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Alex Avila

Commons

California State University - San Bernardino, alex.avila4e@gmail.com

William Beshears

Recommended Citation

Manuel A. Salinas Elementary, San Bernardino City Unified School District,

Delgado, Juan; Straight Dortch, Kelly (KL); Rodriguez, Daiana; Avila, Alex; Beshears, William; Cruz, Juliana;

William Beshears@csusb.edu; Hanson, Gina; Houlihan, Frank; Kendall, Lacey; Light, Larry; Porter, Cati; Tor, Molly; Pieper, Timothy "Isaac";

Sanchez, Bianca; Trowbridge, Sara; Aguilar, Daniel; Benigno, Bernardo; Bernal, Arely; Bueno, Alejandra;

Gampos, Emily; Cannon, Jason; Caudillo Gallo, Griselda; Clemente, Joshua; Coblenz, Sarah; D'Arcangelo,

Diana; Darwin, Georgia; Deasis, Mary Grace; Els, Kaylan; Fernandez, Keith; Flores, Maria; Frontela, Khyara;

Galvan, Anthony; Galvez, Monica; Garcia, Martin; Godin, Jessica; Guzman, Freda; Hall, Madison; Huitron

Munoz, Diana; Ledesma, Jennifer; Lias Chacon, Maria; Linares, Rebekah; Loya, Prisma; Magana, Elijah;

Mancillas, Alberto; Maya, Lorinda; Pimentel, Jennifer; Ramirez, Nancy; Rodriguez, Angelica; Ruvalcaba,

Alexis; Sandoval De Rosas, Sandra; Stoddard, Emily; Tinajero, Andrea; Velez Montenegro, Lesly; Velez

Montenegro, Saulo; Vigil, Matthew; Zamora, Sergio; Alvarez, Marylou; Cervantes, Roxanna; Fuentes,

Tenaya; Moreno, Wendy; Valenzuela, David; Colunga, Philip; Fuentes, Augustine "Auggie"; Fuentes, Nadia;

Fuentes, Olive; Fuentes, Sophia; Martinez, Miraya; Mercado, Diego; Valenzuela, Iker; and Valenzuela, Roma,

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64.

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SCIPP

An Expanded Community of Practice: Community Publishing By SCIPP Members Past and Present

STUDENTS & COYOTES INSTRUCTION IN PEDAGOGY & PERFORMANCE

Students & Coyotes Instruction in Pedagogy & Performance (SCIPP) is a creative partnership between California State University San Bernardino (CSUSB) students and San Bernardino City and Riverside City elementary schools. SCIPP was developed by CSUSB Award-Winning Professor Juan Delgado and Manuel A. Salinas Elementary Master Teachers William Beshears and Larry Light and is currently under the coordination of CSUSB Professor Kelly (KL) Straight Dortch, Liberal Studies Programs Coordinator, Department of English Faculty, SCIPP Charter Member and Coordinator.

Visit us at www.scipp.org for more information.

SCIPP's Mission

SCIPP redefines and expands the existing notions about what makes for a vibrant and robust community of practice by partnering CSUSB students and professors with K-12 students, parents, and educators, along with committed community partners. SCIPP encourages curiosity in ways that leads to critical thinking, exploration, "risk taking", confidence building, open-mindedness, and other personal traits that equip them with the softskills to be active, critical, and creative contributors to our communities. SCIPP pedagogy embraces our students' collective wisdom and focuses on relational building where multi-directional communication is promoted and students are viewed as equal stakeholders in their own educations. SCIPP puts collaboration into action which in turn fosters community-based lifelong learning. SCIPP provides the open intellectual space for future university students (our K-12 students) to engage with existing university students in meaningful ways so as to sustain interconnected partnerships facilitating community engagement. It supports parents as experts in the education of their children and acknowledges parents as the first conduits to spark their children's imagination while they actively participate in education enriching activities and programs. Everyone involved is committed to creating a secure and open atmosphere for dreaming, sharing, and learning. Together we explore the aspects of community publishing through collaborative learning in formal and informal settings relating to digital and printed medias.

EXPANDED COMMUNITY OF PRACTICE MEMBERS

The Events and Meetings Calendar included at the end of this document highlight the participation of the individuals listed here. Varying combinations of individuals came together during each occurrence and smaller group or individual meetings with Coordinator Dortch are specified under the Event Title. SCIPP Events would not be possible without the participation of all the families, students, and facilitators involved in bringing our community to life.

CSUSB Community Members

CSUSB Professors

- Alex Avila, *English Department Faculty, SCIPP Instructor, Expanded Communities of Practice Collaborator*
- Juan Delgado, *Professor Emeritus of English, SCIPP Co-founder, Instructor, and Advisor*
- Gina Hanson, *English Department Faculty, Expanded Communities of Practice Collaborator, Student Success Studio Director at the Palm Desert Campus*
- Frank Houlihan, *Art Department Faculty, Expanded Communities of Practice Collaborator, Expanded Community of Practice (SCIPP) Webpage Designer: www.scipp.org*
- Lacey Kendall, *PAWS Radio Station Manager, Communications Department Faculty, Expanded Communities of Practice Collaborator, Audio Producer and Archivist for SCIPP on Coyote Radio Productions*
- Kelly Straight Dortch, *Liberal Studies Program Coordinator, English Department Faculty, SCIPP Instructor*

CSUSB Administration

- Diane Podolske, *Office of Community Engagement Director, consulted in grant applications to fund SCIPP Documentary produced by Professor Alex Avila.*
- Danielle White, *Office of Student Research ASC, facilitated the SCIPP Forum presentation during CSUSB'S Research Week 2019.*
- Dr. Jake Zhu, *College of Education Interim Dean, hosted the SCIPP Program within the College of Education building providing the environment necessary for all the collaborative endeavors to take place.*

CSUSB Students

The CSUSB students listed here are Liberal Studies Program Majors who dedicated their time to leading K-12 Multiple Intelligence and/or Socratic activities for and with their group of Junior Colleagues. Any notable exceptions are noted below with an (*).

- | | | |
|----------------------------|----------------------------------|-------------------------------|
| • Alberto Mancillas | • Freda Guzman | • Maria Flores |
| • Alejandra Bueno | • Georgia Darwin | • Martin Garcia |
| • Alexis Ruvalcaba | • <i>Social Media Consultant</i> | • Mary Grace Deasis |
| • Andrea Tinajero | • Griselda Caudillo | • Matthew Vigil |
| • Angie Rodriguez | • Isaac Pieper | • Monica Galvez |
| • Anthony Galvan | • Jason Cannon | • Nancy Ramirez |
| • Arely Bernal | • Jennifer Ledesma | • Prisma Loya |
| • Bernardo Benigno* | • Jennifer Pimentel | • Rebekah Linares |
| • <i>Mathematics Major</i> | • Jessie Godin | • Sandra Ramirez* |
| • Bianka Sanchez | • Joshua Clemente | • <i>Digital Design Major</i> |
| • Daniel Aguilar | • Kaylan Els | • <i>Webpage Designer</i> |
| • Diana D'Arcangelo | • Keith Fernandez | • Sara Towbridge |
| • <i>Webpage Designer</i> | • Khiyara Frontela* | • <i>PDC Campus Student</i> |
| • Diana Huitron Munoz | • <i>English Major</i> | • Sarah Coblentz |
| • Elijah Magaña | • Lesly Velez | • Saulo Velez |
| • Emily Campos | • Madison Hall | • Sergio Zamora |
| • Emily Stoddard | • Maria Chacon | |

CSUSB Staff

- Daiana Rodriguez, *Liberal Studies Program ASA and SCIPP at Bryant Coordinator*
- Lorinda Maya, *Liberal Studies Program ASA*

Community Partners

- Dr. Ernest Garcia, *The Garcia Center for the Arts Founding Member and Executive Director, Professor Emeritus and Dean Emeritus of the College of Education California State University San Bernardino*
- Dr. Ernest Siva, *president and founder of Dorothy Ramon Learning Center*
- Cati Porter, *Inlandia Institute Executive Director, funded the publication of the SCIPP at Bryant Elementary Program chapbook*
- Omar Romero, *Audio Recording Consultant for the SCIPP at Bryant Elementary Program*

K-12 Community Members

K-12 Teachers

- Julianna Cruz, *Bryant Elementary School, Riverside*
- William Beshears, *Salinas Elementary School, San Bernardino*
- Molly Tor, *Salinas Elementary School, San Bernardino*
- Sera Brown, *Salinas Elementary School, San Bernardino*
- Larry Light, *Salinas Elementary School, San Bernardino*

K-12 Students

The Junior Colleges listed below are participating students from Bryant Elementary, Highland Elementary, and John W. North High School in Downtown Riverside, Manuel A. Salinas Performing Arts Elementary and Richardson Prep HI Middle School in San Bernardino.

- | | | |
|-----------------------|---------------------|--------------------------|
| • Abigail De La Torre | • Eli Brown | • Nadia Fuentes |
| • Abigail Guisa | • Emily Amantza | • Nova Ledesma |
| • Alaina Mercado | • Fernanda Cortez | • Olive Fuentes |
| • Aliyah Stayley | • German Amantza | • Philip Moreno |
| • Ally Rapp | • Hayden Craft | • Roma Valenzuela |
| • Amari Howard | • Henry Rogers | • Rosalie Roth |
| • Anika Bowns | • Igar Valenzuela | • Saasil Mendoza Huitron |
| • Anton Sorenson | • Iker Valenzuela | • Sean Brown |
| • Araceli Sandoval | • Jesse Amantza | • Shaw Farson |
| • Augie Fuentes | • John Brown | • Sophia Fuentes |
| • Brandon Zermeno | • Liliana Navarette | • Tavin Wilson |
| • Connor Farson | • Malichi Dunn | • Xavier Valencia |
| • Delaney Dunlap | • Marcia Esteves | • Zemiah Guerra |
| • Diego Mercado | • Max Amantza | • And other students, |
| • Diesel Bible | • Mikayla Mendoza | names pending |
| • Dylan Zermeno | • Miraya Martinez | |

Parents of K-12 Students

SCIPP Events would not be possible without the participation of all of the families, students, and facilitators involved in bringing our community to life. This equity in collaboration supports parents as experts in the education of their children and acknowledges parents as the first conduits to spark their children's imaginations while they actively participate in education enriching activities and programs. Following is the list of some of our SCIPP parents.

- Ashley Guerra
- David Valenzuela
- Holly Zimmerman
- Ilda De La Torre
- Laura Estevez
- Lesley Taboada
- Lucia Hernandez
- Marylou Alvarez
- Roxanna Cervantes
- Teneya Fuentes
- Wendy Moreno
- Wesley Brown
- Yanira Orozco
- Yunica Maldonado
- And other parents, names pending

COMMUNITY PUBLISHING

Please see the attached documents for examples of work pending website publication. The expanded community of practice was involved in creating and gathering the materials listed below for publication on the www.scipp.org webpage, the creation of a SCIPP documentary, and other project deliverables.

CSUSB Community Publishing Contributors and Anticipated Contributions

CSUSB Professors

- History of SCIPP – See Auxiliary Appendix; Kelly Straight Dortch Sample
- Pedagogy
 - Paulo Freire
 - Pedagogy of the Oppressed
 - Loris Malaguzzi
 - Reggio Emilia
 - Howard Gardner
 - Multiple Intelligences
 - Adjunct Contributions
 - Satellite Campus
- Professor Alex Avila, SCIPP Documentary Teaser Link
 - https://www.youtube.com/watch?v=Pqq_ahT33C0
- Professor Frank Houlihan, SCIPP Website
 - <https://scipp.org/>

CSUSB Students

- As yet *Untitled Educational Enrichment Game* that combines literary, history, game theory, and Socratic method
- Lesson Plans – See Lesson Plan Appendix for samples
- Pedagogical Essays – See Pedagogical Essays Appendix
- Student Biographies – See Auxiliary Appendix; Biography Sample
- Video, audio, and still images – See SCIPP Website
 - Isaac Pieper, SCIPP Pod Leader, TACUS
 - <https://www.youtube.com/watch?v=8pbicqZ2ze0>
 - Display Boards – See Auxiliary Appendix; SCIPP Symposium Display Board Sample

- Social Media Platforms – See SCIPP Instagram
 - Georgia Darwin, SCIPP Social Media Consultant
 - <https://www.instagram.com/scipp.learningcommunity/>
- The Kidchella Valley – See Auxiliary Appendix; Kidchella Valley Annotated Bibliography
 - Sara Trowbridge, SCIPP Palm Desert Campus Youth Activities Consultant
 - <https://thekidchellavalley.weebly.com/>

CSUSB Staff

- Bookmarks – See Auxiliary Appendix; Printed Bookmarks

Community Partners Community Publishing Contributors and Anticipated Contributions

Community Partners

- Anecdotal Support to Community Enrichment – See Auxiliary Appendix; Julianna Cruz Sample
- Testimonials – See SCIPP Documentary Teaser Link
- Published Chapbook – See Auxiliary Appendix; SCIPP at Bryant Chapbook Excerpt

K-12 Community Publishing Contributors and Anticipated Contributions

K-12 Teachers

- History of SCIPP – See Auxiliary Appendix; William Beshears Sample
- Pedagogical Foundations and Merit of SCIPP
- Anecdotal Success Stories – See SCIPP Documentary Teaser Link

K-12 Students

- Creative Works
- Testimonials – See SCIPP Documentary Teaser Link

K-12 Parents

- Lesson Plans – See Lesson Plan Appendix
- Testimonials – See SCIPP Documentary Teaser Link

SCIPP - EXPANDED COMMUNITY OF PRACTICE: COMMUNITY PUBLISHING DELIVERABLES

Professor Alex Avila, SCIPP Documentary Teaser

- https://www.youtube.com/watch?v=Pqq_ahT33C0

Professor Frank Houlihan, SCIPP Website

- <https://scipp.org/>

Isaac Pieper, SCIPP Pod Leader, TACUS

- https://www.youtube.com/watch?v=K_Zf1O96kJo

Georgia Darwin, SCIPP Social Media Consultant

- <https://www.instagram.com/scipp.learningcommunity/>

Sara Trowbridge, SCIPP Palm Desert Campus Youth Activities Consultant

- <https://thekidchellavalley.weebly.com/>

EXPANDED COMMUNITY OF PRACTICE EVENTS AND MEETINGS CALENDAR

Date	Time	Duration	Event Title
11/03/2018	10:00a-2:35p	4hrs 35min	ECP Structure Development Council
12/01/2018	10:00a-1:30p	3hrs 30min	ECP Structure Development Council
12/03/2018	1:30p-2:30p	1hrs 00min	OSR Grant Meeting
01/05/2019	10:00a-12:30p	2hrs 30min	ECP Structure Development Council
01/08/2017	10:30a-11:00a	0hrs 30min	Expanded Community of Practice: Alex Avila
01/11/2019	1:00pm-7:30p	6hrs 30min	Entire Community of Practice
01/16/2019	4:00p-5:00p	1hrs 00min	Meeting with Saulo and Leslie
01/18/2019	1:00p-6:00p	5hrs 00min	Entire Community of Practice
01/25/2019	1:00p-6:00p	5hrs 00min	Entire Community of Practice & Debrief
02/01/2019	1:00p-6:00p	5hrs 00min	Entire Community of Practice
02/02/2019	10:00a-12:30p	2hrs 30min	ECP Structure Development Council
02/04/2019	10:00a-11:00a	1hrs 00min	Expanded Community of Practice: Frank Houlihan
02/08/2019	1:00p-6:00p	5hrs 00min	Entire Community of Practice
02/13/2019	12:00p-3:00p	3hrs 00min	Teaching Pedagogy Café
02/13/2019	1:00p-3:00p	2hrs 00min	ACUE Meeting
02/15/2019	1:00p-6:00p	5hrs 00min	Entire Community of Practice
02/18/2019	10:30a-11:00p	0hrs 30min	Meeting with Diana D’Arcangelo
02/20/2019	11:00a-3:00p	4hrs 00min	Expanded Community of Practice: Gina Hansen
02/22/2019	1:00p-6:00p	5hrs 00min	Entire Community of Practice
03/01/2019	8:00a-11:00p	3hrs 00min	Community Engagement in the FAM
03/01/2019	1:00p-6:00p	5hrs 00min	Entire Community of Practice
03/02/2019	10:00a-12:30p	2hrs 30min	ECP Structure Development Council
03/05/2019	3:30p-4:30p	1hrs 00min	Meeting of the Minds: Symposium Proposal to OSR
03/08/2019	1:00p-6:00p	5hrs 00min	Entire Community of Practice
03/14/2019	1:30p-2:30p	1hrs 00min	Expanded Community of Practice: Gina Hansen
03/15/2019	1:00p-6:00p	5hrs 00min	Entire Community of Practice
04/03/2019	11:00a-12:00a	1hrs 00min	OSR Student Summer Camp Proposal
04/04/2019	12:00a-1:00p	1hrs 00min	Expanded Community of Practice: Alex Avila
04/04/2019	1:00p-6:00p	5hrs 00min	Entire Community of Practice
04/05/2019	10:00a-12:00p	2hrs 00min	Research Week Meeting with OSR
04/05/2019	11:00a-12:00p	1hrs 00min	OSR Meeting Debrief and Logistical Delegation
04/06/2019	11:00a-2:00p	3hrs 00min	ECP Structure Development Council
04/06/2019	2:00p-3:00p	1hrs 00min	ECP Debrief
04/11/2019	1:00p-6:00p	5hrs 00min	Entire Community of Practice
04/18/2019	1:00p-6:00p	5hrs 00min	Entire Community of Practice
04/25/2019	1:00p-6:00p	5hrs 00min	Entire Community of Practice
05/02/2019	1:00p-6:00p	5hrs 00min	Entire Community of Practice
05/03/2019	8:00a-11:00a	3hrs 00min	Social Justice and Creative Arts
05/04/2019	10:00a-12:15p	2hrs 15min	ECP Structure Development Council
05/09/2019	1:00p-6:00p	5hrs 00min	Entire Community of Practice
05/13/2019	1:00p-5:00p	4hrs 00min	Quotationals Quote Bee Event
05/14/2019	2:30p-5:00p	2hrs 30min	Expanded Community of Practice: Gina Hansen
05/16/2019	12:30p-2:00p	1hrs 30min	Prep for ECP/OSR Symposium

Date	Time	Duration	Event Title
05/16/2019	2:00p-3:30p	1hrs 30min	Pedagogy Café
05/16/2019	3:30p-6:00p	2hrs 30min	ECP/OSR Symposium
05/23/2019	1:00p-6:00p	5hrs 00min	Entire Community of Practice
05/30/2019	1:00p-6:00p	5hrs 00min	Entire Community of Practice
06/01/2019	10:00a-2:30p	2hrs 30min	ECP Structure Development Council: Garcia Center
06/06/2019	1:00pm-6:00p	5hrs 00min	Entire Community of Practice
06/13/2019	1:00pm-6:00p	5hrs 00min	Entire Community of Practice

TOTAL TIME LISTED: 181hrs 55min

LESSON PLAN APPENDIX

Act It Out Pod Lesson Plan: Sarah Coblentz, SCIPP Pod Leader

Mindful Mornings

Target Audience: 1st-5th grade

Time Allotted: As is desired by the teacher, based on students' level of rowdiness and/ or level of participation. Ideally 20 minutes.

Lesson Summary: Students will listen as *I Am Yoga*, by Susan Verde, is read aloud to them. Students will be presented with the option to follow along and act out poses while the teacher reads or not. Either way, after the book is finished, students will then present and act out their own poses based on a feeling, emotion, or idea that is important to them.

Materials: The teacher will read from the book *I Am Yoga*. Students will need nothing other themselves and spacious enough distance between one another that can be achieved by standing one to two arms lengths apart. The teacher should provide a fairly spacious area for reading and the poses that will follow.

Procedure: Students will first engage with the lesson by sitting in a comfortable space (a floor location of sorts is preferred) and practice deep breathing, cadenced by the teacher. After an initial three to five deep inhalations and exhalations, students will be calmer and focused on what they are about to hear. The teacher will then read *I Am Yoga* by Susan Verde. Students have the option to act out the poses as the teacher is reading. Regardless, the teacher will review all of the poses one after the next, in flow, after the reading is complete. Students will practice at least one deep breath whilst they are positioned in each pose. Lastly, students will be asked to think about the ideas that were associated with the poses in the book. Were the messages positive? Was or did the message evoke an emotion? If so, what emotion or feeling? Students will be asked to associate a pose to an emotion or idea that is important to them. Students will present the pose to the class, where the rest of the class will join them for a deep breath in their respective pose. Per presentation of each pose, the student will be asked to give a brief explanation of why the emotion, idea, or feeling is important to them.

Learning Objective: Students will learn that mindful deep breathing can enhance concentration and overall calmness. Students are encouraged to open their hearts and minds to *feel* throughout the reading and activity portions, ideally to encourage and aid connectedness to self, others, Earth, and positive concepts.

Assessment: Students will be assessed based upon participation. All students will listen to the reading and present a pose with accompanying rationale. Assessment may also be based on, not articulation of rationale, but the effort put into the attempt to do so. If any student has restrictions or limitations regarding how she/ he is able to demonstrate mobility, accommodations will be made; this will not affect the participation-based assessment.

Act It Out Pod Lesson Plan: Sarah Coblenz, SCIPP Pod Leader (continued)

Instructor Assessment: Instructor assessment will be based on how well she/he sets up a safe, welcoming, and mindful environment for the students. This is something that can be observed as the activity is done a next and another time and so forth. The instructor will be able to analyze and determine what works best and makes the students feel most comfortable, relaxed and creative (i.e. use and success of using essential oils to set the tone or not, etc.). The instructor will be expected to learn from different efforts and respond in a way so as to create the best environment possible for the her/his students for future practices.

Rationale: “Growing up” hits everyone differently, and so much of growing up, as a kid (teen or adult, but for this purpose we’ll concentrate on young children), involves facing confusion, questioning who you are, not knowing how to fit in, and the all-encompassing feeling that things often are just spinning. So, unfortunately, we tend to ignore this. Many children find these feelings difficult to deal or cope with and may ultimately struggle significantly to find solutions to the problems they face. What yoga can do for people of all ages, but especially kids, is focus the mind and allow you to engage in a moment of slowed down calmness in a state where you are able to just be: be present. The goal is to find and become aware of your breath and quiet your mind. Acknowledging and connecting to the emotions that we all feel is the first step in overcoming and in learning that whatever you are feeling is just a feeling. You do not have to be so attached to it. It’s not who you *are*. Once you, a young person, or child connects to this idea, they are able to cope with the spinning and uncertainty they are feeling. This is especially important for young kids because at an age where everything is supposed to and should be fun and creative. However, kids too (not just the adults) are going through things. These feeling and ideas can often be swept under the rug or go unnoticed entirely. Showing children that there are good habits they can form now (i.e. the practice of yoga, especially in a less instructional, even purely meditative or kinesthetic manner) will be able help them glide with more happiness through the years that should be exactly that, their happiest, and set them up with a lifelong practice of mindfulness, connectedness, and positive coping skills.

More information and author of *I Am Yoga*, Susan Verde’s podcast, can be found here:

<http://www.loveteachingyoga.com/episode062/>

The following disciplines provide additional rationale that support the concept of yoga in the classroom. By, <http://www.yoga4classrooms.com/yoga-4-classrooms-blog/scientific-evidence-for-yoga-and-mindfulness-in-schools-how-and-why-does-it-work> yoga...

Develops Mind-Body Awareness

By training students how to pay attention to the relationship between their mind and body, school-based yoga helps children notice the impact of stress on their well-being. For example, a student might start to notice that their stomach gets tight when they're worried about a test, or that they tend to gravitate toward unhealthy food when they're feeling down. This awareness (also known as mindfulness) may lead to changes in behavior by, for example, choosing to do 5 minutes of breathing exercises to relax a tight stomach or opting for an apple instead of chips. Preliminary

Act It Out Pod Lesson Plan: Sarah Coblentz, SCIPP Pod Leader (continued)

studies of yoga for youth ([Benavides & Caballero, 2009](#); [Wang & Hagins, 2016](#)) and young adults ([Eastman-Mueller et al., 2013](#)) are starting to support these ideas.

Improves Self-Regulation

At a very broad level, self-regulation refers to our ability to manage our stress, emotions, and behaviors. Psychological and neuroscientific research ([MLERN, 2012](#)) is starting to show that yoga and meditation may help youth manage their stress and mood ([Kaley-Isley, Peterson, Fischer, & Peterson, 2010](#); [Miller et al., 2014](#)) and behave more positively ([Butzer et al., 2015](#); [Schonert-Reichl & Lawlor, 2010](#)). The basic idea is that yoga helps calm the fight or flight response, and induce the relaxation response, thus helping children calm themselves down and be less reactive in difficult situations. So instead of lashing out in anger on the playground, a student might take a deep breath and walk away.

Cultivates Physical Fitness

An important difference between yoga and mindfulness meditation is that yoga includes physical postures. In essence, yoga is a practice of “mindfulness in motion” that uses the body to promote awareness of the present moment. Given that more than one-third of American children and adolescents are considered overweight or obese ([Ogden, Carroll, Kit, & Flegal, 2012](#)), school-based interventions that encourage the development of physical fitness are sorely needed. Research suggests that yoga may improve physical fitness in adolescents ([Purohit et al., 2016](#)) as well as benefit several aspects of physical health, such as improved respiratory function ([Liu et al., 2014](#)), increased exercise adherence ([Bryan, Pinto, & Parasher, 2011](#)), and reduced obesity risk factors ([Cramer, Lauche, Haller, et al., 2014](#)).

Enhances Student Behavior, Mental State, Health, and Performance

According to the [Collaborative for Academic, Social, and Emotional Learning](#) (CASEL), social-emotional learning involves developing 5 core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2015). Research strongly suggests that school-based programs that enhance these competencies help students succeed not only academically, but personally as well ([Durlak et al., 2011](#)). Early evidence is also beginning to show that yoga and meditation might help students be more self-aware ([Monshat et al., 2013](#)), manage their emotions ([Noggle, Steiner, Minami, & Khalsa, 2012](#)), enhance their relationships ([Conboy et al., 2013](#)), and make better decisions ([Barnes, Bauza, & Treiber, 2003](#)).

Research also suggests that school-based yoga may improve academic achievement ([Butzer et al., 2015](#); [Kauts & Sharma, 2009](#); [Singh et al., 2016](#); [Wang & Hagins, 2016](#)) and classroom behavior ([Barnes, Bauza, & Treiber, 2003](#); [Koenig, Buckley-Reen, & Garg, 2012](#); [Schonert-Reichl & Lawlor, 2010](#)). In addition, yoga-based physical fitness may result in numerous positive outcomes including improved mood, reduced risk of psychological disorders, and enhanced cognitive performance ([Fox, 1999](#); [Sibley & Etnier, 2003](#)).

Act It Out Pod Lesson Plan: Sarah Coblentz, SCIPP Pod Leader (continued)



Butzer, B., Bury, D., Telles, S., & Khalsa, S. B. S. (2016). Implementing yoga within the school curriculum: a scientific rationale for improving social-emotional learning and positive student outcomes. *Journal of Children's Services, 11*(1), 3-24.

Standards:

2.2.1: Demonstrate skills in pantomime, tableau, and improvisation. Students become “motionless figures” in their poses as they would in a tableau, after articulating rationale behind the pose.

4.4.2: Identify and discuss emotional reactions to a theatrical experience. Students exercise this twice when they reflect and discuss their emotional reactions to the reading as well as when they are asked to reflect internally and present a feeling or emotion the reading evoked with accompanying rationale as to why.

4.4.3 Identify the message or moral of a work of theatre. Students will discuss and reflect on the reading by thinking about what the (positive) ideas or morals in the reading represent or evoke within them.

Backstage Pod Lesson Plan: Kaylan Els, SCIPP Pod Leader

Title: Creative Music and Movement- Tony Chestnut Pass Along

Target Audience: Kindergarten – 2nd Grade

Time allotted for lesson: 20 Minutes

Lesson Summary: The students (Junior Colleagues) will learn what a beat of the song is. They will learn a song with actions (This is the movement side of the lesson). The same song will be used in a pass along beat game.

Vocabulary Word to Be Learned: Beat- The beat of a song is the pace or speed the song is played at. It is what makes the song memorable or makes you want to tap your toes to.

Rhythm- This is a repeated pattern of sound or movement.

Materials Needed:

- Plastic Easter Eggs
- Rice
- Beans
- Pipe Cleaners
- Bells
- Tech Requirements- Computer with the ability to show a YouTube video

Procedure: The instructor will first ask the students (Junior Colleagues) if anyone knows what the beat of the song is. (The instructor should ensure to ask the question in that way in order to avoid answers that may be out of context.) After a few moments of allowing the students (Junior Colleagues) to answer, the instructor will then give the definition of the word beat. The instructor will then ask the students if they are able to demonstrate a beat of a song by tapping on the desk or clapping a beat from a song. The instructor will then instruct the students (Junior Colleagues) to get up and make sure that they have enough place around them by extending their arms out to the side and if they touch someone else, they are too close. (The desks have been moved out of the way to ensure that there is no possibility for the students to come to any harm) The instructor will proceed to teach the song to the students (Junior Colleagues) and demonstrate the actions at the same time. Once the song is over, the instructor will ask the students (Junior Colleagues) if they were able to pick up the beat of the song. The instructor will allow time for demonstration (should the students not be able to demonstrate the beat then the instructor should demonstrate the beat of the song). After a few moments the instructor will transition into the next part of the lesson.

With the beat of the song having been demonstrated, the students (Junior Colleagues) will sit on the ground in a circle. The instructor will explain how the beat of the song works. The beat of the song for Tony Chestnut goes “Me then you” The instructor will demonstrate how that works. Then the instructor will put the song back on. Keeping time to the beat of the song, the instructor will add musical instruments for the students to pass while keeping in time with the beat of the song. The focus of this activity is to keep in time with the beat of the song, if a student (Junior Colleague) drops one of the musical instruments it is okay. If there is any issue with keeping the beat of the song the instructor will continue to demonstrate the beat of the song in order to assist the students (Junior Colleagues) with keeping the beat of the song.

Instructor Assessment: The instructor will observe the students (Junior Colleagues) to see if they have grasped the concept of what a beat of the song is. If the students (Junior Colleagues) can keep in time with the beat of the song, they have met the assessment goals.

Backstage Pod Lesson Plan: Kaylan Els, SCIPP Pod Leader (continued)

Rationale: Music and Movement are a vital part of the classroom environment. However, for some they view the idea of music and movement with a sense of disdain. The objective of this lesson is to show that songs on YouTube can have an educational aspect to them. The song is there to help support the concept of a beat being learned by the students (Junior Colleagues). Music and movement can be fun, and this lesson is there to demonstrate this fact. Additionally, children have been losing recess time due to schools cutting recess time in favor of learning. Sadly, the school systems fail to realize that even though the students (Junior Colleagues) are playing at recess it is a vital part of thinking and processing of information for them. It also provides the students (Junior colleagues) the opportunity to learn while they play. This play aspect does help impact the students (Junior Colleagues) as they are moving around which helps them not only with getting rid of excess energy, but also helps maintain a good overall well-being.

Standards: *Domains in Visual and Performing Arts*

Domain 2 b- Demonstrate a basic fluency with the elements of music such as pitch, rhythm, and timbre and music concepts, including music notation.

Domains in Physical Education

Domain 1: Movement Skills and Movement Knowledge -1.1 Basic Movement Skills

a) Identify movement concepts including body awareness, space awareness, and movement exploration.

Adaptions: There may be some students (Junior Colleagues) within the classroom who may have limited mobility in some way shape or form. This lesson can be adapted to make sure that they will not feel excluded. For students that are in a wheel chair the movement activity can be adapted so that they are able to point to their lower extremities. Should there be a Student (Junior Colleague) that is not able to point then they will be given a buddy that can perform the action for them, however the action will only be performed if the student with limited mobility looks at a certain part of their buddy's body. In a classroom where there are multiple students (Junior Colleagues) that have special needs there will be a buddy system implemented to ensure that this is an environment of inclusion and not exclusion.

Backstage Pod Lesson Plan: Kaylan Els, SCIPP Pod Leader (continued)

♪Lyrics: Tony Chestnut From the CD,

Tony Chestnut & Fun Time Action Songs by The Learning Station

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Tony Chestnut is a fun action song for children. It is a popular song for preschool and kindergarten graduations and Valentine's Day. This kids dance song is a HIT with preschool, kindergarten and elementary children.

Tony Chestnut (Toe Knee Chest Nut) Lyrics and Movements:

Tony Chestnut knows I love you. (Point to your toes, knees, chest, head, nose, eyes, heart and to a friend.)

Tony knows. Tony knows. (Point to your toes, knees and nose.)

Tony Chestnut knows I love you. (Point to your toes, knees, chest, head, nose, eyes, heart and to a friend.)

That's what Tony knows. (Point to your toes, knees and nose.)

Tony, Tony and his sister Eileen. (Point to your toes, knees, toes, knees then lean to the right.)

And Eileen loves Neil and Neil loves Pat. (Everyone lean to the right, kneel and pat your shoulders.)

But Pat still loves Bob. (Pat your shoulders and bounce your head back and forth.)

And there's Russell and Skip. (Standup, wiggle your legs then skip in place.)

This song is silly, but it's hip. (Make a silly face then stick out your right hip and point to it.)

How it ends, just one man knows. (Turn and point to your bottom.)

And guess what (what), it's Tony Chestnut. (Hold your arms up in the air. Point to your toes, knees, chest and head.)

<https://www.youtube.com/watch?v=e1aYOPINZxE>

Masa Fun A.K.A. The Forbidden Bean Pod Lesson Plan: Jessica Godin, SCIPP Pod Leader

LESSON PLAN 2

The World is as Different as You and Me

***Grade:** Three

***Number of Sessions:** 2

***Length of sessions:** 10-140 min

***California Challenge Standards:**

Visual and Performing Arts: Theatre Content Standards

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connections and Applications

- 5.1 Use problem-solving and cooperative skills to dramatize a story or a current event from another content area.

History-Social Science Content Standards

Continuity and Change

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

General Student Objectives: (3 sentences or more starting with Students will...)

- Students will be able to identify geographical features in their local region.
- Students will be able to identify who, what, where, when, and why (5 W's) of the story using geographical terms.
- Students will be able to define diversity.

Materials/Preparation:

- *A Rainbow of Friends* by P.K. Hallinan
- 4x5 construction paper for each student
- Drawing tools
- Flashcards with questions

Motivation:

Write on the board: The world is as different as you and me!

Presentation: Read book *A Rainbow of Friends* (8-9 minutes long).

Playing

Activity 1 (Session 1, 10-15 min):

Students will discuss the meaning of the word diversity. Compelling questions will be used to help facilitate the discussion: How is diversity shown in people? How is diversity shown where you live? Does diversity have to be about people or can it be about other things like nature? Let students discuss among each other and answer questions.

Masa Fun A.K.A. The Forbidden Bean Pod Lesson Plan: Jessica Godin, SCIPP Pod Leader (continued)

Activity 2 (Session 1, 40 min):

Students will create a postcard to exhibit the culture of California. They will be tasked with illustrating various geographical features found in their local region (e.g., deserts, mountains, oceans, lakes, foliage, elements representing their heritage as well as others). Finally, they will come up with a slogan that encompasses the message of acceptance and diversity found in the story (e.g., The world is as different as you and me!)

Activity 3 Around the World (Session 2, 30-40 mins):

One student stands next to the desk of another student. Both students are given the same question regarding geographical content of their local region. The first to answer will move on to the next student's desk and both will be asked another question. This process continues until a student has challenged every other student and gone "around the world" (around the room), thus making them the winner. After every question, the two students will make noises/sounds that relate to the geographical feature to help them visualize the area being discussed.

Assessment

Rubric for Activity 1:

A rubric will be used to assess the students' understanding of the postcard background information and activity. Assessment criteria will include: accuracy of content/knowledge, comprehension, and required elements.

Observation for Activity 2:

Students will review content of local regions by drawing them out on postcards which will reinforce their knowledge of their local region.

Observation for Activity 3:

Students will reinforce their knowledge of diversity of geographical features by playing the game Around the World. Do they accurately and effectively produce noises/sounds that relate to the area being discussed?

Sources

Hallinan, P. K. *A Rainbow of Friends*. WorthyKids/Ideals, an Imprint of Worthy Publishing Group, 2018.

Rationale: I feel it is important for students to realize that although someone may have a disability or different skin color or hair color, we are all people first. Also, it is important to learn that nature is all around us and we can visit it and do so many different things.

Pod Squad Lesson Plan: Jason Cannon, SCIPP Pod Leader

Frisbees+ Chalk = Fun?

Target Audience: 5th Grade

Time Allowance: 50 Minutes

Materials Required:

- Chalk
- Multiple frisbees
- Either a chalk board or pavement outside
- Projector
- Student notebooks (should already have)

Step-by-step instructions for the lesson/activity (40 minutes)

- Firstly, we will begin by transitioning to math by playing the “Math Transition Song” (1 Min)
- After that, the students will get out their notebooks to take notes for the lesson today. (30 seconds)
- We will go over the lesson on equivalent fractions in which I will lecture and show visual examples, while the students write in their math notebooks. (10- 15 mins)
- After that, we will transition outside to an area of pavement. (2 mins 30 seconds)
- I will pull out the chalk and have students join in groups of two.
- I will give each group a fraction. One student has to draw out the fraction while the other student has to find an equivalent fraction, after the fraction has been drawn. There will be an equal amount of the equivalent fractions that way everyone can find a new partner. The new partner to the group will be the one to draw out the next circle, and the process will continue for about four rounds. (The whole chalk part will be about 15 minutes)
- We will then go back into the classroom and then we will write a paragraph about the experience of this activity. (10 minutes)

Learning Outcome (Objective)

The learning outcome of this project is for students to use multiple intelligences to understand what equivalent fractions are. We used multiple mediums of instruction and teamwork to help students understand this concept.

Rationale:

Multiple intelligence theory has always been a concept that I have tried to implement into my lessons because every child has intelligence and to reach the full potential of that child, we have to adapt and teach to what benefits that child. For example, a kid might have kinesthetic intelligence and teaching them verbal/linguistic every day will not be beneficial. Leshkovska and Spaseva in their article “John Dewey’s Educational Theory and Educational Implications of Howard Gardner’s Multiple Intelligences theory states, “Teachers should create or adapt different teaching strategies that will be compatible to the students’ individual differences and the material they study”. The more we are able to adapt to students, the more they will love and be successful in learning.

Pod Squad Lesson Plan: Jason Cannon, SCIPP Pod Leader (continued)

Listing of which Multiple Intelligences have been incorporated into the lesson/activity (use as many different intelligences as you can within the same lesson plan).

We used six intelligences

- Verbal/ Linguistic: When I was teaching the lesson on the projector and having them write in their notebooks
- Logical and Mathematical intelligence: WE were using logic and math in the lesson inherently. They also had to figure out who matched with their equivalent fraction.
- Visual/ Spatial: When the student had to find the equivalent fraction, they had to remember what their fraction was and be aware of their surroundings to not bump into people, while finding their correct fraction.
- Bodily Kinesthetic: The chalk part of the lesson was all about drawing and movement. The students got to use their bodies to learn math concepts.
- Interpersonal intelligence: Students had to communicate with each other to solve the chalk problems.
- Naturalist intelligence (slightly): Students were able to be outside for the lesson.

How the lesson/activity can be adopted for special needs students

For the in-class part, there doesn't need to be any modification, aside from their normal accommodations. The chalk part needs some accommodations though. If a student can't bend down to use chalk, they may use a piece of paper instead. If a student can't walk or move around easily they will be in a wider open area and they can have a buddy student help them look for the equivalent fraction. For learning disabilities, I will monitor their progress and, if the determination has been made on whether they can do it or not, I will assign a buddy student to work with them, and help them feel included.

Which CTC state standard(s) does your lesson plan address

Standard 3.a: Understand two fractions as equivalent (equal) if they are the same size, or the same point on the number line. (I modified it to be a lesson on equivalent fractions first. The number line part will come in another lesson.)

Assessment:

Since this is not a test nor an assessment, it will be effort based (although, there will be a quiz on a later date). There will be two sections of effort, which are classroom and activity. In the classroom, they will be expected to take notes and pay attention, and with the chalk activity, they will be expected to put full effort into the lesson. If not, they may be marked down according to effort level. The learning outcome will be assessed by a quiz on a later date. They will learn the lesson in the classroom when I teach it, but they will be more hands-on with the process with the chalk. Instructor effectiveness will be assessed by how well they teach the material and how well the students do on the assessment on the later date. While grades aren't everything with assessment, it is a good baseline for the instructor to be held accountable for.

TACUS Pod Lesson Plan: Sergio Zamora, SCIPP Pod Leader

Title: Spreading My Wings

Target Audience: All Grades, Ages and Experience Levels

Time Allotment for Lesson: Approximately 65 minutes

Materials: Pencils, Colored Pencils, Crayons, blank white paper/board supplied by Teacher

Procedures for lesson plan:

- Read a short story ALL THAT I CAN BE, by Mercer Mayer (10 minutes)
- Explain project or show them an Example Teacher has made
- 1 sheet of paper, Folded in half 2x to make 4 squares.
- Each square you will number 1, 2, 3, & 4. Starting with 1 in the top Left Corner.
- Then paste the Picture(s) you chose on square 1, a legal/letter/poster board
- On Box 1: Write/Draw Which Flying Creature would you be, list 3 things why/what you find most interesting about this Creature.
- On Box 2: Write/Draw 3 Things you would See while you are Flying, describe them: colors, shapes, textures of things.
- On Box 3: Write/Draw 3 Things you would eat? What would it taste like? Crunchy, soft, chewy, Scaly, Insects? Describe them?
- On Box 4: Write 3 Things you would feel flying as this Creature? What emotions could you describe to say another bird who doesn't know how to fly and is asking what it is like for you?
- This project can be flexible/built further for progressive writing of a special place in particular that is important to their own culture: Pyramids, Jungles, Desert scapes, Forest, City, etc.. then further develop story into another writing project to further enhance.

Objectives: To help a young writer learn to use vocabulary and bring out the creative aspect of scenery and setting, learn to write about inner feelings, and to help the writer learn to use Descriptive words. The writer will then be able to construct a short story about a place by using the ideas from the poster board and begin to **learn how to write in 1st Person, providing Setting, Motives, Descriptions, Personal Feelings to aspire young writers to think more freely.**

Rationale: The message is for the reader to think, formulate thoughts, physically construct a storyboard, then illustrate the ideas surrounding this imaginary places of interest, inspire young writers to write about their inner feelings and share experiences. **Assessment:** Attention to story, following prompts/instructions, construction of overall project, personalization is the main goal, credit issued on thought and creativity, use of vocabulary as well as the effort of the student.

Parent Pod Lesson Plan: Community Partner Teneya Fuentes, SCIPP Parent

Teneya Week 2 of Parent Teachers
 Feb 5th 2019

Checked by
 Wil Beshears
 Page 1

SCIPP Parent Pod Lesson Plan Template (60+ min)
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I. INFORMATION
 Lesson Title: A cookbook - So they don't go hungry
 Author/Teacher: Teneya Fuentes Date Lesson will be taught: February 6th
CLASS # SCIPP VISIT #3

II. AUDIENCE
 Describe your learners: Scipp parents are adults of different ages and backgrounds. Some may have not ever read a cookbook or recipe, some may not cook at all, and some may cook but don't use recipes.
 Describe any subgroups needing differentiation: Spanish Speakers, Parents who need help with the construction of a recipe (measurements, ingredient list, etc)

III. MATERIALS
 List all materials, equipment, and resources needed:
Pens, Paper, copies of 2 quotes
- Chart paper or Dry Erase Markers
- Example of a recipe w/ a story, or cookbook designs
 Will you require copies? Y N If so, how many? 20 Will copies be translated? Y N
 Please provide a copy of this lesson plan for every Parent Pod parent, teacher, & professor, or submit this lesson plan for review to Mr. B and he will make copies (the Thursday before the class or earlier).
Some may also have a code, but not have realized that food can have a story.
Good
Solid work!

IV. LEARNING GOALS & TEACHING STANDARDS
 Focus Standard (highlight key areas): Standard 1.2 & 1.3, Standard 2.1 & 2.2, Standard 4.1, 4.2, 4.3, Standard 6.4
I can take a copy and put it on the papermaker for you if you wish.
 Learning Objective (Include topic, any specific skill that will be learned, and the final project for the lesson):
Students will: 1. Learn the importance of teaching children life skills 2. Be able to write a recipe with ingredient list & steps 3. To be present and patient while taking time to teach the children how to cook.
 Please note: Final projects will be used as content on SCIPP.org, social media, publications, & shared with other SCIPP campuses.
Touches Math, The Scientific Method, Family building as well

Parent Pod Lesson Plan by Teneya Fuentes, SCIPP Parent (continued)

SCIPP Parent Pod Lesson Plan Template (60+ min)
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Page 2

SSON		<p>what will they be doing with these quotes? Quickwrite, Notes for Discussion!</p>
V(A). ANTICIPATORY SET / "THE HOOK"	<p>Two Quotes: It's not what you do for your children, but what you have taught them to do for themselves that will make them successful human beings" - Ann Landers.</p> <p>"Cooking with kids is about harnessing imagination, empowerment, + creativity"</p>	Time: 5 min
V(B). INPUT / FRONTLOADING	<p>Discussion: Their experience with cooking - what age?, Do you cook children how to cook? → Have Prisma take notes on the whiteboard</p>	Time: 10 min
DIFFERENTIATION: Bilingual / Translate Questions. from the Discussion.		<p>Develop these</p> <p>1. Perhaps tie a family story w/ the recipe that can be revisited. Or any story that connects to the recipe which teaches a lesson.</p> <p>2. Have kids do the art for the recipe.</p> <p>3. Use these stories as an example on poster paper.</p> <p>CHECK FOR UNDERSTANDING</p>
V(C). "I DO" / MODELING	<p>lecture: Tell why I chose a cookbook 2. Tell my story 3. Give an example of how to write construct a basic recipe 4. I as on what to use, how often to do this, and why 5. what types of meals to teach (kids favorites)</p> <p>In order to create conversation between parent + child</p>	
DIFFERENTIATION: Also format type, Cards on rings, A diary, etc		
V(C). "WE DO" / GUIDED PRACTICE	<p>Start the book with their favorite childhood recipe. Write it on a sheet of paper. → Like scrapbooking? Brilliant!</p>	Time: 15 min
DIFFERENTIATION:		
V(E). "YOU DO" / INDEPENDENT PRACTICE	<p>List / bullet point / paragraph / notes - On what you will use for the cookbook, will you decorate it?, When (how often) will you this.</p> <p>Share at these ideas on the board from the Discussion</p> <p>Set time / days</p> <p>Perhaps the final product is a SCIPP Potluck</p>	Time: 17 min
DIFFERENTIATION:		
V(F). CLOSURE	<p>Closing lecture: Highlight the importance of Self-sufficiency, touch on Mary Lou's lesson on "leaving something behind", and taking the time to connect w/ the kids.</p> <p>Tenet 4: "We say we waste time, but that is impossible: we waste ourselves"</p> <p>Meaning: Take our time with quality in this case no?</p>	Time: 7 min

PEDAGOGICAL ESSAY APPENDIX

Excerpt: Emily Campos, SCIPP Pod Leader

“Alexinia Young Baldwin’s section of *‘Creativity: A Look Outside the Box in Classrooms’*, shows why creativity should be incorporated into classrooms. She gives examples from a study by Fredricks quoting his list to help teachers learn how to use creativity in the classroom. Originality and fluency were two of the four words that caught my attention when reading the list and it made me think about using them in my classroom when I become an educator (Beghetto and Kaufmann 76). I know that there is a stigma when it comes to school and that it’s “not fun” or “boring” but by giving my students the chance to create original work and give them the chance to be creative, this is another way I think that this would grab their attention and make school much more interesting to them. This is something that Baldwin says teachers don’t use because it goes against everything the system wants them to teach. While I understand that we have certain standards when it comes to teaching students, but I also think that both educators and our students deserve to let go and be creative every so often. It might seem hard to incorporate creativity for all aspects of my class but Baldwin gives examples of how we can break that barrier. She mentions using “outside-of-the-box activities” that include listening to music or having volunteers come to the classroom. By choosing to use music in my classroom, I could have students create music to help them memorize how a life cycle works for science or have them use it to help them remember multiplication rules for math. Asking volunteers to come teach an art lesson could be a great way for students to learn different art techniques.”

Excerpt: Mary Grace Deasis, SCIPP Pod Leader

“The power of a imagination has the ability to bring forth new possibilities and transformative phases within a person. I want to think of innovative ways to implement the technique of storytelling to all aspects of my teaching career. Upon graduating with the intention to be a teacher a friend of mine had a startling revelation: she thought she was not a good teacher. She had thought this about herself because she said ‘I am not a good storyteller, and that is what teaching is, telling stories.’ Part of me was saddened when I heard her say these things about herself, but then I thought to myself, ‘how adept is this thought?’ The truth of the matter is there is a sense of theatrics that educators needs to instill in their style. There is a presence of improv everyday in a classroom; an educator needs have mastered the material they are teaching but need to find different approaches to ensure the lessons are as impactful as possible. Many times midway through a lesson the teacher needs to allow the lesson to evolve, to cover subject matter that was not initially planned for, to step away from their own traditional way of explaining a concept and find a different story.

I want to be the teacher that can change the story as I go. I want to be the teacher who will not be stuck in an arbitrary style of teaching that yields zero impact on a child’s life.”

Excerpt: Alejandra Bueno, SCIPP Pod Leader

“In the classroom I want students to come in and know that they are welcomed and loved no matter what. Whether they are from my classroom or not they should feel like as an educator I have their backs. . . . Kids are so smart and genuine and what is most important is to develop and elevate that, not hide it and push it down. I want to develop myself so that I have patience and strength, but also so that I have the confidence because if I don’t have that then I can’t help them. Right now, I think this is my biggest focus. I haven’t been one to stand up for myself, but at this point I need to start because those students that are voiceless and don’t get what they deserve from their education will be looking to me to get them that. In this time that I have before I am put in an actual classroom, I need to be preparing myself by gaining confidence and standing up for myself. By working on myself I know that I can have the best effect in the future and be the biggest advocate for the kids that step foot in my classroom.”

Excerpt: Isaac Pieper, SCIPP Pod Leader

“Also, as an educator I plan to definitely include outdoor activities to engage my classroom’s focus. Many times as a student in elementary school I can remember students being asked what their favorite subject in school was, and a lot of the would say recess. With this I can understand that taking a break from sitting down in the classroom and going outside for a little outdoor activity can make my classroom more engaged. The brain can only function so much at one time in a certain setting before the setting becomes less effective. For example, as a college student I find myself needing to engage in other activities throughout the day to keep my mind and creativity flowing. Engaging in different settings is a key element to exploring multiple intelligences. On to my point, as an athlete, just going outside to shoot some hoops or going to the gym to workout requires different functionalities of the body and activations of the brain. With these different movements, comes different ways of being creative and interactive among others. Going outside to shoot a couple of baskets or hit the tether ball in 3rd grade did bring me a determined kid too. As a teacher I want my students to not only be engaged with exploration of their multiple intelligences outside, but I also want them to set goals and be determined to conquer a new task when an outdoor activity would come.”

AUXILARY APPENDIX

Sample: Kelly Straight Dortch, SCIPP Instructor and Program Coordinator

What is SCIPP?

SCIPP (Students & Coyotes Instruction in Pedagogy & Performance) began as Salinas and Coyotes Instruction in Poetry and Prose and is the brainchild of Master Teachers, William Beshears and Larry Light, and Outstanding CSUSB Professor of the Year 2012/2013, Professor Juan Delgado. SCIPP began during the Fall Quarter of 2012 as a volunteer program in which MFA Creative Writing Students volunteered at Manuel A. Salinas Creative Arts Magnet Elementary School in San Bernardino. We are a community-based pedagogical practice drawn from Loris Malaguzzi and his Reggio Emilia Approach, Howard Gardener and his Theories of Multiple Intelligences, and Paolo Friere and his *Pedagogy of the Oppressed* that began by going to Salinas Elementary every Friday from 3:30 p.m. until 5:00 p.m. and teaching creative writing to a group of about 25 students in grades 2-5 for an entire year. Each quarter we hosted a culminating event for the participating students at CSUSB. Our event for the end of the Fall 2012 Quarter provided the students an opportunity to come on campus and read their poetry or prose while being recorded for Coyote Radio. Our event for Winter 2013 provided the students with a chapbook of their collected poetry and prose along with a video montage of a “Day in the Life of *Student*.” Spring 2013 saw the students become the teachers and host a symposium where they discussed their various processes, what they learned, and then shared their work through various individual and collective performance pieces.

SCIPP is always evolving. During the academic year of 2013/2014, the founders of SCIPP worked with the President’s Office, the College of Arts and Letters, and the English Department of California State University San Bernardino to move the program onto campus by way of growing the project from a volunteer program to a “For Credit” course offering. By moving the program onto campus we were able to serve the entire family unit of the participating students. This resulted in the program growing from serving one school with about 25 students in grades 2-5 to a program that now serves over 11 schools and 100+ individuals in grades pre-K through 12 along with their parents, grandparents, aunts/uncles, and/or guardians. It is at this time that we changed our name to **STUDENTS** and **Coyotes Instruction in Poetry and Prose**. We’re still SCIPP, we’re just a bigger and more extensive version of our former selves.

During academic year 2014/2015 course instruction changed hands from SCIPP Founder and CSUSB English Professor Juan Delgado to Professor Kelly (KL) Straight Dortch. This is also the year that we added a linguistics component focusing on creative writing and its link to second language acquisition.

During academic year 2015/2016 we added a screenwriting component. This is also the year that SCIPP was invited to partner with Inlandia Institute and Bryant Elementary in Riverside

During academic year 2016/2017 we added a filmography component, complete with special effects and martial arts stunts.

Sample: Kelly Straight Dortch, SCIPP Instructor and Program Coordinator (continued)

During academic year 2017/2018 course instruction changed hands from Professor Kelly (KL) Straight Dortch to Professor Alex Avila, both of CSUSB. Professor Avila added additional multi-modality/multi-media elements and a greater emphasis on the teachings of Paolo Friere.

During academic year 2018/2019 course instruction was shared by Professor Alex Avila and Kelly (KL) Straight Dortch and was moved from the Department of English to the Liberal Studies Programs. Here SCIPP has engaged in a variety of creative arts teaching practices, a community publishing focus, and the Socratic method for K-6 students and their families. Liberal Studies students are also currently working on development of a board game to teach California State History and Literature at the same time utilizing Game Theory.

The ultimate goal of SCIPP is to create an environment where students and their families from all socioeconomic and linguistically diverse backgrounds can envision themselves on college campuses anywhere as future university students. CSUSB is a designated Hispanic Serving Institute with special emphasis on SERVICE and it is the vision of this program (and our university) to serve the community that supports the university and to build bridges of collaboration between all learners of every age and background. SCIPP is a vital component to the realization of this vision and our students are leading the way by demonstrating divergent thinking, community connectedness, and self-advocacy using creative writing as the vehicle for positive change.

Our CSUSB students' rolls are to help foster a sense of agency and empowerment in all of our participants by generating thoughtful lessons and collaboration with each other and their junior SCIPP colleagues that facilitate critical and active student participation in their own educations both in K-12 and in Higher Education. Of course, this all sounds very nebulous – and it is – that's the beauty of the program. We never know exactly how our efforts will manifest in our participants, but the results are obvious to even the most casual observer. We have learned that if we invest the time and fully engage in the program it will show. This program was designed for students to function as students and instructors, as well as co-explorers, co-researchers, co-contributors, and co-creators. It was designed for students to learn to have creative agency over what they teach and how they teach it and ultimately over what they will learn themselves.

It is because of students like these, who have embraced the nature of this program, that it is impractical to list all that we have accomplished and/or have been involved with as SCIPP since our inception. SCIPP is an extremely important project that is vibrant, robust, dynamic, and incredibly fulfilling to ALL of the participants – instructors, students, and families alike. It is a place where the lines between instructor and student are blurred and where we all learn together. By choosing to participate in this program participants are agreeing to embark upon a remarkable journey that will open doors to opportunities never imagined and that will forever change perspectives on what education can and should be – there are no half-measures here as we teeter upon the precipice of transcendental, generational transformation.

Sample: William Beshears, K-12 Teacher

It all began with fear. The fear that holds an educator back from pursuing a particular topic or discipline. The fear that separates those that spend decades in their comfort zone teaching the same lessons from those that embrace the new. For myself and Larry Light, fellow San Bernardino elementary school teacher, our fear was poetry.

Knowing that our own limitations inevitably trickle down to our students, we decided to take action. On a tip, we were directed toward Juan Delgado, Poet and professor at Cal State San Bernardino, due to his passion for community outreach, teaching, and the written word. To be honest, he seemed quite skeptical at first eyeing us whilst interrogating with a series of probing questions.

“You say you two are elementary teachers?” he asked for confirmation.

“Indeed we are. 5th Grade. Salinas Elementary. About 8 minutes from here on the other sides of the tracks.” I responded.

“And what do you have in mind exactly? A tutoring program?” he said. We could tell that he was probably burned before by a teacher looking for free labor.

“Not exactly. We are looking for innovation. The realization of what it means to be a true learning community. An opportunity for our kids to learn the written word through immersion around poets and college students they otherwise would never meet. A *DIS*comfort zone where we all face our fears and support one another to become the voice of our community, the Inland Empire.” I replied.

From that point on we passed the test. And with in a few short weeks Salinas & Coyotes: Instruction in Poetry and Prose (otherwise known as SCIPP) was formed. We started with a 10 week program at Salinas Elementary with Professor Delgado bringing two other professors and 15 graduate students in poetry and creative writing. It was like having a pop-up university overwhelming Mr. Light and myself with the sheer amount of content, innovative lessons, and ability to pull page after page of writing from our students. Even though we 5th grade teachers were forced to receive a second education in pedagogy and praxis, our kids had no problem rising to the occasion. From our most at-risk Special Ed student to some of our most talented Gifted Learners, the growth was unprecedented.

Over the years we became a true learning community. Cal State students and professors helped our us find our voice and we helped them understand that college begins elementary school. Since then we have encountered many obstacles and earned many achievements. For the better part of a decade the SCIPP Radio Hour has reached the ears of over 3 million listeners, we have grown to incorporate parents into the program, and have a very successful satellite campus at Bryant Elementary in the Riverside Unified School District. However, our greatest and most unique success is our community that blurs the lines between student and teacher, elementary school and college. In our learning community everyone is a parent and professor. We have found the secret that has eluded education for so long.

Perhaps our hardest struggle to date is being able to articulate how unique our SCIPP community is compared to all the lip service we hear today around teaching and parenting. However, we have learned a few lessons that help illustrate the magic of SCIPP:

Excerpt: William Beshears, K-12 Teacher (continued)

- True educators run toward their fears. If a topic is controversial or uncomfortable, we see that as a sign to explore, test, and overcome in order to better ourselves and community.
- A true learning community involves all stakeholders in trust and responsibility. Everyone truly has a voice and everyone truly takes part in developing content and teaching lessons.
- Foes and obstacles are a gift. After years of rocking the boat of education, we have encounter quite a bit of resistance. For us, the foes and problems we encounter are the measure of how profound our impact has been.
- We expect of ourselves what we expect of our kids. If we are to expect our kids to embrace risk-taking and advocacy, we must be willing ourselves to do the same whether teacher, parent, or professor.
- Teaching is not the occupation for invertebrates. At its core, teaching is first and foremost advocacy. It is a profound relationship that plays a pivotal role in helping each person realize their potential and the opportunities around them.

As a SCIPP Co-Founder it has been my honor to be surrounded by the most amazing learners, families, undergrads, teachers, and professors. Please let our small experiment serve to inspire those that care enough to come together for our community.

Sample: Julianna Cruz, K-12 Teacher

The SCIPP at Bryant program brings together **K-6 students, Teachers, Parents, Community,** and **CSUSB Students** in an **Environment** that encourages creative risk taking, learning, collaboration, and love of writing. As a Bryant Teacher (and children's book author), I host the SCIPP at Bryant program, and it has strengthened my connection to the students and to the greater community. Many parents have come to me expressing their gratitude for "turning their children into writers." They have also commented that they are very happy to have CSUSB students as mentors for their children, "Now my kids can't stop talking about college--before, they didn't have much interest in school." At Bryant, we have created an afterschool program to Engage, Enrich, and Empower students to reach their greatest potential. Students in grades k-6 have the opportunity to choose classes that are taught by community members and/or teachers. The SCIPP@ Bryant class allows them to collaborate with one another (and CSUSB student leaders) to create poetry and prose that is published in a chapbook. Many of the students who sign up for the class have heard about it from their friends who have taken the class in the past. They assure them that they are going to love it--even if they don't really like writing. It's wonderful to see students who claim to "hate writing" blossom into prolific writers who are willing to share their work with peers and the greater community. At the end of a 10 week session, students share their published work with the community at a Salon Style Reading. The Riverside Educational Enrichment Foundation funds the publication of the chapbook, and The Inlandia Institute sustains the connection between the CSUSB SCIPP program and the literary community in Riverside (Bryant students, teachers, parents, and community members at large). I am truly grateful to Juan Delgado, Will Basheer, Kelly Dortch, all the CSUSB student leaders, and Cati Porter (Director, Inlandia Institute) for helping me to engage, enrich, and empower hundreds of students over the years. Together, we really can have a positive impact on their lives.

Biography Sample: Griselda Caudillo-Gallo, SCIPP Pod Leader

Griselda Caudillo is an honor student at Cal State San Bernardino majoring in Liberal Studies. Her concentration is in Spanish and she plans to teach in bilingual schools to promote cultural awareness. She has been working as a student advisor for a year in the Liberal Studies Department and has helped many students on their road to graduation. While working two jobs and going to school full time, she gets the job done and never gives up on her goals. She is hard working, motivated, and independent; she is on the road to success. As the oldest in her family, she sets the example for her siblings and is on the road to being the first in her family to graduate college – an inspiration, truly. After changing majors from business management, she has found her passion in teaching through the guidance of Kelly Straight Dortch - who has taught her that education is what makes the world go 'round. Griselda has a lot to offer the program and continues to grow as a teacher. After her first quarter at SCIPP, she has developed a strong pedagogy and has learned many aspects of teaching. She believes that students should be confident and engaged in the classroom and be able to apply meaning and play. As she continues her journey to teaching, she will not give up and will continue to spread wisdom and empowerment. Her future students are in for a surprise and she will truly change their world. She will graduate in Fall of 2019 and will complete her credentials and masters at the University of Redlands in the Spring of 2020.

Kidchella Valley Webpage Annotated Bibliography: Sara Trowbridge, SCIPP Palm Dessert Campus Youth Activities Consultant

“City of Palm Desert.” *Our Parks | City of Palm Desert*,

www.cityofpalmdesert.org/Home/Components/FacilityDirectory/FacilityDirectory/2/940.

I used this website to get all the information I need in order to add it to my travel log for my senior project. The website provided information about the park such as the hours of the park, what the park has to offer for families visiting the park, and so forth. I added this place to my travel log because it is a free place to enjoy with your children because it is a huge park where they can run around with all the energy they have inside them and there is really great features such as ponds with ducks, other migrant birds, turtles, and fish where if you even have 50 cents, you can feed the animals. The children love doing interactive stuff as those things. There are also picnic areas where people can barbecue some food to have lunch. There are also many different sporting courts for basketball games, tennis matches, and volleyball games.

“Palm Desert Aquatic Center.” *Palm Desert Aquatic Center*, www.pdpool.com/.

I used this website to get the information I needed about this facility for my travel log. There are two water parks in the city, the Aquatic Center and Wet n’ Wild. Although Wet n’ Wild is closed for the year of 2019 for renovations, they are also expensive in price compared to the Aquatic Center. It is only four dollars for Palm Desert residents and 6 dollars for people who are not Palm Desert residents. I thought that was neat for people who want to take their kids to a fun water park with water slides and water features to cool off in the summer for a fair price. Wet n’ Wild is a great place to go to take your children, they do have more water slides and features, but I wanted to let people know what their options were.

“SEE MORE. DO MORE. BE MORE!” *Children's Discovery Museum of the Desert*, cdmod.org/.

I used this website as a part of my senior project because it was one of the many places that families loved taking their children to and they let their child play for hours at the museum. The museum has so much to offer for a child to learn and learn with their families. It is a fun, growing environment for all to have fun learning together with really fun hands-on learning exhibits. The website provided all the information I needed to let viewers know how much it costs to attend, the hours that the museum was open, and what the museum offers.

“Wonderfully Wild | The Living Desert Zoo and Gardens.” *The Living Desert*, www.livingdesert.org/.

The Living Desert I thought would be perfect adding to my website because children love the zoo because they love learning about animals. They learn about all kinds of different animals that not only live in our desert here in America but the deserts of Africa as well. It is a great experience for all to enjoy of all ages. The website provided the information I needed to inform viewers of admission cost, the hours the zoo was open, and what the zoo has to offer.

“Palm Springs Aerial Tramway.” *Palm Springs Aerial Tramway*, www.pstramway.com/.

I used the Palm Springs Tram Way as a part of my senior project because it is historical to the Coachella Valley. It has been around for quite some time and many people know hear about this place are told that they have to check out the Palm Springs Tram. Children love riding in the tram because it’s exciting with how high you go. It is perfect for families to take their children to explore nature in a cooler environment as well as enjoy some food. The website provided all the information I needed for my website such as ticket prices, hours they were open, and their location.

**Kidchella Valley Webpage Annotated Bibliography: Sara Trowbridge, SCIPP Palm
Dessert Campus Youth Activities Consultant**

Yi, Youngjoo, and Jayoung Choi. "Teachers' Views of Multimodal Practices in K-12 Classrooms: Voices from Teachers in the United States." *TESOL Quarterly*, vol. 49, no. 4, 2015, pp. 838–847., doi:10.1002/tesq.219.

I chose this article to help with my senior project because I ended up making a website for travel log. Teachers using technology in the classroom helps benefit the child's ability to learn. This article is about how using technology in the classroom with students who are learning English as a second language and how technology helps them do just that. "Studies revealed that the creation of multimodal texts helps ELLS acquire academic literacy..." (p. 838). The ELLS showed improvement when they engaged in more technologies and multimodal practices outside of school. Teachers that don't know much about technology can't really help a student grow in that department and I want people to be more aware of technology. I want people to use it more because it is right at our finger tips, literally. "Teachers lack of preparation time and computer skills [caused] skeptical views of the impact of multimodal practices upon student achievement. I strongly encourage teaching children about technology.

Lazarus, Arnold A. "Multimodal Applications and Research: A Brief Overview and Update." *Elementary School Guidance & Counseling*, vol. 24, no. 4, Apr. 1990, pp. 243–247., doi:<https://www.jstor.org/stable/42869109>.

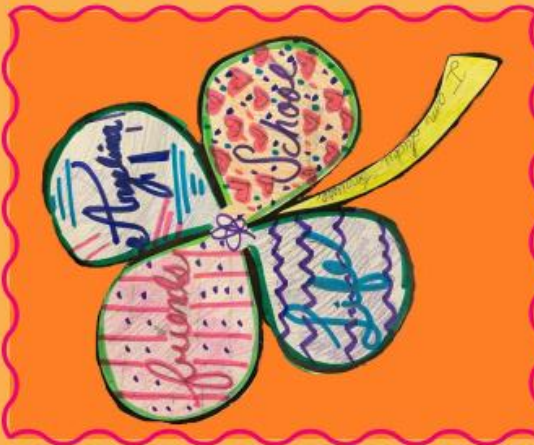
I chose this article to help me with my senior project because it encourages people who have psychological disorders calm themselves by using multimodal practices. For example, when I started creating my website, I didn't notice how four hours had gone by so quickly because I was so focused on my work. Multimodal therapy is seen as a great use for people who suffer from anxiety or other "psychological and psychobiological disorders" (p. 243). Using these practices has proved to be successful to people who find the situation difficult. The assessments have shown that multimodal therapy has been effective instead of private practices for "BASIC I.D. – Behavior, Affect, Sensation, Imagery, Cognition, Interpersonal Relationships, and Drugs/Biology" (p. 243). Not only is it great to introduce technology to children but also to children whom have disorders. Everyone can learn from it.

Walker, Carolyn Ann, et al. "Should We Travel By Plane, Car, Train, or Bus? Teacher/Child Collaboration in Developing a Thematic Literacy Center." *The Reading Teacher*, vol. 50, no. 6, Mar. 1997, pp. 524–527., doi:<https://www.jstor.org/stable/20201813>.

This article I thought was perfect for my senior project because I made a travel log website. This article talks about teachers who brought traveling into their classroom as a way to teach their preschoolers different literacy methods. These teachers gave their students a choice of what they wanted to do in the classroom as a learning activity and they chose travel agencies. What is so neat about this article is that "the children expressed interest in and experience with the travel during transportation units" (p. 524). The teachers brought in what was needed to make the travel agency activity happen in their classroom which was maps, brochures, travel plan forms, and a phone book. The children were so intrigued with learning how to set up their own travel destinations. They "viewed the literacy as an integral part of the travel agency, and they explored its many functions and uses. They integrated reading and writing into their play activities as they planned their own trips and made reservations" (p. 525). My travel log couldn't be more beneficial for children as this travel agency has proven that they find traveling interesting and a fun way of learning.

SCIPP at Bryant Chapbook Excerpt

Bryant Elementary School of Arts & Innovation was established in 1911 and has always served the community nearest Mt. Rubidoux and above mission Inn Boulevard. Bryant recently celebrated its 100th Anniversary. The threshold from the original school door is displayed in our main office and is a constant reminder of the many Riverside residents who were Bryant students that now serve our present community. Bryant has two beautiful murals at the front of the school that were painted to reflect the wonderful historical heritage that Bryant Elementary School represents.



The Inlandia Institute recognizes literacy activity through community programs in Inland Southern California, thereby deepening people's awareness, understanding, and appreciation of this unique, complex and creatively vibrant region.



There Was A
Tree On Pluto

Work created by participants in the SCIPP at Bryant Program, and facilitated by Juliana Cruz, Daiana Rodriguez, and Sergio Zamora.



Spring 2019

SCIPP at Bryant Chapbook Excerpt (continued)

flower & butterfly

Abigail Guisa



This creature shoots out fire and lives in the wild. It lives there because they love the sunlight and ears hyena. It kills jaguars and eagles also octopus, gorilla. It is 6"9. It is the tallest flower ever.

6

to: Mom



7

leprechaun

Amari Howard

If a leprechaun gave me a pot of gold...
I would share it with my Mom, Dad, Aunt, Uncle, Cousins...
I WOULD SHARE IT WITH MY WHOLE FAMILY!
Make a lemonade stand to make leftover money!
Buy WWE action figures WWE Replica title belts WWE toys and ring
Help The Poor

12

when I was walking down the street

Amari Howard and Shaw Farson

When I was walking down the street, I saw
a hole and I went down then and saw a hoard
of moles
I kept digging down with my shovel and oh
what a sight to behold
Never before seen I saw a pot of gold

Spies saw me take it oh how I wish I didn't
take the pot of gold because now I am in
leprechaun prison but I escaped with a few
gold coins hidden in my coat pocket
So I ran away from the prison at least I hid a
few gold coins

13

Symposium Bookmarks

What is Love?


Love to me is sharing
a warm smile on a sunny day
Love to me is at the beach
with my best friend
Love to me is a bag of Lays chips.

Love to me is crazy, confusing, and fun!
It is exciting
and sometimes painful,
but somehow it makes me feel
fuzzy inside.

Love to me is an adventure,
a new place to be.
A crazy, new fantasyland
that only I can see.

Love to me is an amazing emotion
to roses, a thing that is not always
explainable.

Lauren Berry
4th grader
Bryant Elementary School



Recording Gallery:
SCIPP at Bryant
Elementary School
Participants

Recipe for a Superhero


Take some flying, laser eyes,
speed, and water geysers.
Put in strength of a fire dinosaur
in a big bowl shaped like me.
Chop with a knife and stir
with a hammer until the computer
sends out warning sparks. Pour
some tiger stripes and claws.
Fry in a volcano at 5,618 degrees
until the explosion shoots
the superhero to the planets. You can
tell it's done when there's a rainbow
over the cities. Let cool until
all the fire is gone.

Add some gold
and sprinkle snow, chop and serve
a cape.
Taste . . . with crime.

-This poem was written by the
Junior Colleagues of Globally Connected
and their SCIPP Leaders




Image Gallery: Artwork
by SCIPP with Globally
Connected Participants




“A legend was not born, it was made by
its educators and guardians.”

-Saasil Mendoza Huitron
11 years old
6th grade
Richardson Prep Hi Middle School



Video Collaboration by
TACUS, feat. Winter
2019 SCIPP Pods



SCIPP unites children, parents and
community members in a fun,
creative and safe learning
environment.

Visit our website.




Malichi Dunn, 5 years old
Kindergardener

SCIPP Symposium Board Display: Monica Galvez, SCIPP Pod Leader, SCIPP Jr.

The child has a hundred languages, a hundred hands, a hundred thoughts, a hundred ways of thinking, of playing, of speaking.

They tell the child that work and play, reality and fantasy, reason and dream, are things that do not belong together.

SCIPP Jr. is a program made for children five years and under. It originated from SCIPP to accommodate for the younger siblings of the former SCIPP colleagues. It is based on the Reggio Emilia approach where teachers provide materials for the children to guide their learning through creativity and exploration without limiting them. This approach allows children to think for themselves and encourages individuality through the use of their hundred languages.

And thus they tell the child that the hundred is not here.

The child has a hundred languages (and a hundred hundred more) but they do not use them.

The child on the other separates the head from the body.

The child is made of one hundred.

The child's way hundred there.

a hundred worlds to invent a hundred worlds to dream.