of the work at Black Rock High School is based upon empathy, commitment, positive reinforcement, integrity, and self-care.

Teachers at Black Rock maintain a high level of personal and emotional involvement by supporting one another in many capacities. Principal Viland says, “We have each other, we have commonality, we have lunch together. We build in the time for weekly advisory sessions where we vent to each other, share ideas, share information, share responsibility, feed off of and support each other.”

This level of community and self-care is a necessary ingredient in the success of the school and a foundational topic to consider as a staff working with at-risk students. Keep in mind that educators supporting students with challenging emotional needs, trauma, and uncertain home lives can be more vulnerable to “compassion fatigue,” a term used to describe the immediate, and at times chronic, feelings of stress resulting from helping or wanting to help a traumatized person. These feelings are normal and are a common experience shared by many within helping professions at some point in their work. However, when compassion fatigue occurs burnout can follow, resulting in a teacher’s overall effectiveness being compromised (Penn State, College of Education, 2013).

Source:

- » Penn State, College of Education. 2013. “Checking yourself for burnout and compassion fatigue.” <https://ed.psu.edu/epcse/counselor-education/newsletters/counselor-education-newsletter-spring-2013>

Getting Started: A Note on Self-Care

Activity	Before integrating any or all of the topics into your professional development sequence, introduce <i>The Bad Kids</i> , Black Rock High School, the students, the educators, and the community members by showing the film trailer.
1) Watch	<i>The Bad Kids Trailer</i> (2:22 mins)
2) Discuss	Share the initial reactions to the film as a staff or community
3) Watch	<p>Staff Meeting: Self-Care (1:19 mins)</p> <p>In one scene in the film, we witness a staff meeting in which hints of the ideas exist.</p>
4) Read	<p>Hand out the dialogue from one of the scenes and read aloud.</p> <p>Principal Viland: [...] you guys all give with your heart and soul. And it's the hardest job in the district. What kind of toll does working here have on you guys?</p> <p>Ms. Weitz: You have to face reality every single day. You have to face the same reality, in a way, every single day. 'Cause they're not going anywhere, their issues aren't going anywhere. You get involved. You get personally involved. You're gonna have to take care of it. And that's emotionally draining.</p> <p>Ms. Hill: I lose sleep. I think about our kid that went straight to a homeless shelter. I don't like that.</p> <p>Principal Viland: I think there are a lot of tears because you do have the weight of not just can they read the assignment, but do they have a place to sleep tonight? Do they have food? And buying gift certificates for the family that the grandma's taken in all the kids. And buying water for the boy who didn't have water at his house.</p>
5) Discuss	<ul style="list-style-type: none"> • What are the implicit and explicit values at Black Rock that are evident in this small conversation from the film? • What is required from teachers at this school in order to practice these values? • What does this conversation illustrate about the value of self-care at Black Rock? • What is the relationship between teachers practicing self-care and students' social, emotional, and academic growth? • What steps or actions do you and your team take for self-care? Is there a healthy balance between home, family, and work? • What are the expectations teachers have of themselves? What are the expectations Principal Viland has of herself? What expectations are placed on them? Which expectations do you think are realistic? Which do you think are not? • Can you point to any examples in which self-care is compromised and compassion fatigue may be developing or is present?

Social and Emotional Learning in Safe and Inclusive Schools

At Black Rock, life skills are as important as academics, a reality illuminated at the end of the film by this poignant exchange between Black Rock High School student Joey's grandmother and the principal:

Joey's grandmother: Everybody has a sad story ... that brings them to right now and today.

Principal Viland: Yeah. It's what they're going to do with it.

Joey's grandmother: They can either be a victim of it or—

Principal Viland: Yeah. And he's [Joey] at the point now where you either choose you're gonna be a victim or you're gonna go forward.

AUDIENCE

Teachers, school administrative and support staff

TIME

A staff or professional development meeting of at least one hour

WHAT YOU WILL NEED

Inside the Minds of Black Rock Students and AJ's Character Profile video segments, projector, white board, pen and paper, computer with Internet access

Professional Development Learning Objectives

This session explores the relationship between safe and inclusive schools and the ability for social and emotional learning to take place. Safe and inclusive schools welcome a student body that is diverse in terms of race, ethnicity, physical ability, learning ability, religion, nation of origin, language, gender identity, sexual orientation, and more. Black Rock High School is safe and inclusive.

Learners will think about the necessity of social and emotional learning and discuss the conditions, practices, and behaviors that help students develop the full range of skills necessary to self-express and manage their lives at Black Rock High School and beyond. Upon working through this module, educators will be able to:

- Define the parameters of social and emotional learning.
- Understand how feeling safe and included at school contributes to academic achievement and enables the development of critical social-emotional skills.
- Develop practices that encourage students to elevate their emotional intelligence and feel empowered by their intention and self-control.

Using the Training Materials

Students at Black Rock High School have survived trauma, poverty, and abuse. They are resilient, and they have learned a variety of coping skills—some are positive and constructive, others are negative and destructive and can result in risky behaviors and unfulfilling outcomes. Schools can help students learn to manage and cope with challenging situations by explicitly valuing and teaching constructive responses through social and emotional learning.

The Bad Kids shows the power of extraordinary educators who believe that, more than academics, it is love, empathy, and life skills that give students in alternative settings command of their own futures. This module is intended to help your school create a learning environment that builds socially, emotionally, and academically capable young adults who can monitor their own emotions and those of others, manage frustration, function in groups, solve problems, work in teams, and advocate for themselves.

Social and Emotional Learning in Safe and Inclusive Schools

Activity	
<p>1) Introduce key terms</p>	<p>A safe and inclusive school provides a structure for emotional and social development to take place. In the staff meeting, discuss your understanding of each of the following terms and clarify any important distinctions.</p> <ul style="list-style-type: none"> • Safety and Inclusion • Social and Emotional Intelligence / Social-Emotional Learning • School Culture <p>Social and emotional learning (SEL) is the learning that helps a child acquire the knowledge, attitudes, and skills necessary for self-awareness, self-regulation, empathy, motivation, and being able to establish positive relationships with peers and adults, make responsible choices, and constructively cope with tough social situations (Industrial Psychiatry Journal, 2014).</p> <p>Refer to the additional resources at the end of this section and the “Key Terminology” section on page 28 for more information.</p>
<p>2) Discuss</p>	<p>Share these questions and invite staff to explore and discuss their initial responses.</p> <ul style="list-style-type: none"> • What does “safe and inclusive” mean to you? • What are signals you have seen when students feel safe and included? • Why does safety matter when teaching social and emotional learning? • What value does social and emotional learning have?
<p>3) Review SEL framework</p>	<p>The Collaborative for Academic, Social, and Emotional Learning (CASEL) is the leading voice on the integration of social and emotional learning with academics. CASEL uses this framework to explain the core elements of SEL: http://www.casel.org/core-competencies.</p>
<p>4) Watch</p>	<p>Inside the Minds of Black Rock Students (2:41 mins)</p> <p>AJ’s Character Profile (5:35 mins)</p> <p>Post-Screening Discussion</p> <ul style="list-style-type: none"> • What practices are in place at Black Rock High School that create a safe and inclusive learning environment? • What has to happen for students who have been systematically excluded from traditional school settings to feel included? • The students at Black Rock are very supportive of one another, from offering emotional comfort to living space when it’s necessary to helping the school locate students who do not show up. What does it take to create that kind of support? • How do we see students at Black Rock expressing their emotions? <p style="text-align: right;">(continues on next page)</p>

Social and Emotional Learning in Safe and Inclusive Schools

	<ul style="list-style-type: none"> • The CASEL framework puts forward a cascading support system of classrooms, schools, and finally home/community. When home life is uncertain, we see Black Rock stepping in with an unusually personal model of engagement and student support. What can we learn from the interplay of home and school support? What boundaries are essential to keep in mind and respect? • What do the students at Black Rock High School teach us about the role of self-expression in their learning and education? How does AJ's Character Profile illustrate the importance of self-expression and the student voice at Black Rock? • Taking a closer look at AJ's story, how did Black Rock support AJ in achieving his goals?
<p>5) Social and Emotional Learning in the Classroom: The Black Rock Model</p>	<p>Optional Activity: Watch the video segment AJ's Song: Don't Expect a Call (4:27 mins) to prompt a discussion. Note: this video contains some profanity, so we recommend you review it in advance to make sure it is suitable for your audience.</p> <ul style="list-style-type: none"> • How does AJ's song reflect his life experience and his experience at Black Rock? • What customs and practices do you use in your classroom to encourage social and emotional learning? • In what ways can you make your classroom a safer and more inclusive place for students to express themselves, practice empathy, and develop good social skills?
<p>6) Wrap up</p>	<p>Black Rock High School Customs and Practices</p> <p>At Black Rock High School a Customs and Practices document outlines the best practices, structures, and policies of the school (Handout 1, page 14). Distribute the document and guide to teachers to complete the following exercise:</p> <ul style="list-style-type: none"> • Read the document once. • Select one or more customs or practices that directly strengthen and foster an emotionally safe and inclusive learning environment. • Prepare talking points to explain your reasoning. • Discuss and share your summary in small groups. • Invite small groups to share their discussion with the whole group.

Source

- » Industrial Psychiatry Journal. 2014. "Establishing linkages between emotional intelligence and transformational leadership." <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4261205>

Social and Emotional Learning in Safe and Inclusive Schools



Additional Reading and Resources

The following recommended resources shine a spotlight on social and emotional learning, including effective practices, organizations, and documents to turn to for more information and deeper study.

2015 CASEL Guide: Effective Social and Emotional Learning Programs

This comprehensive guide for middle and high school educators provides information for understanding the range of SEL programs available for implementation in schools and across school districts.

<http://secondaryguide.casel.org/casel-secondary-guide.pdf>

Guiding Principles: A Resource Guide for Improving School Climate and Discipline

The U.S. Department of Education published a guide on understanding and implementing effective strategies to create a positive school climate. Safety and inclusion are key conditions for a positive climate. Furthermore, this guide specifically recognizes that social and emotional learning must complement academic competencies in order to promote positive behavior.

<http://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf>

Social and Emotional Learning in Schools, from Policies to Strategies

CASEL's Social Policy Report looks at the research and provides a framework for integrating SEL into a school's academic curriculum.

http://www.casel.org/wp-content/uploads/2016/06/spr_264_final_2.pdf

Customs and Practices: Black Rock High Strategies for Success

Created by Principal Vonda Viland, Black Rock High School

Strategies from Black Rock High School for Supporting Academic Achievement

Intake Sessions: Principal meets with all incoming students for orientation.

Attendance Calls: Anytime a student is absent, the administrative assistant calls home immediately to find out the reason and encourage the student to attend to class.

Gold Slips: Immediate reward for students following the school's expected schoolwide learning results. At Black Rock, it is a handwritten note from the staff for being a productive, self-directed, critical thinker who follows through with his or her plans on the road to becoming lifelong learners.

Credit Checks: Grading period broken down into six six-week sessions to keep focus.

Plan Folders: Students maintain an individual plan folder where they plan their work for the six-week credit check.

Economic System of Credit Attainment: Credits broken down from 0.1 up to 2.5 for each assignment. Students immediately paid for their work in form of a credit slip. Equate the system to a monetary system.

Report Card System: System informs students of their progress each day and gives them a credit goal in each subject area and an overall credit goal for each credit check.

No Failure Here: Credit or no credit only. Students must receive a C or above to receive credit.

Flexible Schedule: Students in charge of schedule. Classes changed immediately after students earn the required amount for that subject area. They "buy" their way out of each class and eventually out of school.

Individual Graduations: Students "walk the hall" as they graduate and then they don't attend again until the formal graduation ceremony.

Student Progress Boards: Two boards kept in the main hallway, one with every student in the school and the credits they've earned and one that tracks seniors' credit earnings per credit check. Daily boards maintained in each homeroom.

Fifth-Year Contracts: Some students are offered a fifth year if they have not completed the credits required to graduate if they assure there will be no behavior, attendance, or motivation issues.

Homeroom System: Students assigned a homeroom teacher for their tenure at the school. Homeroom teacher enters all credits and oversees students' progression. Homeroom teacher assists with plan folder maintenance.

Strategies for Supporting Emotional Achievement

Rewards System for Credit Goals and Accomplishments: Individual praise, group recognition, opportunities to win prizes as a way to encourage continual striving for achievement among students.

Expected Schoolwide Learning Results Gold Slips: Given whenever a student exhibits behavior that is an example of the school's learning goals. Black Rock's four learning goals are to produce self-directed learners, critical thinkers, responsible and productive citizens, and lifelong learners.

Awards Assembly: Held at the end of every six-week credit check, students receive recognition for their achievements in front of the entire school and family.

Flexible Attendance Policy: Black Rock keeps students more hours than California requires of continuation schools to allow for leniency when students arrive late or need to leave early for work or family obligations.

Walking the Hall: When a student completes all of his or her credits, the principal calls the entire staff and student body to the main hallway, and the student walks down the hall amidst cheering peers.

Developing Resilience

“I’m Ms. Viland. Let’s start first with how our school differs from a traditional high school, okay? This is a self-paced program. That means you gotta have a burn and a desire to get your butt up every day and get on with it, okay?”

—Principal Viland, Black Rock High School

“But I’m happy for what I’ve been through. Even though it’s like really, really, really bad stuff that I went through and everything. It’s just... I’m a better person now, and I’m stronger because of it.”

—Summer, Black Rock High School student

AUDIENCE

Teachers, school administrative and support staff

TIME

A staff or professional development meeting of at least one hour

WHAT YOU WILL NEED

Summer’s Choice video segment, projector, white board, pen and paper, computer with Internet access, copies of the Mindset Assessment Profile Tool

Professional Development Learning Objectives

This session on resilience will invite discussion on methods and strategies for strengthening the resilience of at-risk students. At the end of this section, teachers will be able to:

- Recognize students’ resilience as a strength and critical life skill.
- Explore how *The Bad Kids* offers insight into students’ capacity to be resilient.
- Talk about how resilience enhances students’ sense of agency and ambition.
- Identify factors that cause students to not succeed at school and realistic strategies to address and redirect this pattern.

Using the Training Materials

The root of the word resilience is “resile,” which means to bounce back or rebound after being stressed. Students attending Black Rock High School face multiple stress factors that obstruct their opportunities to attend and learn at school. For many of the students and staff, demonstrating and practicing resilience is not a choice, but a requirement to attend school and graduate.

Your school may embrace the value of resilience, even use the term, and it may offer students multiple opportunities to demonstrate resilience. Other schools, however, may not have institutionalized this language. Using *The Bad Kids* educator materials about resilience within your overall staff development program is a way to introduce it as a core value for students in all educational settings, especially those in alternative settings.

Developing Resilience

Activity	
<p>1) Introduce key terms</p>	<p>Many terms are used to describe a student’s ability to persevere and overcome obstacles. As a staff discuss each term listed below, clarifying important distinctions as well as commonalities.</p> <ul style="list-style-type: none"> • Resilience • Grit (see additional resources at the end of this section for recommended caution in using this term) • Growth mindset and fixed mindset <p>Refer to the additional resources at the end of this section and the “Key Terminology” section on page 28 for more information.</p>
<p>2) Discuss</p>	<ul style="list-style-type: none"> • What is resilience? • Why talk about resilience in a school setting? • What value does resilience have for students and adults?
<p>3) Explore the power of flipping the script from “bad kids” to “resilient kids”</p>	<p>“I was never a bad kid. I just had a lot going on in my life. My mom was on drugs, and my stepdad was, well, he was on drugs too. I wanted to be like him. I decided to break into houses and steal stuff from everyone. That’s how I chose to survive at that time.” —Joey, <i>The Bad Kids</i></p> <p>Ask the group to discuss their interpretation of Joey’s statement “I was never a bad kid.”</p> <p>Brainstorm a working list of strategies that you currently use or would like to develop that support students in seeing and valuing the ways they are resilient, as well as in building resilience. It may be helpful to share the article “10 ways to build resilience” from the American Psychological Association and discuss as a staff opportunities to integrate these practices into your classroom. The article is available at http://www.apa.org/helpcenter/road-resilience.aspx.</p> <p>Transition by introducing “Summer’s Choice,” a short video featured on the <i>New York Times</i> Op-Doc site. Note standout words or moments that illustrate Summer’s capacity for resilience. Be prepared to share your reflections after the video.</p>
<p>4) Watch</p>	<p>Summer’s Choice (9:31 mins)</p> <p>Post-Screening Discussion</p> <ul style="list-style-type: none"> • What parts of Summer’s story reveal her resilience? What enables her to succeed? • How was resilience strengthened by the staff, school structure, and school culture at Black Rock High School? • Return to the two opening quotes in the Resilience section, one from Principal Viland and the other from Summer. What are your responses to these statements after viewing “Summer’s Choice”? <p style="text-align: right;">(continues on next page)</p>

Developing Resilience

5) Complete Mindset Assessment Profile Tool	<p>Download and print copies of the Mindset Assessment Profile Tool from: http://schools.nyc.gov/NR/rdonlyres/9CFE0C88-2B48-4ED2-BF39-7D6D4E43CB15/O/MindsetAssessmentProfile.pdf</p> <p>Before distributing the printed copies, explain that this quick and effective assessment is intended for students, but for the purposes of this section, today the teachers will be individually completing the tool, scoring it, and discussing the benefits and challenges of using these with students in the classroom. Carefully read the “For the Teacher” section before completing the exercise.</p> <p>After scoring your mindset, discuss your reflections about this tool in pairs or as a team.</p>
6) Wrap up	Black Rock High School Customs and Practices <p>Return to the Black Rock High School Customs and Practices document (Handout 1, page 14). Read the document with the topic of resilience in the forefront of your mind.</p> <ul style="list-style-type: none">• Choose one custom or practice you believe directly strengthens and fosters student resilience.• Prepare talking points to explain your reasoning.• Discuss and share your summary in small groups.• Invite small groups to share their discussion with the whole group.

Additional Resources and Reading

The following recommended resources shine a spotlight on the topic of resilience, clarifying the terminology and the range of ways resilience is referenced in educational settings. Include any or all of these resources in your professional development training or for deeper study.

On learning resilience

This website from the American Psychological Association is a toolkit for parents and other caregivers, acknowledging that although children cannot always be protected from trauma, there are ways to help them build resilience, which helps them cope.

<http://www.apa.org/helpcenter/resilience.aspx>

Explore this curated set of resources from [Edutopia](#), a project of the George Lucas Education Foundation, that offers readings and articles on recognizing and fostering resilience and teaching the growth mindset.

<https://www.edutopia.org/resilience-grit-resources>

Explore resilience in the context of generational poverty

Generational poverty and the culture of poverty is profoundly evident in the lives of the students attending Black Rock. A study conducted at Cornell University (Crook and Evans, 2014) found that the income-achievement gap was a major contributor to rising economic and social strains in our nation. “Economic disparities are created in part because children from low-income households manifest reduced academic achievement leading to lower incomes when they become adults. Income-related gaps in achievement emerge as early as kindergarten and continue through high school and have been found to be a critical factor for kids staying in school.”

Developing Resilience

On the word *grit*

The word *grit* refers to the ability to overcome failure and face challenges, and it has emerged recently to specifically describe the ability of students to overcome challenges at school. There is some controversy, however, about how *grit* is disproportionately used to describe skills that low-income and/or minority students need to build. As a staff, read *The Washington Post* article (2016) [“The problem with teaching ‘grit’ to poor kids? They already have it. Here’s what they really need.”](https://www.washingtonpost.com/news/answer-sheet/wp/2016/05/10/the-problem-with-teaching-grit-to-poor-kids-they-already-have-it-heres-what-they-really-need/?utm_term=.4ebf2c768c42) Discuss the different ways that different students might need or express resilience and/or *grit*.

Growth mindset and fixed mindset

Exploring “Summer’s Choice” alongside the research of Stanford Professor Carol Dweck on growth and fixed mindsets can offer further insight into fostering resilience over the longevity of a student’s educational career.

<http://www.edweek.org/ew/articles/2015/09/23/carol-dweck-revisits-the-growth-mindset.html>

This middle school lesson plan about growth mindset comes from Stanford University’s applied research center on academic motivation:

https://www.mindsetkit.org/static/files/YCLA_LessonPlan_v10.pdf

Sources

- » Crook, Stephen R., and Evans, Gary. 2014. “The role of planning skills in the income-achievement gap.” <http://onlinelibrary.wiley.com/doi/10.1111/cdev.12129/full>
- » *Washington Post*. 2016. “The problem with teaching ‘grit’ to poor kids? They already have it. Here’s what they really need.” https://www.washingtonpost.com/news/answer-sheet/wp/2016/05/10/the-problem-with-teaching-grit-to-poor-kids-they-already-have-it-heres-what-they-really-need/?utm_term=.4ebf2c768c42

Using Trauma-Informed Practices

“My whole seventh, eighth, ninth grade years, I really don’t even remember school those years. They didn’t exist. When I was younger, my mom just, like, left. I don’t know where she went. My dad is in and out of my life, he’s never really been there for me. And then when I was in grade school, my grandma’s husband molested me.”

—Jennifer, Black Rock High School student

AUDIENCE

Teachers, school administrative and support staff

TIME

A staff or professional development meeting of at least one hour

WHAT YOU WILL NEED

Caitlin’s Character Profile video segment, projector, white board, pen and paper, computer with Internet access

Professional Development Learning Objectives

The Bad Kids documentary and the educator materials on trauma are intended to be used in tandem with other trauma-sensitive initiatives in your school. By the end of this section, teachers will be able to:

- Define the parameters of childhood trauma and be better at recognizing student behavior that is indicative of stress related to trauma.
- Identify symptoms of trauma in order to seek out and offer support for students in need.
- Explore how *The Bad Kids* informs their work on trauma as they work with students in alternative school settings.
- Understand how childhood trauma affects academic achievement and the social-emotional well-being of students.
- Develop a framework for creating trauma-sensitive schools so that students feel socially, emotionally, and physically safe to learn.

Using the Training Materials

A common experience of many students at Black Rock High School is having survived chronic trauma. Applying *The Bad Kids* educator materials on using trauma-informed practices within your staff development work is one step your school can take to move beyond awareness of trauma’s impacts on learning to becoming a trauma-sensitive learning environment that can improve educational outcomes for all students.

According to the National Child Traumatic Stress Network (2003), about one out of every four children has been exposed to a traumatic event that could affect their learning and academic success before the age of 16. Developing a school culture that is deeply informed and committed to trauma-sensitive practices can ensure success for all students and foster a school culture that is emotionally and academically safe. This is a long-term commitment and requires a team approach to identifying needs, ongoing professional development, time for reflection, and evaluation as a staff.

Source

- » National Child Traumatic Stress Network. 2003. “What is childhood traumatic stress?” http://www.nctsn.org/nctsn_assets/pdfs/what_is_child_traumatic_stress.pdf

Using Trauma-Informed Practices

Activity	
1) Introduce key terms	<p>Many terms are used to describe or refer to the experience of trauma in students' lives. As a staff, discuss your understanding of each of the terms below and clarify any important distinctions.</p> <ul style="list-style-type: none"> • Trauma • Trauma-informed practices • Trauma-sensitive schools • Adverse Childhood Experiences Study (ACE Study) <p>Refer to the additional resources at the end of this section and the “Key Terminology” section on page 28 for more information.</p>
2) Discuss	<p>Share these questions and invite staff to discuss their initial responses.</p> <ul style="list-style-type: none"> • In what ways can trauma affect a student’s academic success and social-emotional well-being? • What do the students at Black Rock High School teach us about the role of trauma in their learning and education? • What resources and supports are available for students who experience chronic trauma?
3) Review infographic	<p>Project the below interactive infographic, from the Centers for Disease Control, about the ACE Study, explaining how adverse childhood experiences affect our health and well-being throughout our lives. Discuss reactions and questions this information raises for the staff.</p> <p>http://vetoviolence.cdc.gov/apps/phl/resource_center_infographic.html</p>
4) Watch	<p>Caitlin’s Character Profile (5:54 mins)</p> <p>Post-Screening Discussion</p> <ul style="list-style-type: none"> • What are your initial responses to Caitlin’s story? • Where do you hear and see evidence of the effect of trauma in Caitlin’s life? • How would you describe how the staff members at Black Rock High School respond to Caitlin and the challenges she faces?
5) Introduce a trauma-sensitive approach	<p>Introduce the Trauma and Learning Policy Initiative, a collaboration of Harvard Law School and Massachusetts Advocates for Children, by viewing these video segments. After watching each segment, allow the staff time for discussion and reflection.</p> <p>Why We Need Trauma-Sensitive Schools (10:45 mins) https://www.youtube.com/watch?v=GGE3LBVYOeE</p> <p>Dr. Mary E. Curtis on Trauma-Sensitive Professional Development for Educators (6:50 mins) https://www.youtube.com/watch?v=y8EUqpfDnLw</p>

Using Trauma-Informed Practices

<p>6) Plan a trauma-sensitive approach in your classroom and school</p>	<p>After being introduced to a trauma-sensitive approach and hearing Caitlin's story, reflect and write for a few minutes on the following prompts:</p> <ul style="list-style-type: none">• Where did you see examples of a trauma-sensitive approach being implemented at Black Rock High School?• Think of your own school building and identify aspects of your school culture that align with a trauma-sensitive approach. Are there areas that can be strengthened? Where would you like to begin? <p>If time permits, allow staff to discuss their reflections in pairs or as a group.</p> <p>Note: These prompts have been adapted from the model developed by Seneca: http://senecafoa.org/sites/default/files/publication_files/IWM%20Worksheet.pdf</p>
<p>7) Wrap up</p>	<p>Black Rock High School Customs and Practices</p> <p>Return to the Black Rock High School Customs and Practices document (Handout 1, page 14). Read the document with the topic of trauma and trauma-informed practices in the forefront of your mind.</p> <p>Choose one custom or practice you believe directly supports educators in using a trauma-informed approach with their students. Are there customs and practices that support students using a trauma-informed approach with each other?</p> <ul style="list-style-type: none">• Prepare talking points to explain your reasoning.• Discuss and share your summary in small groups.• Invite small groups to share their discussion with the whole group. <p>In closing and to transition from Caitlin's story and Black Rock High School as an example of a trauma-sensitive approach, have teachers reflect on their own classroom and what they can take away from this module.</p> <ul style="list-style-type: none">• What are some of the relationship-building practices, intervention strategies, and communication you use to respond to students struggling with engagement or behavioral issues?• What new learning has <i>The Bad Kids</i> opened for you around childhood stress and trauma?

Using Trauma-Informed Practices

Additional Resources and Reading

The following recommended resources invite educators to examine the role of trauma in student learning and success more closely. These organizations recommend effective practices, documents or research to turn to for more information and deeper study.

Adverse Childhood Experiences Study

Childhood experiences, both positive and negative, have a tremendous impact on future violence victimization and perpetration and lifelong health and opportunity. As such, early experiences are an important public health issue. For more background on the ACE Study, see:

<https://www.cdc.gov/violenceprevention/acestudy/index.html>

*Note: An ACE study is a tool applied in very specific settings and under the guidance of trained professionals in this field. We recommend that you do not administer the ACE test with students or community members without trained professionals.

Seneca

Seneca is an innovative leader in the provision of unconditional care through a comprehensive continuum of school, community-based and family-focused treatment services for children and families experiencing high levels of trauma. One program that may be of interest for schools is Seneca's Unconditional Education Partnership.

<http://senecafoa.org/>

The National Child Traumatic Stress Network

(NCTSN) was established by the U.S. Congress in 2000 and now comprises more than 150 affiliate centers located nationwide, associated with universities, hospitals, and diverse community-based organizations. The NCTSN mission is to raise the standard of care and improve access to services for traumatized children, their families, and communities. The network offers training, support, and resources to providers who work with children and families exposed to a wide range of traumatic experiences, including physical and sexual abuse; domestic, school, and community violence; natural disasters, terrorism, and military family challenges; and life-threatening injury and illness.

<http://www.nctsn.org/>

Trauma and Learning Policy Initiative (TLPI)

The purpose of the Trauma and Learning Policy Initiative (TLPI) is to ensure that children traumatized by exposure to family violence and other adverse childhood experiences succeed in school. The TLPI engages in a host of advocacy strategies including: support for schools to become trauma-sensitive environments; research and report writing; legislative and administrative advocacy for laws, regulations, and policies that support schools to develop trauma-sensitive environments; coalition building; outreach and education; and limited individual case representation in special education when a child's traumatic experiences are interfacing with his or her disabilities.

<https://traumasensitiveschools.org/>

Building Trusting Relationships

Lee (Black Rock High School student):

How (will) others believe in me when I don't even believe in myself?

Lee:

I don't even believe I can make it.

Principal Viland:

There we go. That's the key.

Principal Viland:

You can do this, if you choose... if you choose to do it, you can do it. We will help you.

AUDIENCE

Teachers, school administrative and support staff

TIME

A staff or professional development meeting of at least one hour

WHAT YOU WILL NEED

Staff Meeting: Adopt A Student, David's Character Profile, and Lee's Character Profile video segments, projector, white board, pen and paper, computer with Internet access

Professional Development Learning Objectives

At the end of this module, teachers will be able to:

- Understand the impact for students of having a trusting relationship with an adult.
- Explore how *The Bad Kids* informs your practice building trusting relationships with students, especially in alternative school settings.
- Describe the qualities of a trusting student/adult relationship.
- Articulate trust-building strategies for the classroom and how they may be incorporated into teaching practice.

Using the Training Materials

"And I think Lee knows enough of us and trusts enough of us, after several years even, that I don't think he'll leave us."
—Black Rock High School teacher

This section is designed to elucidate the value of healthy, trusting relationships with adults for all students, and especially for those who experience external barriers to learning, like many students at alternative high schools.

A consistent ingredient in the success of students at Black Rock High School is the trusting relationships developed

over time with staff and teachers at the school. This section focuses on the vital role trusting relationships play in the academic and emotional success of students who are at risk of dropping out of high school. Research demonstrates that a positive, supportive relationship between student and teacher has a significant effect on both teacher effectiveness and student achievement (American Psychological Association).

It is also important to recognize the limitations and boundaries of appropriate teacher-student relationships. In the film, Principal Viland says to one of her students, "Joey, I can't fix the home life. I can't fix that." She can and does, however, offer him a foundational relationship with a listening ear, encouragement, advice, and support that he can rely on even as the challenges of his home life begin to overwhelm to him.

In a national survey (Civic Enterprises, 2006) of adults who dropped out of high school, 75 percent said that individualized attention would have prevented them from dropping out. Sixty percent said having a person at school with whom they could share their personal problems would have helped them stay in school.

Building Trusting Relationships

Activity	
<p>1) Introduce key terms</p>	<p>Many terms may be used to describe or refer to trusting relationships. As a staff, discuss your understanding of each of the terms below and clarify any important distinctions.</p> <ul style="list-style-type: none"> • Trust • Consistency • Compassion • Communication • Competency <p>Refer to “Elements of Trusting Relationships” below, the additional resources at the end of this section, and the “Key Terminology” section on page 28 for more information.</p>
<p>2) Discuss</p>	<ul style="list-style-type: none"> • What is trust? What does it look like in a school environment between students and between students and adults? • What are the characteristics of a trusting relationship? • Why does trust matter in a school setting?
<p>3) Examine the elements of trusting relationships</p>	<p>It can be difficult to describe intangible emotional states like “trust.” In social science, trust is the ability to predict behavior or actions of another person from a state of vulnerability. In other words, from the perspective of a student, romantic partner, or child, trust evolves when another person, one who potentially has power, behaves in a way that is consistent and understandable and that is reliably supportive (Simpson, 2007). Communities that are characterized by trust allow for growth, comfort, motivation, and productivity (Harvard Business Review, 2006).</p> <p>In schools, trust is built around four main characteristics: consistency, communication, compassion, and competency. This learning community guide from <i>Principal Leadership</i> magazine talks about the importance of trust throughout the learning community—between administration and teachers, students and faculty, schools and families. Research on which the guide is built shows that in learning communities where trust is present, teachers work harder and more effectively and students’ achievement is higher. The guide describes four main characteristics of trust.</p> <p>Consistency: Students can be assured that their teacher, counselor, or other adult will be predictable and consistent in the way they apply rules and standards in every situation.</p> <p>Compassion: Trusting relationships are characterized by care and empathy. Students feel they can share their personal lives and emotional states with their teachers.</p> <p style="text-align: right;">(continues on next page)</p>

Sources

- » American Psychological Association. “Improving students’ relationships with teachers to provide essential supports for learning.” <http://www.apa.org/education/k12/relationships.aspx>
- » Harvard Business Review. 2006. “The decision to trust.” <https://hbr.org/2006/09/the-decision-to-trust>
- » Civic Enterprises. 2006. “The silent epidemic: Perspectives of high school dropouts.” <https://docs.gatesfoundation.org/documents/thesilentepidemic3-06final.pdf>
- » Simpson, Jeffrey A. 2007. “Foundations of interpersonal trust.” <https://apps.cla.umn.edu/directory/items/publication/286625.pdf>

Building Trusting Relationships

	<p>Communication: In a trusting relationship, the expectations are clear, and feedback is constructive and constant.</p> <p>Competency: Finally, students' trust is built from an adult's competency, that is, the adult's ability to carry out his or her role. Statements about open communication and clear expectations are helpful; yet it is in the appropriate execution of those values that those statements become believable.</p> <p>Confidentiality is also a critical part of a trusting relationship. Some kinds of information, about health or mental health, for example, are protected by law. States have unique legal definitions for which information shared by students is legal, appropriate, or necessary to share between staff, with parents, or with legal authorities. In order to maintain trust, it is critically important to be clear among staff and explicit with your students about your school's understanding, legal obligations, and rules about confidentiality.</p>
4) Watch	<p>Staff Meeting: Adopt A Student (1:05 mins) David's Character Profile (5:09 mins) Lee's Character Profile (3:33 mins)</p> <p>Post-Screening Discussion</p> <ul style="list-style-type: none">• What strategies do the staff and faculty at Black Rock High School use to build trusting relationships with students?• In the scene between Lee and Principal Viland, in what way can you see that the elements of a trusting relationship are present?• How does the trust Lee builds with the educators at Black Rock High serve him?• In David's segment, we hear David describe past challenges controlling his anger. He says, "At the high school, if I had a problem and asked the teacher, no she wouldn't get out of her chair. I flipped a couple of desks over because of that." Talk about how his disappointment about the missed English credits might have gone differently if trust weren't present between him and his counselor and him and Principal Viland.• David says that at first he couldn't stand Principal Viland. "She was the devil to me," he says, and then by the end of his time at Black Rock he believes that "she just wants to see me succeed, that's all she wants to see." How do the elements of their trusting relationship create the circumstances for that relationship to evolve?

Building Trusting Relationships

5) Think about trusting relationships in your own practice	<p>Reflect and write for a few minutes on the following prompts:</p> <ul style="list-style-type: none">• Think of a particularly trusting relationship you have had with a student. In what ways were the characteristics of trust present in that relationship? How is your relationship with that student representative of your general teaching practice?• In what ways are consistency, compassion, communication, and competency present, or not, in your practice as an educator?• What barriers make trusting relationships challenging to build? What needs to happen to make it easier to build them?
6) Do a relationship-mapping exercise for applying a schoolwide commitment to building trusting relationships	<p>If every student in school has a close and trusting relationship with at least one adult, the entire learning community benefits. This relationship-mapping exercise asks an entire school or learning community to explicitly identify trusting relationships in order to ensure that every student in a school has at least one adult who they feel they can trust.</p> <p>For relationship mapping, all staff and faculty in a school come together in a meeting. Open the meeting by discussing and agreeing on the characteristics of trusting relationships and why they are important. Explain that the purpose of the exercise is to ensure all students feel connected and included in school.</p> <p>Post a list of all students on the wall. Depending on the school's size, it may be more practical to do this exercise in small groups by grade level or area of study. If that is the case, remember to include appropriate staff who have contact with students outside the classroom. Ask each person to use color-coded dots to mark the students with whom he or she has a strong trusting relationship or a good beginning of a relationship. When everyone is finished, as a group examine the lists. Discuss whether anything about the relationship map is surprising and whether you can find patterns among those students who are more connected or less connected. Together, develop strategies to reach out to those less-connected students.</p> <p>This exercise is not a diagnostic tool or meant to single out troubled individuals. It may be that a well-connected student needs a lot of support and one without many connections is doing fine. Rather, the mapping is designed to bring staff together around creating a systematically inclusive and connected environment. It's recommended to do this exercise in a private space and keep the map confidential, as it could easily be misconstrued by students or others who did not participate in it.</p>
7) Wrap up	Black Rock High School Customs and Practices <p>Return to the Black Rock High School Customs and Practices document (Handout 1, page 14). Read the document with the topic of trusting relationships in the forefront of your mind.</p> <ul style="list-style-type: none">• Choose one custom or practice you believe directly applies to developing trusting relationships with adults.• Prepare talking points to explain your reasoning.• Discuss and share your summary in small groups.• Invite small groups to share their discussion with the whole group.

Building Trusting Relationships

Additional Resources and Reading

On the Importance of Trust in Schools

This community learning guide was written by Devin Vodicka, former school principal and current director of curriculum and instruction for the Carlsbad Unified School District in San Diego, California. It talks specifically about trust in a school setting from the perspective of an administrator. It is based in social science research and gives examples of the key elements of trusting relationships.

<http://www.plcWashington.org/cms/lib3/WA07001774/Centricity/Domain/38/4-elements-of-trust.pdf>

Positive Teacher-Student Relationships

There are many useful resources on the characteristics and benefits of overall positive and healthy teacher-student relationships. This American Psychological Association website provides a wealth of articles and research about the importance of healthy teacher-student relationships in general, with trust as a key component of those relationships, and tools and strategies for building them.

<http://www.apa.org/education/k12/relationships.aspx>

This short research paper discusses the measurable benefits of positive and healthy teacher-student relationships that include trust, with a particular focus on their meaning for low-income middle and high school students.

<http://steinhardt.nyu.edu/appsych/opus/issues/2013/fall/gallagher>

Research on Trust in the Business Realm

It's interesting to note that a large bulk of literature specifically on trust comes from the world of business. Though businesses and school cultures differ in many ways, this Harvard Business Review article about the ways in which trust benefits a workplace offers excellent insight into the way trust can transform a working community.

<https://hbr.org/2006/09/the-decision-to-trust>

Key Terminology

Note: Below are working definitions of terms used throughout this toolkit, to serve as a baseline for deeper exploration in trainings and classroom lessons. Some terms are more subjective, such as “safety and inclusion,” and we encourage each school and/or classroom to collaboratively develop a shared definition.

Adverse Childhood Experiences Study:

Supported by Kaiser Permanente and the Centers for Disease Control, the ACE Study, conducted between 1995 and 1997, was one of the first empirical examinations of the effects of childhood trauma on future health, well-being, and academic achievement. To date, many ACE studies show that early childhood neglect, trauma, and abuse are serious risk factors for future health and well-being. For more background on the ACE Study, see: <https://www.cdc.gov/violenceprevention/acestudy/index.html>

*Note: An ACE study is a tool applied in very specific settings and under the guidance of trained professionals in this field. We recommend that you do not administer the ACES test with students or community members without assistance from trained professionals.

Consistency:

Students can be assured that a teacher, a counselor, or another adult will be predictable and consistent in the way he or she apply rules and standards in every situation.

Compassion:

Trusting relationships are characterized by care and empathy. Students feel they can share their personal lives and emotional states with their teachers.

Communication:

In a trusting relationship, the expectations are clear, and feedback is constructive and constant.

Competency:

Where there is competency, students can trust that their adult educators have the knowledge, skills, and experience to carry out their role. Statements about open communication and clear expectations are helpful; yet it is in the appropriate execution of those values that those statements become believable.

Confidentiality:

A standard of ethical behavior, confidentiality helps students feel safe and assures them that personal information, about health and mental health, for example, is protected under law and will remain private. Confidentiality is vitally important to maintaining trust. A school’s privacy/confidentiality code must be made clear to students and staff.

Grit:

Although grit is a pioneer virtue with a long American history, scholar and social scientist Angela Duckworth brought a new lens and popularity to the word with regard to education. While she was working on her dissertation in the mid-2000s, she chose the word to encapsulate the measures of self-control, persistence, and conscientiousness that she was finding to be powerful determinants of success (nprEd, May 13, 2015).

Growth Mindset and Fixed Mindset:

An nprEd article (May 28, 2015) states “Carol Dweck, the Stanford University psychologist, chose the term mindset in 2007 for the title of her bestselling book. ‘Growth mindset’ is the belief that positive traits, including intelligence, can be developed with practice. ‘Fixed mindset’ refers to the idea that intelligence and other talents are set at birth.”

Resilience:

To bounce back is to be resilient. Resilience is often likened to grit, that is, to possess the capacity to persist and to find strength in adversity. Various factors, including having a trusting relationship with an adult, can help children who have experienced trauma or maltreatment in early childhood discover their resilience later in life (*The New York Times*, 2006).

Safety and Inclusion:

Safety and inclusion are qualities, that when exercised in a classroom setting, create a culture and space that welcomes diversity so that all students are comfortable to express themselves regardless of race, ethnicity, physical ability, learning ability, religion, nation of origin, language, gender identity, sexual orientation, and more. Safety and inclusion are necessary precursors to supporting the social and emotional development of children and young adults.

Social and Emotional Intelligence or Skills / Social-Emotional Learning:

Social and emotional learning (SEL) is learning that helps a child acquire the knowledge, attitudes, and skills necessary for self-awareness, self-regulation, empathy, and motivation and being able to establish positive relationships with peers and adults, make responsible choices, and constructively cope with tough social situations (*Industrial Psychiatry Journal*, 2014).

(continues on next page)

Key Terminology (continued)

School Culture:

School culture can be described as a set of intangible factors that affects student learning through a “shared sense of purpose and values, norms of continuous learning and improvement, collaborative collegial relationships ... and sharing experiences” (Huffington Post, 2013).

Trust:

In social science, trust is a sense of psychological and emotional safety and the ability to predict behavior or actions of another person from a state of vulnerability. In the classroom, trust evolves when another person, one who potentially has power, behaves in a way that is consistent and understandable and that is reliably supportive (Simpson, 2007). Communities that are characterized by trust allow for growth, comfort, motivation, and productivity (*Harvard Business Review*, 2006).

Trusting relationships:

To the extent that groups within a school—parents, teachers, students, administrators—have a clear understanding about expectations and obligations, or relational trust, the school can function more effectively and optimal educational outcomes can be achieved (Byrk and Schneider, 2003).

Trauma and Childhood Traumatic Stress (CTS):

Trauma comes in many forms—maltreatment, neglect, sexual abuse, physical violence—and it can get in the way of learning, negatively affect relationships at school, and impact

behavior (Trauma and Learning Policy Initiative). CTS occurs when children and adolescents are exposed to traumatic events or traumatic situations that overwhelm their ability to cope (National Child Traumatic Stress Network).

Trauma-Informed Practices:

To develop trauma-informed practices, practitioners, educators, and adults first and foremost need to understand the impact that trauma has on childhood development. Developing and adopting trauma-informed practices in schools and other settings can help minimize the negative impact of trauma and help create safe schools and safe relationships (Child Welfare Information Gallery).

Trauma-Sensitive Schools:

Schools can establish a common understanding of the effects of trauma and thereby create a safe and supportive learning environment for students. The first step is to create a shared understanding among all staff—educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals—“that adverse experiences in the lives of children are more common than many of us ever imagined, that trauma can impact learning, behavior, and relationships at school, and that a ‘whole school’ approach to trauma sensitivity is needed” (Trauma and Learning Policy Initiative).

Sources

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Lesson Plans for *The Bad Kids*

Educator Toolkit

These classroom lesson plans offer teachers and facilitators in educational settings practical methods for introducing students to four of the main themes introduced in *The Bad Kids* Educator Toolkit: social-emotional learning, resilience, effects of trauma, and trusting relationships.

The lessons can stand alone or be used with others, but they are recommended for teachers who have used the professional development training materials in this toolkit and who want to introduce the concepts to students in their class.

Note to Educators:

Before you teach *The Bad Kids*, it is critical to have a conversation, or revisit your working agreements, for class norms. Classroom norms can turn into a living document the class can revisit and revise to make sure they are working in the way the group intended. Using class agreements in this way can become the foundation for a vital, supportive, and accountable class culture. If you have not had the opportunity to be in dialogue with your students on classroom norms, here are a few suggestions to begin:

1. Listen with respect. Try to understand what someone is saying before rushing to judgment.
2. Make comments using “I” statements.
3. If you do not feel safe making a comment or asking a question, write the thought in your journal. You can share the idea with your teacher first and together come up with a safe way to share the idea.
4. If someone says an idea or question that helps your own learning, say “thank you.” You can create a gesture to support these efforts such as a thumbs-up.
5. If someone says something that hurts or offends you, do not attack the person. Say “Ouch,” or some other agreed-upon phrase, and explain why the comment—not the person—hurt your feelings.
6. Deliberately hurtful words are never okay.
7. If you don’t understand something, ask a question.
8. Think with your head and your heart.
9. Step up, then step back; share the talking time.
10. Pay attention to who speaks.
11. Do not interrupt others while they are speaking.
12. Write thoughts in your journal if you don’t have time to say them during class.
13. Journal responses do not have to be shared publicly.

AUDIENCE

High school students in the classroom. The lesson plans can also be used to help prepare youth to participate in and/or facilitate community conversations or engagement activities around *The Bad Kids* or video segments.

TIME

One 50-minute period per lesson

SUBJECT AREAS

English language arts, social studies, health, psychology, sociology

MATERIALS

Computer, Internet connection, white board, writing utensils, and paper for students

Social-Emotional Learning

Black Rock High School student Joey's grandmother:

Everybody has a sad story ... that brings them to right now and today.

Principal Viland:

Yeah. It's what they're going to do with it.

Joey's grandmother: They can either be a victim of it or—

Principal Viland:

Yeah. And he's [Joey] at the point now where you either choose you're gonna be a victim or you're gonna go forward.

Purpose of the Lesson

The purpose of this lesson is to introduce the idea of social-emotional learning and why it is useful and meaningful for students. Students will also engage with the idea of emotional safety as a condition that needs to be in place in order for social-emotional learning to happen.

Objectives

By the end of this lesson, students will be able to:

- Define what social and emotional learning is and why it is important.
- Describe how feeling safe and included at school contributes to academic achievement and enables the development of social-emotional skills.
- Demonstrate media literacy skills through developing a critical analysis of *The Bad Kids* video segments, citing examples of emotions and emotional expression.
- Write an essay about their own emotional experience at school and include language that identifies strategies for coping with their emotions.

Activity	Introduce the Inside the Minds of Black Rock Students video segment by letting students know they will be watching a scene from <i>The Bad Kids</i> in which students are sharing their inner thoughts. As they are watching, ask students to write down the emotions that they see, hear, and feel.
1) Watch	Inside the Minds of Black Rock Students (2:41 mins)
2) What is social-emotional learning?	<p>Have students call out the list of emotions they wrote down during the video segment and write them on the white board. Ask students to add to the list any other emotions they can think of. When the energy of the brainstorm starts to fade or the list contains 20 or more emotions, ask students to name any of emotions on the board that they have experienced in the last 24 hours. As they do, put a checkmark by those emotions.</p> <p>Without naming who felt which emotion, use the recently felt emotions to complete and discuss the following questions. It will be interesting to try a few different emotions with each question to see how the answers differ:</p> <ul style="list-style-type: none"> • How does it feel to come to school when you are _____? • What is it like to try to concentrate on a test when you are _____? • If every day when you came to school you felt _____, how well would you do in school? <p style="text-align: right;">(continued on next page)</p>

Social-Emotional Learning

	<ul style="list-style-type: none"> • Though many of us in this room have felt _____ during the last day, how often have we talked about that in class? • What are the reasons we don't often discuss emotions in the classroom? • When do you think it might be useful to talk about emotions in the classroom? <p>Explain that this lesson is about how and when it might be useful to talk about emotions in the classroom. Point out that emotions, how to cope with them, how to build healthy relationships, how to set and meet goals, and other skills are necessary in life, but aren't often taught in the classroom. Tell students that acquiring this set of skills is sometimes called social-emotional learning.</p>
<p>3) How do we create a safe classroom for social-emotional learning?</p>	<p>Go back to the question "If every day when you came to school you felt _____, how well would you do in school?" Discuss the answer to that sentence using the words "angry," "lonely," and "sad" in the blank.</p> <p>Explain that there probably are students who feel angry, lonely, and sad in school all the time and that, for many different reasons, emotions like those can make it difficult to learn. Suggest that having a safe place and a constructive way to express those emotions makes learning possible and school a safe and enjoyable place to be.</p> <p>Ask the students what needs to happen in order for them to feel safe talking about and expressing their emotions.</p> <p>Revisit the group agreements your class made at the beginning of <i>The Bad Kids</i> lessons and discuss the following questions:</p> <ul style="list-style-type: none"> • In what situation might rules like these really start to matter? • What is the goal of creating a list of agreements as a class, rather than having the teacher hand down a list of rules? • How do group agreements contribute to a safe classroom? • What happens if someone in the class chooses not to abide by the group agreements? • What does it feel like to be in a safe classroom? • What does it feel like to be in an unsafe classroom?
<p>4) Watch</p>	<p>AJ's Character Profile (5:35 mins)</p>
<p>5) Complete a writing reflection</p>	<p>Have students spend time reflecting and writing their responses to the following questions:</p> <ul style="list-style-type: none"> • What emotions did you see AJ express in his story? • What does creating music mean to AJ? • In what way does music help AJ express his emotions? Why is emotional expression important to him? • What strategies do you have for expressing emotions that are important to you?

Social-Emotional Learning

Resources

2015 CASEL Guide: Effective Social and Emotional Learning Programs

This comprehensive guide for middle and high school educators provides information for understanding the range of SEL programs available for implementation at schools and school districts.

<http://secondaryguide.casel.org/casel-secondary-guide.pdf>

CASEL's Student Voice Collaborative

This case study illustrates several student-led social-emotional learning programs based on the CASEL framework in the New York City public schools.

<http://www.casel.org/student-voice-collaborative/>

Social-Emotional Learning in High School: How Three Urban High Schools Engage, Educate, and Empower Youth

This paper from the Stanford Center for Opportunity in Policy Education describes how three urban high schools have integrated social and emotional learning into their school cultures.

<https://edpolicy.stanford.edu/sites/default/files/publications/scope-pub-social-emotional-learning-research-brief.pdf>

Resilience

“But I’m happy for what I’ve been through. Even though it’s like really, really, really bad stuff that I went through and everything. It’s just...I’m a better person now and I’m stronger because of it.”

—**Summer, Black Rock High School student**

Purpose of the Lesson

The purpose of this lesson is to understand and examine the capacity to build and strengthen resilience.

Objectives

By the end of this lesson, students will be able to:

- Define resilience and identify personal strategies for strengthening resilience.
- Research and write a summary of growth mindset and fixed mindset and their relationship to building resilience.
- Write an essay on the qualities of resilience demonstrated by students’ stories from *The Bad Kids* and share it with the class, either in a presentation or a poster, to strengthen media literacy skills.
- Write a persuasive speech about the importance of and strategies for building resilience.

Activity	Exploring and Understanding Resilience in Their Own Lives
1) Complete sentence stems	Ask students to complete the following sentence stems to introduce the term resilience: <ul style="list-style-type: none">• When I make a mistake in my schoolwork, I usually...• When I set a goal, work hard to achieve it, but have a few setbacks, I stay motivated to reach the goal by...• When I think of an experience in my life that has given me courage and I tell a story about this time to a friend, I usually say...
2) Define “resilience”	Introduce the term resilience. Explore students’ familiarity and/or understanding of the term and if they are able to define it. Consider the factors that build resilience—overcoming obstacles, embracing flexibility, bounding back, having a positive view of yourself, and confidence in your strengths and abilities—and connect these factors to the sentence stems the students just completed to build a stronger understanding of resilience. Share this explanation on resilience from the American Psychological Association: “[T]hink of resilience as similar to taking a raft trip down a river. On a river, you may encounter rapids, turns, slow water, and shallows. As in life, the changes you experience affect you differently along the way. (continued on next page)

Resilience

	<p>In traveling the river, it helps to have knowledge about it and past experience in dealing with it. Your journey should be guided by a plan, a strategy that you consider likely to work well for you. Perseverance and trust in your ability to work your way around boulders and other obstacles are important. You can gain courage and insight by successfully navigating your way through white water. Trusted companions who accompany you on the journey can be especially helpful for dealing with rapids, upstream currents, and other difficult stretches of the river. You can climb out to rest alongside the river. But to get to the end of your journey, you need to get back in the raft and continue.”</p> <p>Have students discuss this explanation in small groups and write their own definition and/or example based on their sentence stems and the story. Share definitions in a large group.</p>
3) Complete mindset profile map	<p>Explain to students that they are going to engage in a self-assessment on one element that directly relates to someone’s ability to demonstrate resilience: their belief about their intelligence.</p> <p>Make a copy for each student of the Mindset Assessment Profile Map: http://schools.nyc.gov/NR/rdonlyres/9CFE0C88-2B48-4ED2-BF39-7D6D4E43CB15/O/MindsetAssessmentProfile.pdf. Read over the directions and have students score themselves.</p> <p>Follow up this exercise by sharing the 10 ways to build resilience from the American Psychological Association: http://www.apa.org/helpcenter/road-resilience.aspx.</p>
4) Watch	Summer’s Choice (9:31 mins)
5) Complete a writing assignment	<p>Give students these instructions: You are the principal of your school and have been asked to give a speech about the importance of building resilience as a student and why your school is focusing on this as a schoolwide goal.</p> <p>Write a five-minute speech, approximately two pages, that outlines your position. If helpful, you can draw upon the following questions to help you craft your speech. These questions were adapted from an exercise used with students at Black Rock High School.</p> <ol style="list-style-type: none">1. What can schools do to help students succeed?2. How do schools need to change in order to engage kids and help them prepare for their futures?3. How has life made you stronger? What strengths do you have because of your life circumstances?4. What made you decide to earn your diploma?5. Why do you do better at _____ High School?6. What can you do to better yourself?7. What can you do to help others at the school?8. What can _____ High School do better to help you? <p>If time allows, have students share their speeches in small groups or with the whole class.</p>

Source

- » American Psychological Association. “The road to resilience.” <http://www.apa.org/helpcenter/road-resilience.aspx>

Resilience

Resources

On resilience

This website from the American Psychological Association is a toolkit for parents and other caregivers, acknowledging that although children cannot always be protected from trauma, there are ways to help build resilience to help them cope.

<http://www.apa.org/helpcenter/resilience.aspx>

Explore this curated set of resources from **Edutopia**, a project of the George Lucas Education Foundation, that offers readings and articles on recognizing and fostering resilience and teaching the growth mindset.

<https://www.edutopia.org/resilience-grit-resources>

Read this article offering helpful strategies to reverse habits of negative thinking and low self-esteem. It is an accessible read for students to digest and use.

<https://www.nytimes.com/2017/01/03/well/mind/the-year-of-conquering-negative-thinking.html>

On the word *grit*

The word *grit* commonly refers to the ability to overcome failure and face challenges and has emerged recently to specifically describe the ability of students to overcome challenges at school. There is some controversy, however, about how “grit” is disproportionately used to describe skills that low-income and/or minority students need to build. For more information, read *The Washington Post* article **“The problem with teaching ‘grit’ to poor kids? They already have it. Here’s what they really need.”** Discuss the ways that different students might need or express resilience and/or grit.

Growth mindset and fixed mindset

Exploring “Summer’s Choice” alongside the research of Stanford Professor Carol Dweck on growth and fixed mindsets can offer another further insight into fostering resilience over the longevity of a student’s educational career.

<http://www.edweek.org/ew/articles/2015/09/23/carol-dweck-revisits-the-growth-mindset.html>

This middle school lesson plan about growth mindset comes from Stanford University’s applied research center on academic motivation:

https://www.mindsetkit.org/static/files/YCLA_LessonPlan_v10.pdf

Children’s Defense Fund’s Beat the Odds Program

<http://www.childrensdefense.org/>

Effects of Trauma

“We can’t control the events that happen to us. But we can choose not to be reduced by them. I’m just going to be strong.”

—Jennifer, Black Rock High School student

Purpose of the Lesson

To define childhood traumatic stress and understand the possible range of physical and psychological effects. Because of the emotional sensitivity of this topic and the legal issues associated with confidentiality and student privacy, this lesson on the effects of trauma for the classroom will be an introductory lesson to familiarize students with terminology and explore research connecting trauma to learning.

Objectives

Students will be able to:

- Define and discuss the range of experiences that constitute childhood trauma stress.
- Research and identify five facts that describe the relationship between childhood trauma and learning.
- Demonstrate media literacy skills by identifying views and analyzing the effects of trauma on students in the documentary film *The Bad Kids* and share views with the class.
- Draft and revise an analytical writing exercise that draws upon informational text. Share it with a classmate for constructive feedback and revise based on that feedback.

Activity	
1) Introduce the term trauma to students	Ask students to use their prior knowledge and brainstorm a definition of this term.
2) Hand out and do a close reading of “What Is Childhood Traumatic Stress?”	<p>“What is Childhood Traumatic Stress?” is published by the National Child Traumatic Stress Network. http://www.nctsn.org/nctsn_assets/pdfs/what_is_child_traumatic_stress.pdf.</p> <p>This concise publication offers a general overview of childhood traumatic stress and its long-term effects. Depending upon the age and reading level of your students, you may draw upon a variety of close reading protocols. Here is a very general framework that you can adapt to your students’ needs.</p> <p>First reading: Determine what the text says</p> <p>Directions: Teacher reads aloud with students following along. Have students circle any unfamiliar words at this time. After completing the read-aloud, have students share the words they circled, then discuss and clarify terms so that students are able to have a general understanding of the text. Encourage students to use context clues to determine the meaning of the unfamiliar words.</p> <p>(continued on next page)</p>

Effects of Trauma

	<p>Ask students these questions and discuss their answers:</p> <ul style="list-style-type: none">• What do you think this text is about?• Who is the intended audience? How did you come to this conclusion? <p>Second reading: How does the text work?</p> <p>Directions: Have students read independently and silently, underlining words and phrases that they determine to be “important,” which can mean they are interesting, they are confusing, they contain important terms and/or information, they synthesize an idea, and so on.</p> <p>Ask students these questions and discuss their answers:</p> <ul style="list-style-type: none">• What is the author’s purpose for this text?• How is the text structured? Is this important for the meaning of the text?• Does the structure offer clues to the text’s purpose? How? <p>Third reading: Analyze and compare the text</p> <p>Directions: Have students read the text in small groups for a third read and answer text-dependent questions. Depending upon your students’ reading levels and analysis skills, you can develop text-dependent questions to meet any number of close reading learning targets, including:</p> <p>Paraphrasing Text: Students will condense passages or chunks into summaries of the material.</p> <p>Academic Language and Key Phrases: Ask students how specific word choices contributed to their overall understanding of the text and to give examples.</p> <p>Inferential Questions: These will ask students to draw on evidence within the text, but not explicitly stated.</p> <p>Purpose of Text: These questions will ask students to investigate the text’s larger meaning and influence.</p>
3) Watch	Jennifer’s Character Profile (2:57 mins)
4) Complete a writing assignment	<p>Have students spend time reflecting on and writing their responses to the following:</p> <ul style="list-style-type: none">• Choose one moment where Jennifer either explicitly shares her trauma or implicitly offers other signs that she has experienced trauma.• In what ways does Jennifer’s traumatic experience make her school experience challenging? How does Jennifer’s traumatic experience help her?• How do you interpret Jennifer’s quote after learning about the effects of childhood trauma? “We can’t control the events that happen to us. But we can choose not to be reduced by them. I’m just going to be strong.”• How or why does thinking about how trauma influences a person’s life matter?

Effects of Trauma

Resources

There are a wealth of print and online resources for student access on trauma, surviving sexual assault, homelessness, and addiction. Remind students that not all online sources are reputable and when seeking resources for support, they need to make sure they are from well-established academic institutions, nonprofit organizations, and researchers.

The National Child Traumatic Stress Network was established by the U.S. Congress in 2000 and now comprises more than 150 affiliate centers nationwide, associated with universities, hospitals, and diverse community-based organizations. The NCTSN mission is to raise the standard of care and improve access to services for traumatized children, their families, and communities.

<http://www.nctsn.org/>

Educator Toolkit

http://www.nctsn.org/sites/default/files/assets/pdfs/Child_Trauma_Toolkit_Final.pdf

The NCTSN also has an excellent reading list for children and teens on sibling death and childhood traumatic grief.

http://nctsn.org/sites/default/files/assets/pdfs/SiblingDeath_AdditionalResources_Children.pdf

The Trauma and Learning Policy Initiative works to ensure that children traumatized by exposure to family violence and other adverse childhood experiences succeed in school. The TLPI engages in a host of advocacy strategies, including support for schools to become trauma-sensitive environments; research and report writing; legislative and administrative advocacy for laws, regulations, and policies that support schools to develop trauma-sensitive environments; coalition building; outreach and education; and limited individual case representation in special education where a child's traumatic experiences are interfacing with his or her disabilities.

<https://traumasensitiveschools.org/>

Trusting Relationships

“I could talk to Ms. Viland about anything right now ... she just wants to see me succeed. That’s all she wants for me.”

—David, Black Rock High School student

Purpose of the Lesson

The purpose of this lesson is to define the elements of a trusting relationship with an adult and to learn the value to students of building a trusting relationship with at least one adult in school.

Objectives

By the end of this lesson, students will be able to:

- Describe the qualities of a trusting relationship.
- Articulate the value of having a trusting relationship with an adult at school.
- Demonstrate media literacy skills by examining the adult-student relationships represented in *The Bad Kids* and list five reasons for why those relationships helped the students succeed.
- Write an essay that identifies important adult relationships in their own lives.

Activity	
1) Introduce “trust”	<p>Ask students to take one minute to write down a definition of trust. Have students share out loud what they have written, then as a large group, come to an agreement on the definition of trust the class will use for this lesson. Write the definition on the white board.</p> <p>Ask students to think about the person in the world who they trust the most. By a raise of hands, ask students to share if the person they wrote down is a peer or an adult. Ask students to revisit their definition of trust, thinking about how it may differ if they are thinking about trusting a peer or trusting an adult. If necessary, add to the agreed-upon definition. Discuss whether and how peer-peer relationships are different from adult-student relationships.</p>
2) Why do adult-student relationships matter?	<p>Read aloud the following passage from a report by Civic Enterprises (2006) or project it so all students can see:</p> <p>“In a national survey from the Bill and Melinda Gates Foundation, 75 percent of adults who dropped out of high school said that individualized attention would have prevented them from dropping out. Sixty percent said having a person at school with whom they could share their personal problems would have helped them stay in school.”</p> <p>Discuss:</p> <ul style="list-style-type: none">• Is there anything about these statistics that surprises you? Why or why not?• Why do you think individualized attention matters for helping young people stay in school?• How might having an adult at school with whom you could share personal problems improve your experience at school?

Trusting Relationships

<p>3) What are the elements of a trusting relationship?</p>	<p>Brainstorm with students what a trusting relationship with an adult looks like. How do they know when they can trust a person? What do they notice about their relationships with adults they trust? What are those relationships like?</p> <p>Hand out or project the following elements of a trusting relationship:</p> <p>Consistency: Students can be assured that their teacher, counselor, or other adult will be predictable and consistent in the way they apply rules and standards in every situation.</p> <p>Compassion: Trusting relationships are characterized by care and empathy. Students feel they can share their personal lives and emotional states with their teachers.</p> <p>Communication: In a trusting relationship, the expectations are clear, and feedback is constructive and constant.</p> <p>Competency: Students' trust is built from an adult's competency, that is, the adult's ability to carry out his or her role. Statements about open communication and clear expectations are helpful; yet it is in the appropriate execution of those values that those statements become believable.</p> <p>Confidentiality: Students know when, whether, with whom, and why the information they share with a teacher might be told to other people.</p> <p>Discuss:</p> <ul style="list-style-type: none">• Do these qualities make sense to you?• How do these elements fit in with the relationships you spoke about earlier?• Are there any elements of a trusting relationship that are missing from this list or that you would change?
<p>4) Watch</p>	<p>David's Character Profile (5:09 mins)</p> <p>Lee's Character Profile (3:33 mins)</p> <p>Post-Screening Discussion</p> <ul style="list-style-type: none">• In the scene between Lee and Principal Viland, what tells you that the elements of a trusting relationship are present?• How does the trust Lee builds with the educators at Black Rock High serve him?• In David's segment, we hear David describe past challenges controlling his anger. He says, "At the high school, if I had a problem and asked the teacher, no she wouldn't get out of her chair. I flipped a couple of desks over because of that." Talk about how his disappointment about the missed English credits might have gone differently if trust weren't present between him and his counselor and him and Principal Viland.• David says that at first he couldn't stand Principal Viland. "She was the devil to me," he says, and then by the end of his time at Black Rock he believed that "she just wants to see me succeed, that's all she wants to see." How do the elements of their trusting relationship create the circumstances for that relationship to evolve?

Trusting Relationships

5) Complete a writing assignment

Have students reflect and write on the following questions:

- In either Joey or David's video segment, choose a moment that stood out to you about one of their relationships with the adults at Black Rock. Why was that moment important to you?
- Is there an adult in school or elsewhere in your life with whom you feel particularly connected? Why is this person important to you?
- If there isn't an adult you are currently in a trusting relationship with, do you know one you would like to be in a trusting relationship with?
- How are trusting relationships built? What does an adult need to do in order to earn your trust? How do you go about earning an adult's trust?
- What does the evolution of David's relationship with Principal Viland teach us about growth mindset?
- What has this discussion about trusting relationships made you think about in your own life?

Resources

On the Importance of Trust in Schools

This paper learning guide was written by Devin Vodicka, former school principal and, at the time this guide was written, the director of curriculum and instruction for the Carlsbad Unified School District in San Diego, California. It talks specifically about trust in a school setting from the perspective of an administrator. It is based in social science research and gives specific examples of the key elements of trusting relationships.

<http://www.plc-washington.org/cms/lib3/WA07001774/Centricity/Domain/38/4-elements-of-trust.pdf>

Positive Teacher-Student Relationships

There are many useful resources on the characteristics and benefits of overall positive and healthy teacher-student relationships. This American Psychological Association website provides a wealth of articles and research about the importance of healthy teacher-student relationships in general, with trust as a key component of those relationships, and tools and strategies for building them.

<http://www.apa.org/education/k12/relationships.aspx>

This short research paper discusses the measurable benefits of positive and healthy teacher-student relationships, with a particular focus on their meaning for low-income middle and high school students.

<http://steinhardt.nyu.edu/appsych/opus/issues/2013/fall/gallagher>

Research on Trust in the Business Realm

It's interesting to note that a large collection of literature specifically on trust comes from the world of business. Though businesses and school cultures differ for many reasons, this Harvard Business Review article about the ways in which trust benefits a workplace offers excellent insight into the way trust can transform a working community.

<https://hbr.org/2006/09/the-decision-to-trust>

Source

- » Civic Enterprises. 2006. "The silent epidemic: Perspectives of high school dropouts." <https://docs.gatesfoundation.org/documents/the-silent-epidemic3-06final.pdf>

Standards

Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects

Writing Standards 6–12

3. (9–10, 11–12) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. (9–10, 11–12) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Speaking and Listening Standards 6–12

1. (9–10, 11–12) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on [grade 9–12] topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively.
5. (9–10, 11–12) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

4. (9–10, 11–12) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
7. (9–10, 11–12) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
9. (9–10, 11–12) Draw evidence from informational texts to support analysis, reflection, and research.

National Curriculum Standards for Social Studies Grades 9–12

4. INDIVIDUAL DEVELOPMENT AND IDENTITY

Personal identity is shaped by family, peers, culture, and institutional influences. Through this theme, students examine the factors that influence an individual's personal identity, development, and actions.

5. INDIVIDUALS, GROUPS, AND INSTITUTIONS

Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs. This theme enables students to know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed.

10. CIVIC IDEALS AND PRACTICES

An understanding of civic ideals and practices is critical to full participation in society and an essential component of education for citizenship. This theme enables students to learn about the rights and responsibilities of citizens of a democracy and to appreciate the importance of active citizenship.

NOTE TO SOCIAL STUDIES TEACHERS:

In addition to the NCSS thematic strands, the C3 Framework for Social Studies State Standards affords educators an opportunity to integrate an inquiry-based approach to the application of these lessons. As designed, these lesson plans provide a solid foundation for the utilization of an inquiry arc, by which lesson objectives, activities, and outcomes allow for the construction of compelling and supporting questions, the use of discipline-specific concepts and tools, the incorporation of literacy skills, and the potential for taking informed action.

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ITVS

Independent Television Service (ITVS) funds, presents, and promotes award-winning documentaries on public television, innovative new media projects on the Web, and the Emmy® Award-winning weekly series *Independent Lens* on Monday nights at 10 pm on PBS. Mandated by Congress in 1988 and funded by the Corporation for Public Broadcasting, ITVS has brought thousands of independently produced programs to American audiences. Learn more at itvs.org.

INDEPENDENT LENS

Independent Lens is an Emmy® Award-winning weekly series airing on PBS Monday nights at 10 pm. The acclaimed series features documentaries united by the creative freedom, artistic achievement, and unflinching visions of independent filmmakers. Presented by Independent Television Service, the series is funded by the Corporation for Public Broadcasting, a private corporation funded by the American people, with additional funding from PBS and the John D. and Catherine T. MacArthur Foundation. For more visit pbs.org/independentlens. Join the conversation at facebook.com/independentlens and [@IndependentLens](https://twitter.com/IndependentLens).

BLUESHIFT

Blueshift is an education studio working with filmmakers, photographers and writers to develop impact education - innovative educational strategy, experiences, tools and resources to bring stories off the screen and into viewers' lives in order to deepen the audience experience and drive social change. Collectively they bring over 25 years of experience in the social justice sector with particular expertise in education, public health and the environment.

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Support for lesson plan development provided by The Fledgling Fund