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Support Group Outcomes for Hispanic/Latinx Youth in San Benito County

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### **Abstract**

Relatively few studies have examined the process of social/cultural detachment in Hispanic/Latinx youth in the United States. The present project adopted an ecological approach to this issue, focusing on mezzo- and macro-level support system development, apart from micro-level character and self-esteem development. Educational disparities, acculturation stress, and familial oppression lead to gaps between parents, adolescents, schools, and the community. Following the Youth Alliance's philosophy that youth need support from multiple sources in order to heal, the Guiding and Understanding Individuals in Achieving Success (GUIAS) program's support group sessions bridge these gaps. By offering cultural and gender sensitive lessons, hands-on activities, and education about important rites of passage, youth have the opportunity to adopt a newfound appreciation for their culture. Barriers faced by these families to close achievement gaps include having a lower socioeconomic status, as well as the current global pandemic which has made it even more difficult to make meaningful connections. Consequently, the 12-week support program has transitioned to a virtual Zoom setting. Week 6's session, My Roots and Resilience, will address social and cultural detachment by teaching youth how their culture and roots make them resilient. The activity of repotting a succulent plant while connecting the nature of the plant to their personal abilities will allow the students to be engaged and retain the important concepts. By creating a welcoming virtual environment for the expression of social and cultural similarities and differences, the lesson strengthens student perceptions of support and provides education about family protective factors.

*Keywords:* acculturation, adolescents, cultural detachment, social detachment, youth

### **Agency & Communities Served**

The Youth Alliance (YA) is a nonprofit organization with 20 locations in San Benito and South Santa Clara counties. The agency started off as a grassroots effort of volunteers to address the lack of resources available for youth of color in the community and has since transitioned into an agency that serves over 8,500 youth and their families every year. Since 1995, their mission has been to “provide innovative and culturally relevant services that strengthen and enrich youth, families and the community.” They strive to empower youth as leaders who “contribute to the social and economic betterment of their community” (Youth Alliance, 2020). The YA services available to students, at-risk youth, teen parents, and the family unit as a whole include summer and late night prevention programs, early intervention and harm reduction programs, bilingual counseling and referral services, and after-school education and support programs.

Guiding and Understanding Individuals in Achieving Success (GUIAS) is a student support service program that encourages positive character development in students at San Benito High School (SBHS). The program separates the female and male students in order to provide lessons that are relevant to their lives, along with individual case management and linkage to other supplemental resources. GUIAS is meant to promote healthy peer relationships, build self-esteem and social skills, and prepare each student to achieve success. Its purpose is to teach youth about positive cultural connections while providing them with support.

The Youth Alliance uses an ecological perspective through the GUIAS program, based on the philosophy that these youth need other support persons, from the family and the community, to assist, heal, guide, and prepare them successfully for adulthood. The GUIAS

program takes a wholesome approach to supporting their clients by adapting lessons and making them relevant to each student's personal background. Teaching students how to identify and to reach out to their support network is fundamental during adolescence and will give them the tools they need for a successful future.

### **Problem Description**

San Benito County is rich in agricultural lands full of fertile valley soil and is largely composed of migrant farmworker and immigrant families, which contribute to the majority of the county being of Hispanic or Latinx<sup>1</sup> descent. These families send their children to school to provide a better future for them with more opportunities. However, Hispanic/Latinx youth often find themselves stuck between two worlds and not feeling as though they belong in either one. The duality of being a first-generation child of an immigrant and having an Americanized lifestyle leads to internal battles.

Studies have found that “in the Latinx/Hispanic population, older adults and youth are more susceptible to mental distress relating to immigration and acculturation” (Division of Diversity and Health Equity, 2017). According to Dictionary.com, acculturation is the process of sharing and learning the cultural traits or social patterns of another group. The acculturation of immigrants contributes to rich cultural diversity, but when adolescents struggle or fail to connect with their surrounding society, it can have detrimental effects on their wellbeing. Measured by language and generational status, “acculturation has been found to have a negative impact on the health, behavior, and academic achievement” of those in the Latinx community (Becerra, 2012).

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<sup>1</sup> In the context of this paper, the word Latinx is a substitute for the binary forms of the word, and it means of or relating to people of Latin American origin or descent. Hispanic means of or relating to Spanish-speaking Latin America, and the two terms may be used interchangeably throughout.

A number of Hispanic/Latinx high school students have undergone social/cultural detachment because of familial experiences of racism, discrimination, and oppression, all while trying to fit into a society where they have to balance two different cultures. Because of these oppressive episodes, young people may build up a negative internalized self-concept of their connection to their culture. A child that has faced racism or discrimination may try to dissociate from the family and begin to resent their cultural background. In essence, they become “detached” from their true self and a divide begins between themselves, their families, their relationships, and even their behaviors.

Central values of Hispanic/Latinx culture include loyalty and attachment to family, collectivism, respect for authority, and warmth in interpersonal relationships. These values carry strengths that can also be referred to as family protective factors. According to Gunnestad (2006), having positive family relationships has “an important effect on youth from different cultures, but since this is stronger in the Latino culture, parental involvement appears to keep Latino youths off the path of delinquency” and away from high-risk behaviors. However, if a family is experiencing problems such as violence or substance abuse, this will lead to less parental authority or involvement. The result of this is “lowered self-esteem, less psychological well-being, and lower academic aspirations” for these youth, increasing their chances for becoming socially or culturally detached.

### **Contributing Factors**

One of the contributing factors to social detachment are the educational disparities faced by Hispanic/Latinx students. Specifically at San Benito High School, this population of students is vastly underrepresented by the teachers and staff. There is a stark contrast in the majority

ethnicity of educators at the school, with three quarters of them being white and only one quarter being Hispanic or Latinx. Another cause for the low educational achievement of this population is a divide between hispanic parents and the school climate. These parents have little to no experience with the US educational system, which makes them more hesitant to attend school events and be involved in school activities.

The current pandemic is another contributing factor because it has disrupted the status quo of every family. As the nation transitions to fully-online distance learning, families have needed to adapt quickly to new technologies and software. Being able to afford a reliable internet connection and sufficient electronic devices can be difficult for these families, let alone having a quiet space in the home for each student to study. While students of this generation have already become familiarized with screens and electronics, their parents may still be struggling to navigate their way through the digital divide. These stress-inducing circumstances contribute to familial issues and a toxic learning and living environment.

### **Consequences**

The effects of not having equal representation between students and teachers can be detrimental to the educational attainment of Latinx students because of language or culture barriers. Teachers that are of a different race than a majority of their students may experience implicit biases or subconscious stereotypical behaviors towards their students, contributing to a poor learning environment. Students then become socially detached during class and are progressively disengaged from participating in any other activities.

A consequence of a negative or closed off school environment is parents feeling disconnected from their children and their community. Latinx students fall behind their white

peers when it comes to parental involvement, even though their parents express their values for education. Seeing the support that their peers from other ethnic groups receive from their parents at PTA meetings, conferences, and events may discourage Latinx students from pursuing their education without the same type of support.

Hispanic/Latinx families generally stick to traditional ways of thinking; there has always been a stigma surrounding mental health and they still uphold gender-specific roles and responsibilities. Because of this, parents are reluctant to seek services, or they disregard their child's mental health by invalidating their feelings. Students' emotional and social issues are often minimized and attributed to age and gender related mood swings or phases. This leads to familial resentment and a growing generation gap between immigrant parents and their Americanized children.

### **Barriers to Service Delivery**

Flaws in the hiring process trickle down from the School Board and staff members to the education that the students receive. Having a hiring team that is not diverse will inevitably produce a pool of teachers that is also not diverse. There is a large student population of English Learner students in San Benito county since the community is largely made up of migrant families. These students are disproportionately affected by the high numbers of English-only speaking teachers because of the language barrier that they encounter, as well as the vastly different education system that they have to maneuver on their own.

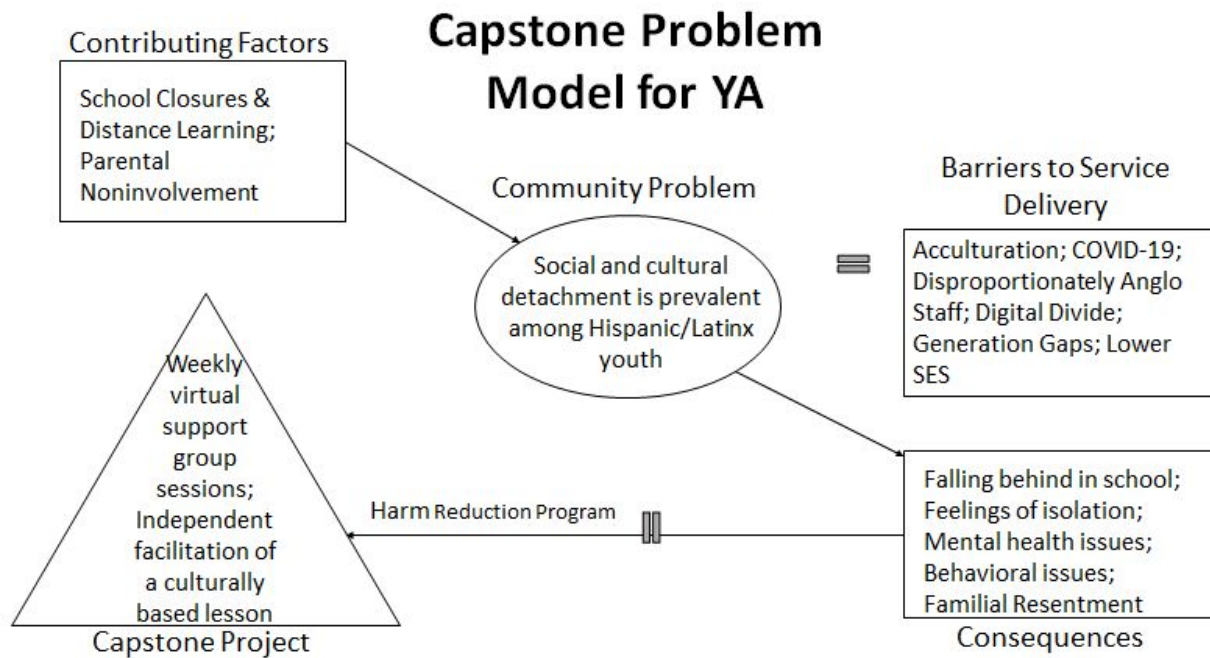
The Latinx community has historically been regarded as having lower socioeconomic status (SES), especially if the families are undocumented. Alexander, Cox, Behnke, & Larzelere, (2017) explored the reasons why not all parental noninvolvement is equal. They found that those



with lower SES tend to work inflexible jobs and transportation difficulties may keep them from being able to leave work or have days off when their students need them. They also tend to lack child care or may have multiple responsibilities that may limit the time they are able to spend at school events. These barriers impede Latinx students from having the same opportunities as their peers because of the differing levels of support they receive from their teachers and parents. They may lack reliable transportation to-and-from school events or extracurricular activities, which impedes them from building meaningful connections with others in their community.

The current global health pandemic has had a domino effect that has impacted clients and service providers as well. The GUIAS program is required to work with a total of 250 middle and high school students each school year in order to secure program funding. Referrals to the GUIAS program come from Maze Middle School and San Benito High School counselors, but students also have the opportunity for self-referral. Because of distance learning, the GUIAS program has not been able to conduct outreach or to educate students about the resources available to them since the on-campus office is closed. This also makes it difficult for GUIAS program specialists and intern(s) to build meaningful and trusting connections with students because they only see them once a week during support group sessions. Limited services, such as not being able to conduct individual case management, hindered the ability to build rapport or individualize services based on each student's unique needs.

## Problem Model



## Capstone Project Description and Justification

### Capstone Project

In response to school closures, I am planning to co-facilitate weekly virtual Zoom meetings in place of the in-person support group meetings that were aforementioned. The virtual meetings will be conducted every Tuesday, from 12:30pm to 1:45pm, in collaboration with GUIAS program specialist, Liz Alvarez. Apart from co-facilitating the weekly virtual meetings, I plan to independently develop and facilitate at least one of the lessons as my capstone project. At the halfway point of the 12-week process, I will implement a lesson that I have developed independently, titled “My Roots and Resilience,” which focuses on recognizing the student’s roots and their importance.

The first half of my lesson focuses on cultural roots, and the students are encouraged to engage in the conversation by sharing where their roots are from geographically and sharing about a cultural tradition that is upheld by their family. The hands-on element of this lesson plan is to provide each participant with their own 2-inch succulent container, soil, a planter, and rocks or decorative glass. The second half of the lesson is a succulent repotting activity, in which I show them the step-by-step process while comparing the plant's hardy nature with their own resilience. I plan on incorporating the succulent plant as a representation of themselves by connecting and comparing it to their own personal abilities. An example of a metaphor I plan to use is, when your life may be uprooted by discrimination or other unfortunate circumstance, once regrounded you remain resilient. This lesson plan can be found in Appendix A.

### **Project Purpose**

In my role as a GUIAS program intern, I am compelled to foster supportive relationships between students, teachers, parents, community members, and peers in order to collaboratively create the social support needed for their academic progress and wellbeing. I have strived to build positive connections with students at San Benito High School in order to identify and meet their needs. For this reason, I want to take advantage of GUIAS Support Group Sessions, which are an integral source of reinforcement for the participants' ongoing healing, growth, and development. They are referred to as "*Círculos de Palabra*," meaning circles of commitment, dignity, respect, trust, and love, and their purpose is to bridge the gap between youth, their culture, and their community.

The "My Roots and Resilience" lesson that I prepared aligns with the GUIAS program's purpose, which is to teach youth about positive cultural connections while providing them with

support. It also aligns with the Youth Alliance's mission to provide innovative and culturally relevant services to the youth. My capstone project addresses social and cultural detachment by teaching the youth about how their culture and roots make them resilient, and the lesson is meant to educate students about the strengths that their family's culture gives them.

### **Project Justification**

The Latinx population in high schools across the nation is steadily growing, and these students can benefit from evidence-based research on ecological approaches. Parental involvement and authority has a big influence on their child(ren)'s aspirations, and both are essential in keeping students motivated. It is the responsibility of families, school and agency staff, and other support persons to teach younger generations about culture so they can become aware of their inner strengths. A longitudinal study examined "individual, familial, and societal predictors associated with the self-esteem of Mexican immigrant youth" (Lopez & Shen, 2020) and found that self-esteem can be positively affected by academic achievement, bilingualism, and family cohesion. This study recommends professionals that work with this community to strengthen coherence within the parent-adolescent relationship through bicultural skills training, such as the support group programs offered by the GUIAS *Circulos de Palabra*.

One of the Youth Alliance's biggest attributes is that they offer culturally-centered curricula for their participants through the GUIAS program. It is divided by gender, with *El Joven Noble* for the male students, which focuses on the prevention of substance abuse, teen pregnancy, relationship violence, and gang violence. *Xinachтли*, for the female students, focuses on the aforementioned topics as well as women's health, relationships, and school failure. The curriculum also offers gender-specific rites-of-passage lessons, activities, and discussions.

Learning about and exploring their culture while participating in the program allows students to appreciate their roots and where they come from.

### **Project Implementation**

The most prominent barrier to my project implementation was the current global health pandemic, which had a detrimental effect on my capstone progress. My internship site closed down because it is a public school, leading to the adoption of telehealth practices to resume limited services. My capstone project had to be reconceptualized and redrafted a couple of times, and the direction of my project shifted focus repeatedly because I had to adapt to the circumstances I was given. Concurrently, I have been in collaboration with GUIAS program specialists on the necessary steps for implementation and have begun brainstorming ideas for a culturally competent and engaging project.

Originally, we planned to offer these support group sessions in person, with follow-up activities relevant to the lesson topic. Currently, we have shifted these support groups to an online format which will be held weekly through Zoom for a total of 12 weeks. The first GUIAS support group session had been scheduled to coincide with the beginning of the school year in August, but there was a delay in the referrals we received from the high school. As a result, these sessions did not begin until the third week of October due to low referral rates, limiting our time frame and pushing back the date of my session to December. A more detailed implementation plan and timeline can be seen in the Scope of Work in Appendix A, under Thematic Calendar.

### **Assessment Plan**

The methods that will be used are pre and post surveys to determine the outcomes of participating in a support group. The surveys will measure stress levels, academic motivation,

and engagement within the support groups. The adoption of majority-culture norms, values, and traditions is facilitated through language and generational status, which is how I will be measuring acculturation in my capstone project. I plan on collecting the data by creating and distributing a google form which students will complete and return to me.

The School Resilience Scale will be used to measure subjective school resilience, which is “defined as students’ perceived ability to respond positively to significant stressors, both social and academic, that may affect their school functioning” (Caleon & King, 2020). The Multidimensional Scale of Perceived Social Support will also be used to measure how students feel about the support they receive from family, friends, and possibly a significant other. This Likert scale “is a useful measure for assessing perceived support... in Mexican American adolescents” (Edwards, 2004). The last scale used was the Brief Acculturation Scale for Hispanics to measure acculturation levels. A full copy of these measurement scales can be found in Appendix A.

### **Expected Outcomes**

Positive school outcomes are brought upon “when teacher support is perceived in combination with perceived support from parents and friends” (Rosenfeld, Richman, & Bowen, 2000). The GUIAS Support Group session “My Roots and Resilience” will help Hispanic/Latinx students by strengthening their perceptions of support from friends, family, and trusted community members. Education will also be provided about protective factors given to them through their culture. Creating an open and welcoming virtual environment for students will alleviate the tendency toward social or cultural detachment by offering a safe space for expression and education. The GUIAS support group sessions are sometimes the only social

interaction that these students participate in outside of distance learning, and they can alleviate the feelings of social isolation that are precursors to social detachment.

### **Project Results**

My project provided students with education about family strengths and connected the hardy nature of a succulent plant to the students' resilience. I took a culturally sensitive approach by acknowledging each participants' cultural background and traditions during the lesson. Incorporating the hands-on element enabled students to retain important concepts more easily. Connecting the natural aspect of a succulent plant will allow participants to remember the concepts they learned during the lesson whenever they see the plant.

There were a number of barriers to service delivery as well as agency limitations that hindered the results of my capstone project. Program participation numbers were low this semester, resulting in a small sample size for assessment. I shared my assessment questionnaire to 20 GUIAS participants and received two responses. I believe the low response rate is in part due to the number of questions I included in my assessment, which aggregated to a total of 34 questions. Because participation in the survey was not mandatory, many students were not compelled to partake in my assessment, which hindered my ability to conduct a pre- and post-survey comparison. Due to implementation limitations and challenges, I conducted a qualitative assessment rather than a quantitative analysis.

Even though my project did not run as smoothly as expected, my lesson and activity was engaging and educational, and the participants expressed their enjoyment of the hands-on element. My project created an open and welcoming virtual environment for students by offering a safe space for expression and education of social and cultural similarities and differences.

Learning about how their culture gives them strengths that make them resilient will alleviate the tendency these youth have to become socially or culturally detached.

### **Conclusion & Recommendations**

The best course of action to address the issue of social and cultural detachment in youth is to offer culturally sensitive programming in schools to bridge the gap between students, their families, and the community. The purpose of GUIAS' *Circuitos de Palabra* is to provide a process of support, reinforcement, and character development for ongoing healing and growth. My lesson specifically focused on teaching the youth about positive cultural connections and other life skills, such as how to handle and continue caring for a succulent plant. It was well-received by agency staff and participants, and it reached more clients than my assigned cohort of girls, benefitting a substantial amount of participants. It reinforced the idea that Hispanic/Latinx families offer unique strengths and protective factors to each generation through their central values.

The stress-ridden implementation process taught me a number of lessons that I will take with me in my future endeavors as well as recommendations that can be beneficial to the Youth Alliance. Recommendations for the YA to improve the quality of its programs and services include the following. The Youth Alliance could increase public awareness of the GUIAS program and other services through their use of social media platforms, because this is where youths spend most of their time. Posting about their services online can help reach a bigger audience and increase program participation. It is also critical to begin the recruitment process at an earlier point in the year to invite as many students as possible, preferably during the summer vacation months. Building rapport with program participants can be difficult when staff only



interact with program participants once a week in support group sessions, which is why I recommend resuming individual case management services.

Some advice I have for future Youth Alliance interns include to research the various programs and services offered by the agency because the YA has a plethora of programs to choose from that work with different populations. Once they decide which option they are most passionate about, I recommend that they are assertive about their placement in the program of their choice so that they can give their all to the agency and vice versa. While learning intern duties, don't hesitate to seek advice or ask for clarification as soon as possible to avoid misunderstandings in the future. During case management of students, I advise interns to also build rapport with parents at the same time to keep them in the loop and to involve them in the progress and action steps of the students.

### **Personal Reflection**

My GUIAS program experience has come full circle - I first became aware of the program as a high school student and then became a participant. A few years later during college, I chose to return to the agency as an intern and case manager because I wanted to give back to the program that was instrumental in my growth and healing in the past. However, my first semester of field experience did not go as planned. I was placed in a different YA program due to concerns of a possible conflict of interest between myself and GUIAS program specialist Liz, who had been my case manager five years prior. Fortunately, my field instructor at the time advocated for my transfer, and I was able to switch programs at the end of my first internship semester. Although I had a slow start to my field practice progress, I was able to adapt quickly to the case management procedures that I missed out on during my first semester thanks to the GUIAS program specialists. David and Liz, who had supported me in my adolescence, also taught me everything I learned later as an intern, which I will forever be grateful for.

I was previously unaware of how easily an adolescent can become detached from their family, their school, or their community. Now I understand that this can occur when a child faces oppression or discrimination of their family and they proceed to dissociate themselves from their culture as a defense mechanism. Students become unmotivated when there is no parental involvement or authority, and distance learning and shelter-in-place orders only fuel the feelings of isolation that can lead to social detachment. The reason I wanted to make my lesson about culture and resilience is to show these students the unique strengths and protective factors offered to them through their families. I wanted to create a safe learning space and open a dialogue for students to discuss these topics, despite being constrained to a virtual setting.

While conducting research for this paper, I learned how Hispanic/Latinx collectivist cultures are more resilient than North American individualistic cultures. Many Hispanic/Latinx families are group oriented and offer a sense of belonging to each of its members, while North Americans take on more of a competitive approach to family in which everyone fends for themselves. I had never made the connection of these family protective factors to the concept of resilience, and I also had never thought that the absence of these factors could lead to social/cultural detachment.

Being part of the GUIAS program has given me tools I need to succeed as a social worker and develop my areas of competency. In order to advocate for diversity, equity, and social justice in the health and human services field, it is important for me to promote cultural awareness and continue educating youth about the importance of recognizing and honoring their culture. The culturally-based curriculum is beneficial to these students because they become aware of their individual strengths and learn to appreciate their roots. It was easy for me to mirror my lesson off of similar culturally competent lessons in the *Xinachtli* curriculum. Facilitating these support group sessions on a weekly basis was essential in boosting my Ethical Leadership skills. Weekly meetings with GUIAS program specialists and biweekly Supervision meetings with my mentor also contributed to my Professional Communication, Professional Development, and Collaboration skills. I understand the value of the GUIAS program in lowering social and cultural detachment in San Benito County youth, and I appreciate the opportunity I had to contribute to the Youth Alliance's mission.

Through coursework in my Policy Analysis and Public Administration classes, I have understood the importance of policy, politics, and public action. Many times, marginalized

groups are unable to advocate for themselves and their rights, so this duty falls upon social workers and other professionals in the Health and Human Services department. In classes such as the Social Work proseminar and Senior Capstone I developed better research methods and information literacy skills to critically analyze the public problems in the Health and Human services field. Majoring in Collaborative Health and Human Services with a concentration in Social Work has taught me valuable concepts through course work and class discussions that have been solidified as a result of my field placement experience.

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## Appendix A

### Scope of Work

#### GUIAS Thematic Calendar

Session	Overview	Projected Timeline	Actual Timeline	Supporting Staff
<i>Conociendonos/</i> Acknowledgement	This lesson focuses on a process whereby participants are presented the significance of “Palabra” or a person’s word based on who they are and what they represent. They are asked to share who and what (values) they represent. The intent of this lesson is to reinforce how their actions not only affect them, but others as well.	September 29th, 2020	<b>October 20th, 2020</b>	Elizabeth Alvarez, David Gutierrez
Self-Image	The purpose of this lesson is to teach the youth what self-image is, how it is formed, how it relates to their behavior, and how it may be improved.	October 6th, 2020	<b>October 27th, 2020</b>	Elizabeth Alvarez, David Gutierrez
Inner Champion	The purpose of this lesson is to help the youth make the link between how thoughts, feelings, and behaviors are connected. The youth will also take notice of whose messages they listen to when they make judgments or decisions about themselves.	October 13th 2020	<b>November 3rd, 2020</b>	Elizabeth Alvarez, David Gutierrez
Week 4: ¿Que Dicen? What is Said About Who We Are?	This session focuses on making participants aware of the perception that society has on the Chicano/Latino community and especially as it pertains to Youth, Men and Women.	October 20th, 2020	<b>November 10th, 2020</b>	Elizabeth Alvarez, David Gutierrez
Week 5: Making Decisions & Knowing and Guiding My Fire	The purpose of this lesson is to teach the youth how to make decisions and solve problems on their own. This lesson focuses on teaching the youth to recognize anger and common situations which cause it, and to learn techniques for self-control.	October 27th, 2020	<b>November 17th, 2020</b>	Elizabeth Alvarez, David Gutierrez
<b>Week 6: My Roots and Resilience</b>	The purpose of this lesson is to teach the youth about recognizing their roots and where they come from. The lesson will also teach youth about their resiliency.	November 2nd, 2020	<b>December 1st and 4th, 2020</b>	Elizabeth Alvarez, David Gutierrez
Week 7: Interpersonal Communication Skills	This lesson aims to teach the youth how to communicate effectively in their interpersonal interactions.	November 9th, 2020	<b>December 8th, 2020</b>	Elizabeth Alvarez, David Gutierrez

<p>Week 8: Alcohol, Drugs, &amp; the Mind, Body/Spirit Balance Myths and Realities</p>	<p>This lesson will raise the youth's awareness about popular media messages about alcohol/drugs/nicotine use and how advertisers select and market to people by age, ethnicity, and gender. The youth will critique these messages and empower girls to identify their own beliefs and values. This will also focus on teaching the youth about alcohol to counter common myths and misconceptions.</p>	<p>November 16th, 2020</p>	<p><b>December 15th, 2020</b></p>	<p>Elizabeth Alvarez, David Gutierrez</p>
<p>Week 9: Life Codex</p>	<p>This lesson focuses on having the youth share with each other their personal stories and be able to reflect on their similarities and differences of their experiences. It will also allow the youth to begin to develop trust with each other and the project. (Xinachtli)</p>	<p>November 30th, 2020</p>	<p><b>December 22nd, 2020</b></p>	<p>Elizabeth Alvarez, David Gutierrez</p>
<p>Week 10: Femaleness vs. Womanhood</p>	<p>This lesson explores with participants the rites of passage questions of "What does it mean to be a woman? Participants will reflect on and review what messages they have received from various sources in reference to womanhood (family, friends, media, etc.). A differentiation will be made between femaleness and Womanhood (the physiological process of puberty) and womanhood (being responsible for actions and how they affect others).</p>	<p>December 7th, 2020</p>	<p><b>December 30th, 2020</b></p>	<p>Elizabeth Alvarez, David Gutierrez</p>
<p>Week 11: Tortilla de mi Vida</p>	<p>This lesson will be exploring and helping participants understand the deep-rooted principle of the circle and the maize in our lives by understanding the roles we play as Latinas/ Chicanas in our own personal lives and in the community.</p>	<p>December 14th, 2020</p>	<p><b>January 5th, 2021</b></p>	<p>Elizabeth Alvarez, David Gutierrez</p>



<p>Week 12: Rites of Passage Celebration</p>	<p>The project will organize a graduation for the young women that will acknowledge the youth's efforts and commitment to the project and each other. At this time the youth should have the opportunity to talk about their experience and share with their loved ones some of their personal commitments to themselves and their community. Client's complete final assessment data, surveys, etc. and are awarded a Certificate of Participation.</p>	<p>December 21st, 2020</p>	<p><b>January 12th, 2021</b></p>	<p>Elizabeth Alvarez, David Gutierrez</p>
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**Assessment Questionnaire**

## GUIAS Pre-Survey

Please complete the following three (3) questionnaires by indicating your level of agreement/disagreement with each of the statements.

\* Required

1. Email address \*

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cares about my feelings.

11. My family is willing to help me make decisions.

12. I can talk about my problems with my friends.

4. Think about your cultural experiences at home, school, or socially. Please read each statement carefully and indicate your response below.

Mark only one oval per row.

	Only Spanish (1)	Spanish more than English (2)	Spanish and English equally (3)	English more than Spanish (4)	Only English (5)
1. What language do you speak at home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. What language do you speak with your friends?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. What language do you read in?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. What language do you think in?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**My Roots and Resilience Lesson Plan**

# My Roots and Resilience

*Lesson Plan for GUIAS Support Group Session 6*

*Prepared by SW Intern Melina Perez*

## OVERVIEW & PURPOSE

Today, we will be exploring our own cultural roots and we will also be participating in a hands-on activity related to the lesson. We will be comparing a succulent plant's hardiness to our own resilience in the face of adversity.

## EDUCATION STANDARDS

1. Identify our own and each other's cultural roots and traditions
2. Learn about how to repot a succulent plant and continue to care for it
3. Discover how our roots make us resilient

## MATERIALS NEEDED

1. Carton Tray
2. 2 inch succulent plant
3. 4 inch planter w/ saucer
4. Cactus soil bag (S)
5. Decorative rocks bag (R)

## LESSON

Today's lesson has to do with our own culture and how we perceive it. Culture has to do with the the customs or beliefs of a particular group of people

- An individual's culture strongly influences his or her behavior, beliefs, attitudes, and values
- Every individual is unique and does not represent their culture as a whole

*With this in mind, I would like for everyone to take turns sharing a little bit about their roots for us to get to know each other better. Please answer the following questions:*

1. Language spoken at home?
2. Where (geographically) do you think your roots come from?
3. Give an example of a tradition, belief, event, or other practice commonly shared by people from your culture that your family still participates in.

Culture comprises the values, norms, rules and ways of life that we get from the generations before us *and* how every new generation interprets and adapts these to their own lives and society. When we become aware of our cultural roots, we become empowered and resilient.

- Resilience is the ability to cope and do well in life in spite of having had to face a number of difficulties or the capacity to recover quickly from difficult situations or experiences.

In Latinx cultures, central values include loyalty and attachment to family, collectivism, respect for authority, and warmth in interpersonal relationships. These values carry strengths that people from other cultures lack. These strengths can also be referred to as family protective factors.

- Strong family relationships encourage Latinx youth to stay away from high-risk behavior
- Parental involvement appears to keep Latinx youth off the path of delinquency
- Families offer a sense of belonging

However, if a family is experiencing problems (violence, substance abuse) this will lead to the opposite:

- Less parental authority
- Lowered self-esteem
- Less psychological well-being
- Lower academic aspirations
- **Social/Cultural detachment**

## ACTIVITY

*Describe activity that will reinforce the lesson*



Succulent plants are part of the cactus family. These are plants that require little care and can thrive in extreme conditions. Their thick, fleshy leaves and stems are used to store water for long periods of time. Roots grow horizontally instead of downwards vertically to catch the most amount of surface water.

In this activity, we will be comparing the hardy nature of this plant with our own cultural roots. Let's start by making sure we have all of the supplies that we need in front of us, which should be 2 paper bags (one with an S and one with an R), a planter and saucer, and a succulent plant. Please remove everything from the carton tray, as this will be our workstation to avoid making a mess.

#### Repotting Directions:

- 1.) Place the planter in the center of the tray. Hold the plant and turn upside-down until the plant begins to slide out. If the plant does not slide out, gently squeeze the sides to release any stubborn roots.
- 2.) Dump any soil left in the 2-inch container into the planter. Begin breaking up roots gently with fingers while holding it over the planter to drop this soil inside as well.
- 3.) Once roots are separated, place the plant to the side and fill the planter to the rim with soil from the paper bag with an S on it. Place any leftover soil into the 2 inch planter to use later.
- 4.) Pat down soil from the center to create a hole big enough for the root bulb. You may need to remove some soil into the 2 inch planter for space.
- 5.) Gently pick up the plant and place inside the center hole, making sure all of the roots are below the surface and the plant lays at the top of the planter. You may need to go back and create a deeper hole in the soil if the plant does not have enough space.
- 6.) Use leftover soil to cover all roots. Pat soil down to ensure the plant is placed snugly into the soil. Use decorative rocks from the paper bag with an R on it and cover any visible soil with them.
- 7.) Water your plant, and let the soil dry in between each watering, normally once a week or every other week. Place your finger in the soil to check the level of moisture.

Gunnestad, A. (2006). Resilience in a Cross-Cultural perspective: How resilience is generated in different cultures. *Journal of Intercultural Communication*, 11, 0. <https://www.immi.se/intercultural/nr11/gunnestad.htm>